2019-2020 Program Review Progress Report – [program name]

This is the [program name] Program Review Progress Report to be submitted by November 4, 2020 to the Administrator and published by the Administrator by November 13, 2020. It should cover events during the academic year 2019-2020 and resource allocation requests for 2021-2022.

SLAPEC recognizes that the COVID-19 interruption during the Spring 2020 semester had an impact on programs and may impact the responses and reflections programs are asked to provide in this progress report.

Primary Contact Information, Contributors and Roles Table

Instructions:
Enter the name of the program's Primary Contact person and their role within the program. Then, add to the list any additional contributors along with their roles.

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goals and Objectives

Instructions:
Before completing this section on Goals and Objectives, the Program Coordinator may have to leave this program review and, if not yet entered, enter the program’s goals from the most recent program review into eLumen. This is done via the Org Management tab, in the Department Profile section (see separate instructions for more detailed guidance on this process under Help and Information on the Program Review tab at the SLAPEC website). 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. Please make sure to choose the “Multiple Level Benchmark” rubric from the dropdown menu while linking these goals. 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 program review, 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.

After completing the above steps, reflect on the impact that goals successfully marked as “Met” or “Almost Met” have had on the program.

Reflect on the impact that goals successfully marked as “Met” or “Almost Met” have had on the program. Discuss how meeting these goals led to, or will lead to, improved student outcomes and student success. Please remember to reflect on both the Fall 2019 and Spring 2020 semesters.

Reflect on any challenges faced by the program in meeting its goals. Again, please remember to reflect on both the Fall 2019 and Spring 2020 semesters.

After reflecting on the successes and challenges faced by the program in closing the loop on its goals, please answer the following:

- If the program has been allocated additional resources, how did they help the program meet its goals and improve student success?
- Alternatively, if the program requested resources that were not allocated, what is the impact on the program?

Student Learning Outcomes

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. Themes identified will be used to inform the 2025 student learning and success
college goals. This section asks programs to discuss the impact that SLO results have had on student success, the impact that additional resources received have had on student success, and how new resource requests will improve student learning.

Please reflect on how the program has reviewed SLO results.

- How and where did the program discuss the results of SLO assessments? How are those discussions documented?
- What did the program learn from discussing the SLO assessment results? What successes and/or challenges did the program experience in learning from the SLO results?

Please reflect on the impact actions taken by the program have had on student success.

- 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?

Eliminating the Equity Gap

Instructions:
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 section asks programs to think of ways to better understand the experiences and needs of students.

Last year in the 2018-2019 Program Review, programs were asked for suggestions to support efforts to eliminate the equity gap.

- Did the program try any of the suggestions from the previous program review? Please reflect on the results.
- What suggestions does the program have that would support the effort to eliminate the equity gap at the classroom or pedagogical level?
• What suggestions does the program have that would support the effort to eliminate the equity gap at an institutional level?

Identify barriers the program’s students face in achieving success. Identify at least one barrier the program plans to alleviate in the next year, how it will do so, and how the program will measure its success. For example, a barrier for students could be a lack of culturally relevant content within the course. The program could work to remove this barrier by developing such content with help from appropriate programs, such as Student Equity. The measure of success could be an improved retention rate in the course.

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.

Curriculum

Instructions:
All Course Outlines of Record (COR) for courses being offered in 2020-2021 must have a Distance Education (DE) component added by the deadline set by the Curriculum Committee.

What is the program’s progress toward adding a Distance Education (DE) component to all Course Outlines of Record (COR) by the Curriculum Committee’s deadlines? In the table below indicate how many of the program’s courses have the DE component, how many are being revised to add it this fall, and how many are left that still need it.

Programs without curriculum should mark N/A.

<table>
<thead>
<tr>
<th>Number of CORs with approved DE component</th>
<th>Number of CORs with DE revisions launched by deadline</th>
<th>Number of CORs with DE revisions NOT LAUNCHED by deadline</th>
<th>Total Number of Courses in Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Instructions:
All Course Outlines of Record (COR) for courses being offered in 2020-2021 must have a Distance Education (DE) component added by the deadline set by the Curriculum Committee. Programs without curriculum should mark N/A.

If the program was unable to meet the DE requirements for all COR by the set deadline, what is the impact on the program’s students?

Conclusions

After program reviews are submitted and read, SLAPEC looks for themes in the strengths and challenges across all programs to report to the college.

In this progress report we also want to give programs a chance to share successes discovered and challenges overcome due to the COVID-19 interruption. Please summarize the program’s strengths and challenges, its successes achieved despite the pandemic, and then include any special program highlights from the past year that can be shared with the campus.

Instructions:
In the following question please summarize the program’s strengths.

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

Instructions:
In the following question please summarize the program’s challenges.

What general conclusions can be drawn about the program's challenges?
SLAPEC would like to capture the adaptability, flexibility, and proficiency that the college’s programs and students displayed during the shift online in March 2020 due to the COVID-19 pandemic.

What specific successes did the program experience, or specific challenges did the program overcome, due to the sudden shift online in March 2020 due to the COVID-19 pandemic?

Instructions:
Include any special program highlights from the 2019-2020 academic year that can be shared with the campus as a whole.

What are one or two highlights from the 2019-2020 academic year that the program would like to share with the college? For example: student success stories, faculty achievements, innovative initiatives, etc.

Administrative Review and Signature

Instructions:
This section is for the Administrator or Dean to acknowledge that the Program Review has been read. Please indicate your name and position below.

I have read and reviewed this Program Review.