2021-2022 Full Program Review – Instructional – [program name]

This [program name] Full Program Review is intended to guide the development of the program on a continuous basis by following a 3-year analysis of the program status, effectiveness, and progress. The final report will identify the future direction, needs, and priorities of the program and resource allocation requests for 2023-2024. The final report is to be published by the program's Administrator no later than **December 2, 2022.**

SLAPEC questions for this cycle will assess work in progress towards meeting the goals of college initiatives including Caring Campus, Anti-Racism and Inclusion Action Plan, and Guided Pathways, in addition to promoting the use of the college's Data Dashboard.

SLAPEC encourages programs to collaborate with their Administrator on this report on October 24, November 14, and November 28 as content milestones are achieved.

Each program is expected to consider the following <u>tools</u> in preparation for this Full Program Review:
- Vision for Success Goals (found <u>here</u>)
- Educational Master Plan Goals (EMP, found <u>here</u> beginning on page 70)
- Guided Pathways Pillars as incorporated in the college's EMP (found <u>here</u>)
- "EMP Strategic Implementation Plan Action Items" document for specific action items programs that can implement that tie into the EMP goals and objectives (found <u>here</u>)
- Caring Campus Commitments (found <u>here</u>)
- Anti-Racism and Action Plan Goals (found <u>here</u>)
- Budget Resource Advisory Council (BRAC, Program Review Resource Request found <u>here</u>)

SECTION 1 – INTRODUCTION

<u>eLumen Instructions</u>:
Enter the name of the program's Primary Contact person and their role within the program. Program Leads are encouraged to collaborate with all members of the program to produce a thorough and thoughtful evaluation. Then, add to the list any additional contributors along with their roles.

Primary Contact Information, Contributors and Roles Table

Name	Role

SECTION 2 – PRIOR GOALS AND OBJECTIVES

Section 2 Instructions:
Reflect on previous goals set over the last program review cycle and highlight the progress made. Please refer to the program's most recent program review submissions to answer the following questions. The last full program reviews (2018-2019), in addition to the more recent program review progress reports (2019-2020 and 2020-2021), are available within the eLumen website. After logging in to eLumen and selecting the program go to the Strategic Planning tab and then select the Initiatives tab.

eLumen Instructions:
To complete this section on Prior Goals and Objectives, the Program Coordinator may have to leave this program review and, if not yet entered, enter the program's prior goals into eLumen.

1. Entering goals is done via the Org Management tab, in the Department Profile section (see separate instructions for more detailed guidance on this process under Resources and Training Videos on the Program Review tab at the SLAPEC website).
2. Once the prior goals are entered, go back to the Strategic Planning, Initiatives section and select "To Design Mode." In here, the program's goals are linked to this section by clicking the flag in the blue header of this section, next to the version information.
3. Please make sure to choose the "Multiple Level Benchmark" rubric from the dropdown menu while linking these goals.
4. Once this step is complete, go back "To Active Mode" and complete the steps outlined below.

For the program's goals from its most recent full program review and program review progress report, please complete the following steps:
- Click on the flag in the blue header of this section (next to the version information).
- For each previous goal, check the box indicating progress made.
- For past goals still in progress, add action plans and any resource requests needed to close the loop on these in eLumen.

BRAC Instructions:
If the program is requesting funding beyond its baseline budget (see each program's baseline budget here), it will also need to complete the separate Program Review Resource Request (PRRR) form from the Budget and Resource Advisory Council (BRAC) in addition to this Program Review Progress Report. The form to submit budget requests over and above your baseline budget is found here.
- *If the program has multiple resource requests, the online PRRR form will need to be completed for each one.*
- *The separate PRRR form is based on the rubric developed by BRAC. Note that the rationale provided in this Program Review Progress Report will be requested by BRAC.*

What progress has the program made in meeting its stated goals in the 2018-2019 Full Program Review and 2019-2020 and 2020-2021 Program Review Progress Reports?

