

Non-Instructional Program Review Template

What is a Non-Instructional Program?

Non-instructional programs represent all Administrative and Business Services, Student Services, and non-instructional Academic Affairs areas at BCC.

Non-Instructional Program Name

Please indicate the program name: Special Programs and Services

Academic Year: 2024-25

Name(s) of Submitter(s): Samera Kabir

I. Area Description

The purpose of this section is to provide the reader and/or reviewer with a brief snapshot of the area. This section should be kept short, a few paragraphs at the most, and address the following:

- A. What is the area mission and how does it support the institutional mission?

Barstow Community College's Special Programs and Services (SPS) vision is to create an inclusive, supportive, and empowering educational environment that enables all students, particularly those with disabilities and special needs, to achieve their academic, personal, and career goals. This vision supports the institutional vision by ensuring equal access to education and fostering independence, thus promoting inclusivity and accessibility within the college community. The department aligns with the college's mission to nurture well-rounded, prepared graduates through tailored academic support, personal and career development, and teaching self-advocacy. Additionally, the department enhances student success by coordinating resources and fostering a supportive community. It encourages lifelong learning, embodying the college's commitment to providing accessible, high-quality education that empowers students to thrive in a diverse society.

- B. What is the area vision and how does it support the institutional vision?

Special Programs and Services (SPS) aims to create an inclusive and supportive environment where all students can overcome barriers to achieve their educational and personal goals. Our area includes programs like EOPS/CARE, NextUp, and CalWORKs. These programs tailor support to diverse student populations, addressing basic needs to specialized academic and personal counseling. By fostering resilience and academic success, SPS directly supports the institutional vision of promoting an inclusive and supportive educational environment dedicated to student success and community well-being.

- C. Please provide a short area description:

Barstow Community College's Special Programs and Services (SPS) department provides access and support services to students facing educational disadvantages due to social, physical, or economic barriers. The department delivers a range of services through key programs such as Extended Opportunity Programs and Services (EOPS), which assists educationally disadvantaged students with resources like counseling and financial aid; Cooperative Agencies Resources for Education (CARE), which supports single parents on CalWORKs in balancing their educational and family responsibilities; NextUp (formerly CAFYES), which offers comprehensive support for current and former foster youth to

Non-Instructional Program Review Template

help them achieve their academic and life goals; and California Work Opportunity and Responsibility to Kids (CalWORKs), which aids students receiving CalWORKs benefits in meeting their educational and career objectives. Through these initiatives, the SPS Department breaks down barriers and empowers students to reach their full potential.

D. How does your area align to and/or support one or more of the following BCC Strategic Priorities? EOPS/CARE, NextUP, and CalWORKs strategically align with the college's overarching goals, driving equitable student success through innovative, tailored support for underserved populations such as low-income students, foster youth, and welfare recipients. These programs ignite a culture of learning and innovation by offering personalized academic support, career counseling, and practical experiences that connect classroom learning with real-world application. Additionally, they build community by fostering peer connections, providing mentorship opportunities, and organizing inclusive events that enhance student engagement and belonging. Through these integrated efforts, BCC supports students in achieving their educational goals. SPS strives for sustainable excellence in all operations, ensuring efficient resource utilization and impactful outcomes that benefit the college community.

- Innovate to Achievable Equitable Student Success
- Ignite a Culture of Learning and Innovation
- Build Community
- Achieve Sustainable Excellence in all Operations

II. Area Effectiveness

The purpose of this section is to evaluate the area holistically by reviewing and analyzing data within the context of serving the area's internal and external customers, helping students reach their goals, and furthering the mission of BCC.

For each item below, review the data provided. As you examine the data, be on the lookout for trends and outliers.

Provide a short analysis (2-3 sentences) for each item. If data are not available (i.e., student satisfaction surveys), please indicate that on the form.

Non-Instructional Program Review Template

Customers

Demographics of internal and external customers – who do you serve?

