

2022-23 Program Review Template

Directions for Lead Writers: Please use this template to complete your Unit's Program Review for this cycle. After you complete this template, please click [here](#) to upload this word document.

Click [here](#) to view our Glossary of Terms.

Other Resources:

[Program Review Handbook](#)

[Acronym Dictionary](#)

[Resource Link Library](#)

[Mesa 2030](#)

[Program Review Archives](#)

DEI Discussions: as part of your reflection with your unit, a workgroup has developed a Diversity, Equity, Inclusion, and Accessibility Discussion Guide. Please use this in your unit-level discussions as we move toward becoming more diverse, equitable, inclusive, and accessible through intentional and ongoing campus-wide reflections and revisions of policies and practices.

View the guide [here](#). Have reflections or feedback to share? Click [here](#).

<i>Program Information & Executive Summary</i>		
Prompt	Guidance	Program Response
Describe the successes and challenges your unit has faced since the last comprehensive review.		<p>BT of Business and Technology (BT) has undergone numerous changes since the comprehensive program review in 18/19. These changes, some due to COVID, have brought about both success and challenges that are intertwined.</p> <p><u>Employees</u> Contract Faculty: In the last five years, BT has seen a decline in its contract faculty ranks. In 18/19, BT had 29 full-time faculty; at the end of 22/23, we will have 22 full-time faculty. Additionally, BT has many contract faculty members that have reassigned positions beyond the standard chair reassigned time. In 22/23, BT contract faculty had a total of 1.8 FTEF reassigned time that took them out of the classroom. The reassigned assignments benefit the campus community and show the talent and dedication of the faculty. These assignments include Guided Pathways Coordinator,</p>

		<p>Accreditation Writer, CPL Coordinator, CTE Lead Faculty, MOST Leader, and SBVI Coordinator. The pro rata faculty have also decreased from 4 to 1. These multiple reductions in contract faculty classroom time have increased BT's reliance on adjunct faculty. And while BT has seen an overall decrease of 25 sections in the last five years, we have still had to hire numerous adjunct faculty to meet course demands. In 22/23 alone, we have hired 13 adjuncts to fill our needs. Hiring, onboarding, and mentoring new adjuncts takes excessive time. This time impacts the Dean's office and existing contract faculty, and while it is an important use of time, it compiles upon the already full workload.</p> <p>But moreover, the limitations of adjuncts' time and involvement on campus can negatively affect student retention, success, persistence, completion, and associated equity gaps. However, the hiring of new adjuncts has enabled BT to begin to diversify the faculty. We consciously recruited in new ways to address the diversity in BT and are pleased that we have brought on numerous women, men, and women of color. We hope these new adjunct faculty will help our students connect with their subjects and bring new perspectives into BT.</p> <p>Classified Professionals: BT has also seen a transition in classified professionals. Currently, there are only two contract positions in BT, Admin. Assistant IV, and ILT-CACM. In the last five years, the ILT-CACM position has had two employees who have left, which is currently vacant. The vacancy has been challenging for the program and the Dean's office. The rotation of NANCEs in the position can only take on a portion of the workload. The CACM faculty and the Dean's office have supported the remaining workload. However, during this time, the program and the Dean have been able to asses and realign the position responsibilities so that when the position is filled, it should be more effective and hopefully reduce turnover.</p> <p>The long-time Administrative Assistant IV for BT retired, and it took a few months to fill the position. The retirement left a void of school history that was relied upon for the functionality of the Dean's office. The time it takes for the new employee to learn all the aspects of the position slows the office's productivity. However, after completing the one-year cycle of BT, all the position responsibilities should be understood, and productivity will increase. An exciting aspect is that the new employee also brings new and needed skillsets to the position, enabling the Dean's office to put new and more efficient structures and practices in place. Some of the goals for BT, like facilities management and improved communication, will now be achievable.</p> <p>Administration: The Dean for BT has also changed in the last five years. The departure of the prior Dean also left</p>
--	--	---

a void of institutional and School knowledge. BT had an interim dean for nine months before hiring the permanent Dean. It was advantageous for BT that the interim Dean was hired for the contract position, removing the need for another person to learn about BT and start over again with evaluation and planning. However, the new Dean faced some challenges in the first year, including being more recent to the instructional division, continuing the responsibilities of their previous, the retirement of the Admin Assistant, COVID, and returning to campus. Despite the challenges, BT has successfully addressed many of the impacts of COVID and implemented changes to processes and communication that are improving how BT operates.