Considering past goals, please add any action plans and any additional resources beyond the program's baseline budget that you need to meet the past goals.

If the program was allocated additional resources, how did those resources help the program meet its goals? If, however, the program requested additional resources over its baseline budget that were not allocated, what was the impact on the program?

SECTION 3 – DATA ANALYSIS – ENROLLMENT

Section 3 Instructions:
The purpose of this analytical process is to examine the data with the goal of objectively looking for areas of opportunity and expressing your program's needs from the institution.

This section is based on programs' statistical reports provided on the Data Dashboard. Programs are to identify, evaluate, and analyze various data points over the last five years. After accessing and reporting the requested data, programs will then reflect upon their data and its trends, often in comparison to the college, and especially when closing the equity gap.

Noncredit programs will use ARGOS to identify and analyze the requested data.

Degrees and Certificates

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Major & Awards** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Report the **Completion Count by Type** for the last five years for the degrees and certificates that are applicable to the program. If not applicable or no data is available, enter N/A.

DEGREES & CERTIFICATES	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Completion Count by Type – AA and/or AS					

Completion Count by Type – AA-T and/or AS-T					
Completion Count by Type – CA and/or Cert					
Completion Count by Type – Noncredit Cert					

Based on the data reported above, what opportunities and challenges for the program can be identified or highlighted in this data? What trends in the data are observed?

Overall Enrollment

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Enrollment & Section Offering** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Report the **Head Count** for the last five years in the table below. If not applicable or no data is available, enter N/A.

ENROLLMENT	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall Head Count for College	10,291	10,386	9,684	10,235	9,026
Overall Head Count for Program					

Compare the program's enrollment to the College's and discuss any similarities or differences between the two. What can be learned from data analysis and comparison? For example, if the college experienced a decline in enrollment, what could explain the impact, if any, to the program OR the current status of the program? Identify any support from the college regarding enrollment that the program needs.

Enrollment by Ethnicity

As an institution and as educators, we want to eliminate the equity gap (i.e., eliminate the disparity in opportunity, academic performance, and/or educational attainment between different groups of students; especially groups defined by socio-economic status, gender, race/ethnicity, and ability). This part of the data analysis provides an opportunity for programs

to establish a framework to better understand how the program is meeting the needs of these students.

The College has adopted and developed three major initiatives to achieve this goal: Caring Campus Commitments, Anti-Racism and Inclusion Action Plan Guiding Principles, and Guided Pathways Pillars (as part of the Educational Master Plan, or EMP).

Goal A of the Anti-Racism and Inclusion Action plan is to "Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College." A major objective of this goal is to "disaggregate and examine student success data to reveal hidden patterns of racial inequality." The following questions will help programs and the College work toward this objective and the overall goal.

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Enrollment & Section Offering** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Locate the **Enrollment % by Ethnicity** graph and right-click on it. Select "Show as a table." Report the percentages for the program in the table below. (*Note these are cumulative percentages for the past five years. To see specific years, select from the Academic Year drop-down menu.*)

ENROLLMENT BY ETHNICITY (%)	College	Program
African American/African	2.40%	
American Indian/Alaskan Native	0.16%	
Asian	15.05%	
Filipino	2.29%	
Hispanic	31.48%	
Pacific Islander	0.24%	
Two or More	7.33%	
Unknown	2.18%	
White	38.86%	

Compare the program's percentages to the College's. What Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in improving enrollment? What new strategies were considered? What worked? What might be changed?

Comparing the enrollment numbers based on ethnicity, what must be considered by the program to eliminate the equity gap at the classroom or pedagogical level?

Enrollment by Method of Delivery

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Enrollment & Section Offering** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Under the **Method of Delivery** options, select each applicable method one at a time. Report the Head Count for the last five years in the table below. If not applicable or no data is available, enter N/A.

ENROLLMENT BY METHOD OF DELIVERY	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hybrid					
Hyflex					
In-Person					
Online Asynchronous					
Online Synchronous					

After analyzing the data on enrollment by method of delivery, what Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in increasing numbers? What new strategies might be considered? What worked? What might be changed? What type of training might be needed?