The program primarily serves disadvantaged students from various backgrounds, including socioeconomically underprivileged individuals, foster youth, single parents, first-generation, racially and ethnically diverse students, and individuals receiving cash aid. This demographic diversity highlights the program's commitment to inclusivity and its focus on providing customized support to ensure all students, regardless of their circumstances, have equitable opportunities for academic success.

Policies and Process Response

What recent changes in policies, procedures and processes have impacted or will impact your Service Area or Administrative Unit (BCC BP/AP; Federal, State & local regulations; guidelines). Describe the effect the changes or updates in policies and processes have had on the unit.

The recent policy change mandated by the Chancellor's office for Fall 2024 requires all students, including continuing students, to qualify for the California College Promise Grant (CCPG) with a zero Expected Family Contribution (EFC). This significant shift changes procedures, as CCPG eligibility now requires ongoing monitoring throughout the academic year rather than being assessed primarily during new student onboarding. This change presents several challenges for the department, including increased administrative tasks to monitor and ensure compliance, potential decreases in program participation if students' financial statuses change, and heightened efforts needed to support student retention amidst fluctuating financial assistance eligibility. SPS will increase outreach and coordinate with the Office of Financial Aid to create strategies to reduce the number of ineligible students.

What in-house policies, procedures, and processes need to be updated, created, or deleted?

[Click or tap here to enter text.](#)

Collaboration with Other Areas Response

What areas and/or administrative units are integral to the work of your area and why? Please provide examples of collaborating with other areas on projects, process improvement, etc.

Collaboration among A&R, Financial Aid, TLSC, Counseling, the Viking Shop, the Business Office, and IT is essential to provide seamless student support and ensure operational efficiency. A&R plays a pivotal role in managing registration and transcripts, working closely with Financial Aid to verify financial aid statuses that impact fund disbursements. Additionally, A&R collaborates with TLSC to align academic support services with student accommodations, ensuring inclusivity. Counseling is integral in guiding students through education and career planning, collaborating across departments to integrate financial aid into personalized educational plans. The Viking Shop supports student success by providing essential supplies and graduation attire, collaborating with A&R for eligibility verification, and providing financial aid for efficient purchasing processes. The Business Office oversees financial transactions across all services, collaborating with each department for sound financial management practices. IT enhances program management through technological solutions like the Argos dashboard, supporting integration efforts across all areas to streamline operations and improve service delivery. These collaborative efforts ensure that students receive comprehensive support from enrollment to graduation, enhancing their academic journey and success.

Non-Instructional Program Review Template

What other areas have you worked with? Please provide examples of collaborating with other areas on projects, process improvement, etc.

SPS has actively fostered impactful collaborations across various departments and initiatives. For example, SPS has worked closely with Maintenance & Operations (M&O) to streamline event setups, boosting the logistical efficiency of events such as orientation, staff meet-and-greet, and tacos with tutors. Our partnership with the Transfer Center has produced informative workshops and enriching field trips to guide students through the transfer process and explore university options. The Mindful Space has supported mental health and well-being through workshops and one-on-one therapy sessions, complemented by SPS referrals. Institutional Research has provided data analysis to support our decision-making, offering insights into student outcomes and program effectiveness. Collaborations with the Welcome Center have enabled targeted outreach and program referrals, ensuring new and prospective students are well-informed and supported in campus integration. Additionally, shared student programs like BRASS, Transfer Academy, and REBOUND have created cohesive support frameworks, promoting student success through coordinated efforts across departments. These collaborations, driven by your invaluable contributions, highlight SPS commitment to enhancing student experiences and operational effectiveness through interdisciplinary teamwork and innovative initiatives.

What other areas do you want or need to work with more and why?

To optimize student success within SPS programs, closer collaboration with TLSC is essential. Beyond incentivizing students to attend 4 hours of tutoring monthly starting in fall 2024, SPS should focus on integrating TLSC services more seamlessly into their support framework. This involves personalized tutoring sessions tailored to the specific academic needs of SPS students, ensuring that sessions address individual challenges effectively. Additionally, joint event planning between SPS and TLSC to promote academic workshops and support services can foster greater student engagement and utilization of resources. Implementing robust tracking mechanisms to monitor student progress and feedback loops to improve services continuously are also crucial. By enhancing these collaborative efforts, SPS can bolster student academic achievement and retention rates.