Facilities

BT moved into its new building in the Spring of 2019. This was an immense change for almost everyone in BT. The new building brought all the disciplines, except for Culinary, together in one space, when previously the BT classrooms had been located in five old buildings across the campus. Faculty and students had new facilities and equipment in their classrooms, a vast departure from the dilapidated buildings, old furniture, and limited equipment that was not conducive to student learning. A majority of the faculty now had new offices together.

Initially, the building was designed and planned to be one of the first new facilities on campus with the prop S & N bonds. However, it became the last new building on campus. Over the years between design and occupancy, some contract faculty had left, some programs' needs had changed, and the amount of prop S & N funds for the building had decreased while costs had increased. This delay and reduced funding resulted in some shortcomings in the facilities, which now need to be addressed.

Additionally, the facility did not accomplish everything in the design plans. For example, CISC was to have a "Google" type space for students to innovate, collaborate, study, commune, and create community. Due to resource limitations, the space was made into a simple computer classroom. Due to bulk-cost savings, the classroom furniture purchased, which is the same for every classroom and lab, is large and immovable. This furniture causes some rooms to be ineffective learning spaces that do not support active learning and are ergonomically incorrect. For example, there are computer classrooms where students have to turn their heads back and forth to look at the board and teacher and then at their computer. There are storage issues for some programs, like Fashion, that must store equipment, unsecured, in the corners of classrooms that encroach on student learning spaces. In over ten classrooms, large monitors were supposed to be installed for instructional use. The rooms were built and wired for these, but there was no money to purchase the technology. There are also not enough faculty offices in the building for all the contract BT faculty and any new ones hired. The faculty offices in other buildings create barriers to students'

		<p>access to instructors and disrupt the ability to maintain a community among disciplines, programs, and BT.</p> <p>There are multiple problems with the building itself. Some doors lock people into rooms, while others never lock at all. We have inadequate and unsafe lighting in the bathrooms. The ADA bars for the doors work intermittently, as do the key fob pads. The temperature in the building can fluctuate by 20 degrees from one side of the building to the other. The temperatures have been so drastic that some faculty have stopped using their offices, and some classes had to wear gloves when it was cold. This is not acceptable. Very recently, we had flooding on both the first and second floors in all 39 occurrences of water intrusion. Because of COVID, the building was only used for 13 months before closing the campus. Due to this, these issues were not resolved and identified until after the District took full possession of the building.</p> <p>Now we are addressing these challenges within the District's limited fiscal and people resources. This has caused frustration among the faculty and, in some cases, the inability to implement programmatic improvements for student success.</p> <p>Additionally, with the return from COVID, the changes in the schedule, due to course modalities and the different needs of our students, have us rethinking how we use some of the spaces/classrooms in the building. We want to utilize our facility effectively to meet the new demands and remain flexible for future needs. We must use some classroom spaces differently. For example, we have partnered with other schools, like Engineering and Athletics, to use classrooms in the building. Having these schools in the BT space creates new opportunities for faculty collaboration and exposes students to different courses and disciplines.</p> <p>In all our programs, we need spaces for students to create community and for employers to engage with students. Dedicated student space is one method to address some equity gaps, encourage more adjunct involvement, and improve overall student outcomes. The conversion of some classrooms is necessary to achieve these goals and effectively utilize the building. The challenge remains in the funding and people resources. However, the innovation and impact on our students keep us moving forward with advocacy and planning to achieve this goal. The Dean's Office has identified available programmatic funding in its general fund that could assist in reaching some of these goals. A reorganization of the GFU throughout BT could provide a partial solution to address more minor needs.</p> <p><u>Technology</u> As the school of Business and Technology, we strive to be the leaders in instructional technology,</p>
--	--	---

which also models many of the careers our disciplines educate and train for. The faculty in the ICT disciplines teach to current technology. We are keenly aware of the types of software, hardware, systems, etc., that are available and that we should be using—particularly technology to address access, equity, and student success. Even before the pandemic, the technology focus has four areas: remote servers for instructional software, HyFlex systems, student technology, and faculty technology. The faculty and Dean feel we have pushed to have new systems considered and then find we must lead the efforts in the change process. There have been improvements at the District level that are progressing towards these goals, but it is slow and wares on the motivation to implement change, even when the impact is vital.