SECTION 4 – DATA ANALYSIS – Retention and Success Overall and by Ethnicity

Section 4 Instructions:

The purpose of this analytical process is to examine the data with the goal of objectively looking for areas of opportunity and expressing your program's needs from the institution.

This section is based on programs' statistical reports provided on the Data Dashboard. Programs are to identify, evaluate, and analyze various data points over the last five years. After accessing and reporting the requested data, programs will then reflect upon their data and its trends, often in comparison to the college, and especially when closing the equity gap.

Noncredit programs will use ARGOS to identify and analyze the requested data.

Overall Retention Rates

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Locate the **Retention by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the *retention* percentages for the program in the table below.

OVERALL RETENTION RATES (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall Retention Rates for College	85.22%	86.69%	86.70%	84.46%	81.58%
Overall Retention Rates for Program					

Compare the program's *retention* rates to the College's and discuss any similarities or differences between the two. What can be learned from the data relative to retention rates? Identify any support from the college regarding student retention that the program needs.

Overall Success Rates

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Locate the **Success by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the *success* percentages for the program in the table below.

OVERALL SUCCESS RATES (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Overall Success Rates for College	72.23%	73.63%	76.84%	75.79%	73.62%
Overall Success Rates for Program					

Compare the program's *success* rates to the College's and discuss any similarities or differences between the two. What can be learned from the data relative to success rates? Identify any support from the college regarding student success that the program needs.

Describe practices and/or strategies implemented by the program that sustained retention and success rates over the past five years.

Retention Rates by Ethnicity

As an institution and as educators, we want to eliminate the equity gap (i.e., eliminate the disparity in opportunity, academic performance, and/or educational attainment between different groups of students; especially groups defined by socio-economic status, gender, race/ethnicity, and ability). This part of the data analysis provides an opportunity for programs to establish a framework to better understand how the program is meeting the needs of these students.

The College has adopted and developed three major initiatives to achieve this goal: Caring Campus Commitments, Anti-Racism and Inclusion Action Plan Guiding Principles, and Guided Pathways Pillars (as part of the Educational Master Plan, or EMP).

Goal A of the Anti-Racism and Inclusion Action plan is to "Unearth, examine, acknowledge, and identify concrete actions to account for the racial history of West Valley College." A major objective of this goal is to "disaggregate and examine student success data to reveal hidden patterns of racial inequality." The following questions will help programs and the College work toward this objective and the overall goal.

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Under the **Breakdown By** options, select **Ethnicity**.

6) Now locate the **Retention by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the *retention* percentages for each ethnicity in the table below. If not applicable, or no data is available, enter N/A.

RETENTION BY ETHNICITY (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American/African					
American Indian/Alaskan Native					
Asian					
Filipino					
Hispanic					
Pacific Islander					
Two or More					
Unknown					
White					

After analyzing the retention rates by ethnicity, what Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in increasing numbers? What new strategies might be considered? What worked? What might be changed? What type of training might be needed?

Considering the year-to-year retention rates based on ethnicity in the table above, what opportunities or areas for growth do you see at the classroom or pedagogical level to eliminate the equity gap? How can the college support the program to tap into such opportunities or areas for growth?

[NEW QUESTION] Increasing retention rates – the inverse of reducing withdrawal rates – is a known, effective way to close equity gaps. Referring to the Data Dashboard page for the program's Retention Rates by Ethnicity graph, take a closer look at the *Disproportionately Impacted Groups* listed to the right of the Retention graph. Disproportionate impact occurs when a "subset of students based on a student characteristic such as age, race, and gender are unjustifiably experiencing lower outcomes compared to the total student population."

If the program has groups listed over the last five years whose retention rates are disproportionately impacted by withdrawals, list them here. What strategies has the program applied to minimize the impact on these groups? If the program does not have any groups listed, then enter N/A.