Staffing

Area Organization – state any changes in past few years

In recent years, the institution has undergone significant changes in the organizational structure of student services, particularly regarding ACCESS services and the food pantry. Formerly under the purview of Special Programs and Services (SPS), these areas have been restructured. ACCESS services, which provide accommodations and support, are now overseen by the Dean of Counseling and Student Success, aiming to integrate counseling and academic support more effectively. Concurrently, the management of our food pantry has been transferred to the newly established Basic Needs Center, which is dedicated to addressing students' essential needs, such as food security and housing assistance. These changes reflect BCC's commitment to enhancing student support, streamlining service delivery, and fostering a more inclusive and supportive campus environment where every student can thrive academically and personally.

Please list any professional development that staff has participated in (Standard 3.2)

Division of Student Services Professional Development Staff series, In-service training, CSEA Week, CARE Circle meetings, NextUp monthly meetings, EOPS virtual technical training series, Foster Youth Summit CCC Vision Resource Center: Dual Enrollment, Vision for Success, Supporting Foster Youth Through NextUp; CCCEOPSA Annual Conference, CalWORKs Annual Conference.

Please list any professional development staff would benefit from (Standard 3.2)

Non-Instructional Program Review Template

Training sessions provided by VRC; Annual conference for EOPS and CalWORKs.

Do staff receive an annual employee evaluation on a regular basis (Standard 3.3)? If no, please explain.

Yes

Is the staffing within the department sufficient to meet all responsibilities in a timely manner and support internal and external customers adequately (Standard 2.7)?

Yes

Area Effectiveness Data and Analysis

Satisfaction Surveys

During the 2023-2024 academic year, Special Programs and Services (SPS) made significant strides in supporting students through the EOPS, CARE, CalWORKs, and NextUp programs. SPS provided tailored counseling support to 342 EOPS students, 67 CARE students, and 80 CalWORKs students, facilitated access to resources like textbook vouchers and grants, and hosted workshops on essential skills and community events. The SPS advisory committee met each semester to discuss program improvements, while outreach activities included participation in local festivals and campus events. The NextUp program launched in the fall of 2023, expanding its support to 18 students by spring.

During the summer of 2024, SPS took a proactive approach to assess student satisfaction. The department implemented satisfaction surveys, including a link in every staff member's email signature. These surveys are reviewed weekly at our all-staff SPS meetings. In addition, physical survey forms are placed on each desk. Staff members actively encourage students to complete them and drop them into designated drop boxes in our office. This concerted effort has resulted in 18 feedback responses, with overall satisfaction being primarily positive. SPS promptly makes any necessary changes to enhance the student experience.

Audits, project tracking, etc.

SPS has not had any audit findings in recent years.

Student Equity Data

Specifically discuss any equity gaps that have surfaced in the data. What innovative plans or projects will help to close these gaps?

Based on the Student Success and Equity Data for 2024, African American males are significantly underrepresented in the EOPS program, with their participation rates falling well below their total enrollment numbers. For the cohorts from Fall 2021 to Fall 2023, their engagement with EOPS in their first term ranges from 2.27% to 11.54%, and participation in subsequent terms is even lower. The number of units these students attempt varies but remains generally low, with Fall 2023 showing a slight increase to 37 students who meet the 12-unit requirement for EOPS eligibility.

SPS is implementing targeted outreach and educational initiatives to tackle this equity gap. The program will analyze data to identify eligible students who register for fewer than 12 units and will reach out to them through emails, calls, and in-person meetings to explain the benefits of EOPS.

Non-Instructional Program Review Template

SPS will work closely with faculty to deliver presentations in classes, raising awareness about available support services. Additionally, the program will advocate for flexible unit requirements and offer tailored advising sessions to help students meet academic and programmatic expectations. By launching a campus-wide awareness campaign and using feedback to make continuous improvements, SPS aims to provide African American male students equitable access to EOPS services, enhancing their educational success and overall college experience.