Programs, Curriculum, and Enrollment

BT is primarily a CTE school with only one discipline, Economics, that does not have a CTE top code. At the same time, the Business program is the largest transfer and award-granting program on campus. With two different drivers and influences, the Dean's office collaborates with the faculty in a myriad of ways to assist the programs in reaching their goals and ensure alignment with campus goals. In this area, I believe we have seen most of our successes.

Through these collaborations, we have begun establishing course sequencing guides that faculty, students, and counselors utilize. Developing these guides includes a review of course enrollments, prerequisites, facilities needs, and employment and transfer timing. These guides have also helped with course scheduling and FTEF allocations.

We have also brought together the CISC, MULT, and WEBD disciplines to review curriculum, program goals, and develop new and joint awards. This work has also brought to light possible overlaps in curriculum and new discussions regarding which discipline the courses should reside. The year-long work also created relationships that continue moving the work forward to discussing student outcomes and identifying ways the departments can create student support through the community.

Working with the Department Chairs and program leads, we have revised the process for developing class schedules. The process starts with assessing classes to meet student needs/requirements for completion and the scheduled sequences. Then we review enrollment demands and trends to determine the number of sections to offer. Next, course modalities are determined, based on the course itself, and then, for multiple sections, a balance of on-campus and online offerings is based on enrollment trends and student outcomes. Lastly, faculty are assigned to courses in order of contract, pro-rata, POA adjuncts, and non-POA adjuncts. This process has been a departure from the prior "rollover" process, which was not responsive to the

		<p>changes in enrollment and student course-taking behavior. We share this process with all faculty, and through this transparent communication, they have been part of the solution when scheduling difficulties arrive.</p> <p>With the return to campus, we have seen prior partnerships start to grow, new ones beginning, and a breath of new and returning events to campus.</p> <ul style="list-style-type: none"> • Launch of the Small Business Virtual Incubator • Special Certificate of Performance in ICT for Point Loma High School • MOU with Point Loma Nazarene University to offer their BA Business Program courses on our campus and at a reduced rate for our students. • Portfolio Show that brings employers to view student work in the ICT industries with hopes of employment. • First annual Global Game Jam to support and grow the Game Development community and program. • Golden Scissors Fashion Show was re-envisioned in 2022 and held its first in-person show since the pandemic. The event was so successful that the program utilized this new model to build this year's event.
<p>If applicable, describe any major curricular or service changes your unit has engaged in and the impact of those changes since the last comprehensive review.</p>	<p>Optional</p>	<p>Since the last comprehensive program review, BT has:</p> <ul style="list-style-type: none"> • discontinued the Computer Business Technology Program based on enrollments, course awards, and labor market demands (effective 24-25 catalog) • launched its new Fermentation program <p>Curriculum and program adjustments are found in the individual program reviews.</p> <p>The Dean's office has implemented a few process changes since the last comprehensive review, including:</p> <ul style="list-style-type: none"> • Monthly online school meetings to improve communication and connectivity of the faculty and transparency from the Dean's office. These meetings include standing topics such as enrollment and scheduling, review of data dashboards, discussions on common and current faculty issues, and presentations from departments or initiatives on campus. • Online submission of required faculty forms to improve the efficiency of tracking and file access.
<p>If applicable, describe the impact of any new resources (human, fiscal, etc.) on the unit</p>	<p>Optional</p>	<p>The Successes and Challenges section addresses new employees and facilities.</p>

and/or action plan implementation.		
Please confirm that the department has reviewed the Course Learning Outcomes listed in CurricuNet for each course and verify accuracy.	Select One	<input type="checkbox"/> Reviewed and accurate <input checked="" type="checkbox"/> Reviewed not accurate, update in progress <input type="checkbox"/> Reviewed not accurate, need support
Data Reflection		
Prompt	Guidance	Program Response
Describe the trends you see in your program/service area's data.	<p>Instructional Data you may consider: enrollment trends, course & program learning outcomes, Institutional Learning Outcomes, course success and retention rates, degree completion, transfer, employment, labor market analysis, other data relevant to your unit's work</p> <p>Service/Admin Area Data you may consider - service usage, service access, demand for services, student service/administrative unit outcomes, types of services offered and used, headcount of services usage, trends in reason for service use, other data relevant to your unit's work</p>	<p>BT of Business and Technology has managed quite well through the last number of years despite COVID and the overall changes in enrollment in higher ed. This may be due to the CTE focus and the Business program in BT. BTs" overall data shows from 19/20 to 22/23:</p> <ul style="list-style-type: none"> • FTES – 6% decline • FTEF – 1% decline • Capacity – 8% decline • Enrollment – 8% decline • Fill rate – No Change • Productivity – 1% decline • Number of sections – 4% decline <p>However, there is much room for productivity improvement. BT has a wide range of programs and courses that balance out the school's data. In viewing KPIs at the program level, the vast discrepancy can be seen between programs like Accounting, which runs at 96% capacity and approximately 20.00 for productivity, and Culinary, which runs a 65% capacity with a 5.86 for productivity. And within programs like CISC that have courses that run at 94% capacity and 18.80 productivity to courses with only 50% capacity at 6.17 productivity. As with any school, the goal is to maximize those courses and programs that can produce enough to offset those that do not, or cannot produce better outcomes while balancing the needs of students to complete their programs. We have been addressing this in BT by working on the programs that have overall lower productivity to stagger course offerings and get students into a program sequence in which they can plan and guarantee to have the correct courses to finish on time. This process improves</p>