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Success Rates by Ethnicity

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Under the **Breakdown By** options, select **Ethnicity**.
6) Now locate the **Success by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the *success* percentages for each ethnicity in the table below. If not applicable, or no data is available, enter N/A.

SUCCESS BY ETHNICITY (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
African American/African					
American Indian/Alaskan Native					
Asian					
Filipino					
Hispanic					
Pacific Islander					
Two or More					
Unknown					
White					

After analyzing the success rates by ethnicity, what Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in increasing numbers? What new strategies might be considered? What worked? What might be changed? What type of training might be needed?

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Considering the year-to-year success rates based on ethnicity in the table above, what opportunities or areas for growth do you see at the classroom or pedagogical level to eliminate the equity gap? How can the college support the program to tap into such opportunities or areas for growth?

SECTION 5 – DATA ANALYSIS – Retention and Success by Method of Delivery

Section 5 Instructions:
The purpose of this analytical process is to examine the data with the goal of objectively looking for areas of opportunity and expressing your program's needs from the institution.

This section is based on programs' statistical reports provided on the Data Dashboard. Programs are to identify, evaluate, and analyze various data points over the last five years. After accessing and reporting the requested data, programs will then reflect upon their data and its trends, often in comparison to the college, and especially when closing the equity gap.

Noncredit programs will use ARGOS to identify and analyze the requested data.

Retention Rates by Method of Delivery

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Under the **Method of Delivery** options, select each available method one at a time.
6) Now locate the **Retention by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the retention percentages for each method of delivery in the table below. If not applicable, or no data is available, enter N/A.

RETENTION BY METHOD OF DELIVERY (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hybrid					
Hyflex					
In-Person					
Online Asynchronous					
Online Synchronous					

After analyzing retention rates by method of delivery, what Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in increasing numbers? What new strategies might be considered? What worked? What might be changed? What type of training might be needed?

Success Rates by Method of Delivery

Data Dashboard Instructions:
1) Go to the WVC Data Dashboard page.
2) Click the link to the **Program Review Data Dashboard**.
3) Select the **Retention & Success** tab.
4) Select either the Program or Student Service from the appropriate drop-down menu.
5) Under the **Method of Delivery** options, select each available method one at a time.
6) Now locate the **Success by Academic Year** graph and right-click on it. Select "Show as a table" to view the percentages. Report the success percentages for each method of delivery in the table below. If not applicable, or no data is available, enter N/A.

SUCCESS BY METHOD OF DELIVERY (%)	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Hybrid					
Hyflex					
In-Person					
Online Asynchronous					
Online Synchronous					

After analyzing success rates by method of delivery, what Caring Campus Commitments, Anti-Racism and Action Plan Goals, and/or Guided Pathways Pillars might have helped in increasing numbers? What new strategies might be considered? What worked? What might be changed? What type of training might be needed?

SECTION 6 – COLLEGE INITIATIVES – Eliminating the Equity Gap

SLAPEC encourages programs to complete this section *after* further reflection and collaboration with other members in the program following the data collection and analysis process. This would allow programs to discuss the themes and trends noticed with other members before moving on with the questions in this section.

Please take this section also as an opportunity to consider future goals for the program.

Caring Campus

When beginning to close the analytical loop, what exciting and doable vision does the program have relative to the Caring Campus Commitments (found <u>here</u>)? What additional commitments can the program adopt in the next year(s) for its students? What would that plan for adoption look like for the program?

Anti-Racism and Inclusion Action Plan

When beginning to close the analytical loop, what exciting and doable vision does the program have relative to the Anti-Racism and Inclusion Action Plan Guiding Principles (found <u>here</u>)? What additional guiding principles can the program adopt in the next year(s) for its students? What would that plan for adoption look like for the program?

Guided Pathways

West Valley College implemented the four pillars of Guided Pathways (GP) into three taskforces: Explore Taskforce, Connect and Support Taskforce, and Learn Taskforce. When beginning to close the analytical loop, what exciting and doable vision does the program have relative to Guided Pathways as implemented at WVC (found <u>here</u>)? What additional strategies can the program adopt in the next year(s) for its students? What would that plan for adoption look like for the program?