Student Success and Equity 2024

African American/Black Males First Time Student Cohorts at BCC Special Population Data
Fall 2021 to Fall 2023

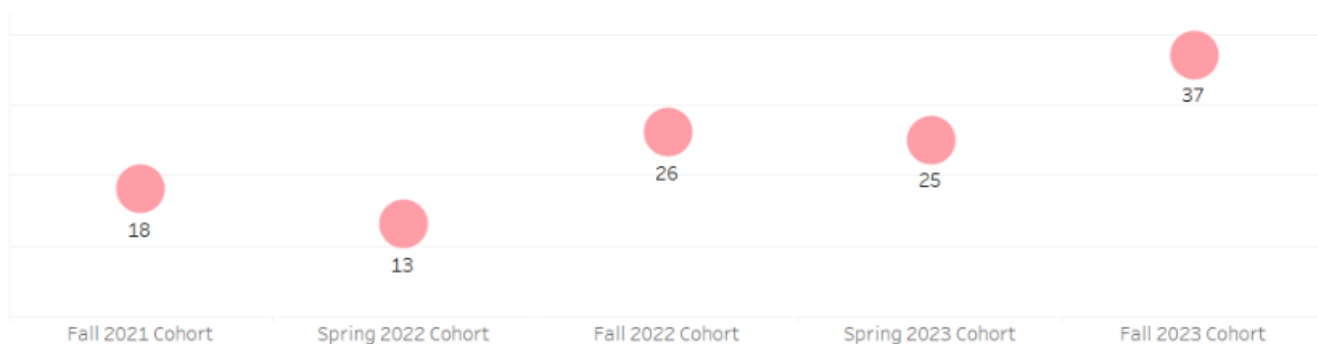
Participation in Special Programs

	Students	Participants in EOPS First Term	Participants in EOPS Any Term (Excl. First Term)
Fall 2021 Cohort	52	11.54%	3.85%
Spring 2022 Cohort	44	2.27%	2.27%
Fall 2022 Cohort	65	7.69%	0.00%
Spring 2023 Cohort	65	6.15%	3.08%
Fall 2023 Cohort	105	5.71%	1.90%

*High School Special Admit Students were not included in the counts of participants in EOPS as they are not able to utilize the program.

Units Attempted
■ 12+

Units Attempted First Term



Institution-set Standards

If applicable, reflect on how the department/unit assists the college in reaching the institution-set standards and stretch goals. What innovative plans or projects will help to address any deficiencies.

Special Programs and Services (SPS) significantly contribute to the institution's set standards and stretch goals by offering educational workshops, events, and tutoring services that enhance student success and timely degree completion. SPS equips students with essential academic and life skills through workshops, improving their performance and retention. Events foster community, cultural awareness, and professional exploration, encouraging engagement and persistence. Tutoring services provide personalized academic support, promoting collaborative learning and accessibility. Collectively, these initiatives ensure that all students, especially those from underrepresented backgrounds, have the resources and support needed to excel, ultimately leading to higher graduation rates, improved academic achievement, and a stronger, more inclusive campus community.

Non-Instructional Program Review Template

Other Supporting Data (Qualitative or Quantitative)

Over the course of two years, the program has seen a steady increase in student participation in the SPS programs. In Fall 2022, 516 students were involved, which grew slightly to 519 in Fall 2023. The breakdown for Fall 2022 included 47 CARE students, 89 CalWORKs students, 348 EOPS students, and 32 Foster Youth students. By Fall 2023, the numbers had shifted to 61 CARE students, 66 CalWORKs students, 314 EOPS students, and 11 Foster Youth students.

The Transfer-Level Math and English completion rates within the first year showed improvement and variability across programs. In Fall 2023, the completion rate for first-time students in CARE increased from 11% to 13%. CalWORKs saw a significant rise from 48% to 70%. EOPS experienced a decline from 30% to 21%. Foster Youth saw a remarkable improvement from 0% to 100%.

SPS aims to reach 500 students who have participated in the SPS program over three years. While the data shows fluctuating trends in participation and the completion rates for Transfer Level Math and English within the first year across different programs, this goal increases overall student participation in the Special Programs and Services (SPS).

<u>Special Programs Fall 2022 and Fall 2023 Comparison</u>		
All Students		
<u>Program</u>	<u>Fall 2022</u>	<u>Fall 2023</u>
CARE	47	61
First Time Students in CARE	9	8
CalWorks	89	66
First Time Students in CalWorks	23	10
EOPS	348	314
First Time Students in EOPS	76	56
Foster Youth	32	11
First Time Students in Foster Youth	4	1

Completion of Transfer Level Math and English 1st Year		
<u>Program</u>	<u>Fall 2022</u>	<u>Fall 2023</u>
First Time Students in CARE	1	1
First Time Students in CalWorks	11	7
First Time Students in EOPS	23	12
First Time Students in Foster Youth	0	1

Completion Rates for Transfer Level Math and English 1st Year		
<u>Program</u>	<u>Fall 2022</u>	<u>Fall 2023</u>
First Time Students in CARE	11%	13%
First Time Students in CalWorks	48%	70%
First Time Students in EOPS	30%	21%
First Time Students in Foster Youth	0%	100%

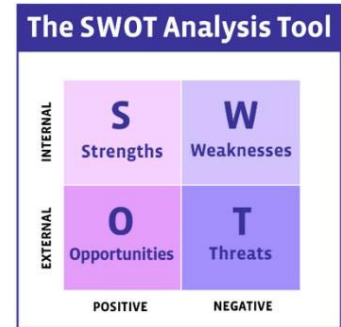
Non-Instructional Program Review Template

Non-Instructional Program Review Template

SWOT Analysis

Conducting a SWOT Analysis (Strengths, Weaknesses, Opportunities, Threats) is another tool that can help areas evaluate themselves. The SWOT Analysis not only looks internally, but externally as well.

The SWOT Analysis provides a way for areas to highlight their accomplishments and also identify possible gaps or issues that need to be addressed.



	Positive/ Helpful	Negative/ Harmful
Internal	<p>STRENGTHS</p> <p>The strength of the Special Programs and Services (SPS) department lies in our exceptional team collaboration and unwavering focus on student success. With a team that operates cohesively over the long term, SPS benefits from extensive knowledge and effective internal communication, ensuring a collaborative atmosphere where ideas are freely shared and implemented. SPS's dedication to students is evident in their high-touch services and advocacy efforts, fostering a supportive environment that embraces diversity and prioritizes student needs. Acting as a one-stop shop, SPS provides comprehensive matriculation services and expert guidance on both on- and off-campus resources, ensuring students receive efficient support tailored to their academic and personal growth. SPS upholds accountability through</p>	<p>WEAKNESSES</p> <p>The Special Programs and Services (SPS) department faces several critical weaknesses that impact its operational efficiency and effectiveness. Foremost among these is the issue of limited space, which complicates organization and compromises the privacy essential for student interactions. Additionally, there is insufficient collaboration with other departments, hindering the exchange of knowledge and resources needed for comprehensive service delivery. Furthermore, the inadequate infrastructure, particularly the lack of private spaces for staff-student conversations, poses significant challenges. Addressing these weaknesses through targeted initiatives such as space optimization, enhanced interdepartmental communication, and strategic investments in infrastructure will be crucial for strengthening</p>

Non-Instructional Program Review Template

	<p>transparency and excellent customer service, continually refining our approach based on student feedback and staff satisfaction surveys. SPS's commitment to teamwork and student-centered service positions the department as a vital resource within the institution, dedicated to fostering student success and satisfaction.</p>	<p>the department's impact and ensuring it meets its service objectives effectively.</p>
<p>External</p>	<p>OPPORTUNITIES</p> <p>Investing in counseling, tutoring, and career services is pivotal for improving student retention rates and enhancing overall program satisfaction. These supportive services provide essential guidance and resources that can significantly benefit students throughout their academic journey. Strengthening outreach and community engagement efforts is vital in raising awareness about existing programs and attracting new students to participate. By implementing robust inreach initiatives, the program can effectively increase awareness among its target audience, fostering greater participation and engagement from students seeking support and opportunities for personal and academic growth.</p>	<p>THREATS</p> <p>The Chancellor's Office's recent policy change for Fall 2024 significantly alters our approach. Previously, only students newly joining the program needed to meet CCPG eligibility. Under the new mandate, all new and continuing students must maintain CCPG A, B, or C with a zero Expected Family Contribution (EFC) to qualify. This shift requires continuous monitoring throughout the academic year, transforming SPS programming. It also presents challenges, such as decreased program participation due to fluctuating financial statuses and increased efforts needed to support student retention amid varying financial assistance eligibility.</p>