SECTION 7 – CAREER & TECHNICAL EDUCATION (CTE) – Labor Market Data

Section 7 Instructions:

If the program offers Career & Technical Education (CTE) pathways, please answer the following questions.

Programs outside of CTE should enter N/A and proceed to the next section.

List the job titles for which the program trains students. Using past EMSI reports and information from the program's advisory boards, identify necessary knowledge and skills needed to be successful in that job. State which courses within the program address the knowledge and skills indicated. For job titles in your program area, please visit O*NET OnLine.

Job Titles	Knowledge, Skills, Abilities Needed	Courses in which Skills are Taught

What is the program's current net annual labor market gap (total job openings in area minus total completers at other programs in area)? Discuss and comment on the trends and data observed in the most recent EMSI report.

- **What year does the EMSI report cover?**
- **Median wage**
- **Job growth over most recent years**
- **Percentage of job requiring *High School Diploma or less*, *Some College*, *Associate's Degree*, and *Bachelor Degree or higher***
- **The number of completions and the number of openings for the most recent year**

Discuss the program's plan to meet current and future labor market demand. For example: curriculum revision, advisory board updates, faculty professional development, work-based learning experiences, professional memberships, etc.

Does the program provide students with internship opportunities or liaison with Career Services to ease student's ability in joining the workforce? Please describe and/or explain.

SECTION 8 – PROGRAM CURRICULUM

Section 8 Instructions:

This section focuses on evaluating curriculum through WVC initiatives' lens to determine whether curriculum reflects inclusion, equity, engagement, and success.

Programs without curriculum should enter N/A and proceed to the next section.

How has the program reviewed its curriculum and/or processes to ensure its courses and processes are culturally inclusive, engaging, and respectful to all students? Identify materials and resources the program can use.

Goal B of the Anti-Racism and Inclusion Action Plan is to "Address Anti-Blackness and in the campus culture in and out of the classroom." A major objective of this goal is "Curriculum review and capacity building for faculty." This asks programs to:

- Eliminate racially biased language, textbooks and instructional materials
- Include textbooks and materials representative of the racial and cultural backgrounds of our students
- Create Student Learning Outcomes (SLO), objectives, course descriptions, assignments, methods of instruction and assessments, and lecture/lab content that are relevant and accessible to the racial and cultural backgrounds and abilities of our students
- Communicate clear, equitable grading policy
- Use welcoming language that is accessible to students

What additional curriculum-related strategies can the program adopt in the next year(s) for its students? What would that plan for adoption look like for the program?

SECTION 9 – STUDENT LEARNING OUTCOMES

Section 9 Instructions:
Student learning outcomes and the actions programs take in response to SLO results are a critical component of integrated planning for the college. Reviewing the SLO results, discussing the impact of actions taken by the program, and providing that substantive summary allows SLAPEC to identify successes in student learning and challenges still to be faced for continued improvement.

This section asks programs to look at the SLO Master Spreadsheet and make sure the identified schedule for assessment is being met. It also asks programs to discuss the impact that SLO

results have had on student success and the *impact that additional resources received have had on student success, and how new resource requests will improve student learning.*

eLumen Instructions:

Are there any learning outcome assessments (Course SLOs and/or Program SLOs) that have been scheduled but were not submitted? Please check the Current Working Version of the Master SLO/PLO Assessment Schedule for the program, which can be found on SLAPEC's website under the SLO and Assessment tab.

If any CSLOs or PSLOs were due but weren't submitted, please identify the course/program, the date it was originally scheduled, and a plan of action for the submission (i.e., a re-scheduled date or an intent to deactivate the course/program).

Course/Program	Date Originally Scheduled	Plan of Action/Rescheduled Date
Example: Cooking 101	*Planned for Fall 2021*	*Rescheduled for Fall 2022*

How has the program conducted on-going discussions related to SLOs and results of SLO assessments? How are those discussions documented? Share any processes implemented to ensure continued discussion of the program's SLOs.