Non-Instructional Program Review Template

III. Goals and Service Area Outcomes (SAOs)/Administrative Unit Outcomes (AUOs)

The purpose of this section is to use data to develop goals, expected SAOs/AUOs for the next three years, and to reflect upon goals and outcomes from the previous cycle

You should reflect on and incorporate the responses from all the previous questions and the SWOT analysis into this section.

As you develop goals and outcomes:

- a. formulate **two to three goals with an expected outcome for each** that will help maintain or enhance program strengths or will act as an intervention to an identified weakness (cite evidence from assessment data and/or other area effectiveness data).
- b. indicate the **status** of the SAO/AUO (ex: is the goal or outcome new, a carry-over from the previous program review cycle, etc.)
- c. indicate how each goal and outcome are **aligned** with the College's [Strategic Priorities](#).
- d. indicate how each goal and outcome are **aligned** with the [Pillars of Guided Pathways](#).
- e. List at least one **action/strategy** for each goal/outcome.
- f. Explain how you will **measure** the goal/outcome.
- g. List any **resources** that will be needed to achieve the goal/outcome

GOAL #1

Increase awareness of Special Programs and Services (SPS) to boost participation among first-time students by 6%.

Expected Service Area Outcome/Administrative Unit Outcome

Students will demonstrate increased awareness of and engagement with Special Programs and Services, leading to enhanced utilization of available resources.

A. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

B. Alignment to BCC Strategic Priority (Select at least one but choose all that apply)

Choose an item.

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Non-Instructional Program Review Template

Choose an item.

C. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

D. Please list actions/strategies for achieving this goal/outcome.

SPS collaborates with faculty to organize and deliver at least 15 in-person presentations during live classes each semester. To maximize awareness and encourage timely enrollment in the SPS program, SPS will schedule these presentations within the first two weeks of each open application period.

SPS will create a 5-minute video highlighting the department's services. SPS will partner with at least 15 faculty members to embed this video into their Canvas course shells for at least 20 online classes. The department's goal is to reach 500 students by the end of the semester. Design and distribute flyers or informational posters highlighting available SPS services. Post these materials on Canvas to reach online students effectively.

SPS will design a one-page flyer and postcard highlighting all available SPS services. SPS will upload the digital version to Canvas to reach at least 90% of online students. SPS will print 100 flyers and distribute them across high-traffic campus locations: the library, TLSC, cafeteria, student lounge, CTE, and academic buildings (B Building, S Building, and T Building).

Encourage faculty to actively promote SPS resources within their courses and syllabi, emphasizing their importance for timely degree completion.

Partner with general counseling team to integrate information about SPS into advising sessions. Ensure counselors are well-informed about available resources.

E. Briefly explain how you will measure the goal/outcome.

Collaborate with the Institutional Research Department to monitor student participation in SPS programs

F. Please list resources (if any) that will be needed to achieve the goal/outcome.

Collaboration with counseling and teaching faculty, as well as with other departments in student services

GOAL #2

Non-Instructional Program Review Template

Improve support mechanisms within Special Programs and Services (SPS) to increase the successful completion rates of transfer-level Math and English 1A courses by 10% each year for students in SPS programs within their first year at BCC.

Expected Service Area Outcome/Administrative Unit Outcome

SPS students will complete transfer-level Math and English 1A within their first year at BCC.

G. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

H. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 1: Innovate to Achieve Equitable Student Success

Choose an item.

Choose an item.

Choose an item.

I. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

J. Please list actions/strategies for achieving this goal/outcome.

Collaborate with counseling faculty to provide proactive academic advising that guides students to register for college-level Math and English 1A within their first year.

Collaborate with Teaching and Learning Support Services (TLSC) to provide tutoring services and academic resources specifically tailored to support students in Math and English courses.

Encourage students to utilize tutoring services through incentives.

Partner with TLSC to host at least two events each semester to promote tutoring services.

K. Briefly explain how you will measure the goal/outcome.

Collaborate with Institutional Research to track SPS students' performance on the transfer-level Math

Non-Instructional Program Review Template

and Engl 1A.

- L. Please list resources (if any) that will be needed to achieve the goal/outcome.

Click or tap here to enter text.

GOAL #3

Enhance awareness of Special Programs and Services (SPS) to increase African American male students' participation in SPS programs.

Expected Service Area Outcome/Administrative Unit Outcome

African American male students will demonstrate increased awareness of and engagement with Special Programs and Services, leading to enhanced utilization of available resources.

- M. This Goal/Outcome is

- New
- Continued
- Modified

If modified please list how and why.

Click or tap here to enter text.

- N. Alignment to BCC Strategic Priority (*Select at least one but choose all that apply*)

Strategic Priority 3: Build Community

Choose an item.

Choose an item.

Choose an item.

- O. Relationship to Guided Pathways

- Clarify the Path
- Entering the Path
- Staying on the Path
- Support Learning

- P. Please list actions/strategies for achieving this goal/outcome.

SPS aims to achieve a 10% increase in participation across each program for Fall 2024 compared to Fall 2023. This involves raising the number of students in the CARE Program from 1 to at least 2, in the CalWorks Program from 3 to at least 6, in EOPS from 21 to at least 30, and in the Foster Youth Program from 1 to at

Non-Instructional Program Review Template

least 2. SPS will develop targeted outreach materials, host informational sessions featuring current participants, and collaborate with the student support group (BRASS) and faculty to boost program visibility. Progress will be monitored through enrollment tracking.

African American Males				
Program	Fall 2022		Fall 2023	
CARE	0	0%	1	2%
First Time Students in CARE	0	0%	0	0%
CalWorks	3	3%	3	5%
First Time Students in CalWorks	0	0%	0	0%
EOPS	22	6%	21	7%
First Time Students in EOPS	4	5%	7	13%
Foster Youth	4	13%	1	9%
First Time Students in Foster Youth	1	25%	0	0%

Q. Briefly explain how you will measure the goal/outcome.

Collaborate with the Institutional Research Department to track African American male students participation in SPS programs.

R. Please list resources (if any) that will be needed to achieve the goal/outcome.

Collaboration with counseling and teaching faculty, as well as with BRASS program

Previous Goals/Outcomes

Were any outcomes discontinued or completed? Please speak to outcomes you are not carrying forward from the previous program review cycle and discuss why.

The decision to discontinue the goal of decreasing the number of total units attempted to complete a degree is based on the introduction of more Associate Degree for Transfer (ADT) programs. These programs are specifically designed to provide students with a clear and efficient pathway to earn their degree within a standardized framework of 60 units. By focusing on ADT programs, SPS aims to simplify degree completion processes, enhance student success rates, and ensure alignment with statewide transfer pathways, thereby better serving our student population.

Non-Instructional Program Review Template

IV. Resource Requests

What does the area need to meet its goals and outcomes? Resource requests should be evidence-based and tied to goals and objectives stated above.

Resources may be requested from the following categories:

- a. Personnel/Staffing*
- b. Technology Resource*
- c. Facilities Resource*
- d. Professional Development*
- e. Other*

For all resource requests departments/areas should utilize the Budget Allocation Proposal form and submit with their program review. If needed, the Out-of-Cycle BAP form may be submitted for resource requests when completing an Annual Update in Years 2 and 3.

Goal/ Outcome #	Resource Required	Estimated Cost	BAP Required? Yes or No	If no, indicate funding source
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
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