What did the program learn from course-level SLO assessment results? What successes and/or challenges did the program experience in learning from the SLO results?

How have the program's SLO assessments and SLO discussions produced a positive impact on student success? What changes has the program made (or does it plan to make) to improve student success?

What impact did (or would) additional resources have on improving student learning? Do any institutional changes need to be made to help the program improve student success?

SECTION 10 – NEW GOALS AND OBJECTIVES

Consider the overall evaluation and analysis completed through this full program review as it pertains to continuous program improvement. Then brainstorm and prepare for identifying further action in addressing stated WVC goals and initiatives.

What specific themes were identified? What challenges and opportunities must be considered to take further action in addressing WVC stated goals and initiatives? What college resources can be tapped into to execute identified action plans as you prepare new goals for the next cycle?

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eLumen Instructions:

To complete this section on New Goals and Objectives, the Program Coordinator may have to leave this program review and, if not yet entered, enter the program's new goal(s) into eLumen.

1. Entering goals is done via the Org Management tab, in the Department Profile section (see separate instructions for more detailed guidance on this process under Resources and Training Videos on the Program Review tab at the SLAPEC website).
2. Once the new goal(s) is entered, go back to the Strategic Planning, Initiatives section and select "To Design Mode." In here, the program's new goal(s) is linked to this section by clicking the flag in the blue header of this section, next to the version information.
3. Please make sure to choose the "Multiple Level Benchmark" rubric from the dropdown menu while linking the goal(s).
4. Once this step is complete, go back "To Active Mode" and complete the steps outlined below.

For the program's new goal(s), please complete the following steps:
- Click on the flag in the blue header of this section (next to the version information).
- For each new goal, check the box indicating "no progress".
- Then, add action plans and any resource requests needed to accomplish the new goal(s) in eLumen.

BRAC Instructions:
If the program is requesting funding beyond its baseline budget (see each program's baseline budget here), it will also need to complete the separate Program Review Resource Request (PRRR) form from the Budget and Resource Advisory Council (BRAC) in addition to this Program Review Progress Report. The form to submit budget requests over and above your baseline budget is found here.
- *If the program has multiple resource requests, the online PRRR form will need to be completed for each one.*
- *The separate PRRR form is based on the rubric developed by BRAC. Note that the rationale provided in this Program Review Progress Report will be requested by BRAC.*

Discuss the anticipated impact of the new goal's action plan(s) on student success as tied into the college goals and initiatives considered in earlier sections. How will the program measure success? If the program added resource requests tied to the action plan(s), how will those resources be used?

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SECTION 11 – THEMATIC REPORTING

Section 11 Instructions:
After program reviews are submitted and read, SLAPEC looks for overarching, institution-level themes in the strengths and challenges across all programs to report to the college and BRAC. Please summarize the program's strengths and challenges, and then include any special program highlights from the past year that can be shared with the campus.

What general conclusions can be drawn about the program's strengths?

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What general conclusions can be drawn about the program's challenges?

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What are one or two highlights from the 2021-2022 academic year that the program would like to share with the college? For example: student success stories, faculty achievements, innovative initiatives, etc.

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Is there anything else the program would like to report that is not included in the answers to the previous questions? For example, external influences on your students and/or program, regulations from governing bodies, etc.

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SECTION 12 – ADMINISTRATIVE VERIFICATION

Section 12 Instructions:
This section is for the supervising administrator to acknowledge that the Program Review has been read; the content has been discussed with the program; and the program was given the

opportunity to review and/or revise any responses. This section is not to insert separate information, but a collaboration step to ensure both program and administrator are in partnership on how to best support the program. Please indicate your name and position below and include any comments or feedback.

Program Review completion Verification by Administrator/Designee:

Administrator/Designee's comments or feedback:

Program comments or response to feedback (optional):

SLAPEC: A.Bangle/A.Butcher, Fall 2022