		<p>enrollments and productivity because courses are no longer over-scheduled for the demand. Changes have also occurred in some disciplines with slightly higher caps in high-productivity courses to impact the net gain.</p> <p>Beyond scheduling, we need more targeted marketing and outreach to increase the number of students entering these programs. We are working on this in four areas:</p> <ul style="list-style-type: none"> • continue to improve the pathways from K-12 through CCAP, course articulation, and outreach events • develop much stronger pathways from CE through CTE transitions, faculty collaboration, and outreach events • work with employers to bring in their current employees for training • develop in-reach marketing to undecided students to explore the program options at BT <p>BT needs large improvements in the area of student outcomes. There have been a few fluctuations in BT student outcomes in the past six years. The outcomes have only improved by 1%, aligning with the college outcomes. From 16/17 to 21/22:</p> <ul style="list-style-type: none"> • Course success rates went from 70% to 71%, with a high of 74% in 20/21 • Course retention rates went from 85% to 86%, with a high of 88% in 20/21 • Program GAP went from 2.82 to 2.85 with a high of 3.02 in 20/21 <p>However, the Average Units Completed in the same timeframe have gone from 4.5 units to 4.45 units, with a high of 4.78 and a low of 4.41. These are well below the college average of 6.33.</p> <p>BT awarded 520 degrees in certificates in 21/22 (28% of all campus awards). The data shows that we have decreased from a high of 668 in 16/17. This 25% decrease is disproportionate to our enrollment decline of 9%.</p> <p>For all these metrics, the program needs deep analysis to identify and address the factors contributing to this.</p> <p>One piece of data that would be useful to most of the programs in BT is throughput outcomes. For our programs with sequences, we notice attrition in the program but are unsure what the stop-out factors are. We want to work with Institutional Research to evaluate program course sequencing (the ones with prerequisites) to analyze students through the course pathways and identify areas where we need to strengthen the course outcomes/curriculum to ensure learning alignment.</p>
Describe any equity	Equity gaps refer to	When it comes to equitable outcomes, we see disproportionate gaps for our Latino/x and Black

<p>gaps you see in these data. Are there differences and/or patterns observed by demographics (e.g. race/ethnicity, gender, age, etc.)?</p>	<p>disparities in educational outcomes and student success metrics across race/ethnicity, socioeconomic status, gender, and other demographic traits and intersectionalities.</p>	<p>students in all areas (Enrollment, Retention, Success):</p> <ul style="list-style-type: none"> • Black: -14.7% • Latino/x: -7.1% <p>However, for award obtainment, our gaps are smaller compared to the overall campus:</p> <ul style="list-style-type: none"> • Black: -0.9% • Latino/x: -4.2% <p>Which indicates when students complete, they have better success.</p> <p>For other student categories, we have equity gaps in the following:</p> <ul style="list-style-type: none"> • First Generation: -5.3% • Males: -2.5% <p>We have a noticeable equity gap of -6.7% for females regarding award obtainment.</p> <p>For these students, we do not have or have overcome equity gaps:</p> <ul style="list-style-type: none"> • Athletes • EOPS • Military <p>For course modality – we have equity gaps in:</p> <ul style="list-style-type: none"> • Hybrid: -3.1% • Online Asnyc: -4.3% <p>And for age ranges, we have an award gap of -12.4% for 18-24-year-olds.</p> <p>As noted by individual programs in BT, Black, Latino/x, Males, and First Generation students are not succeeding at comparable rates, and if combined with course modality outcomes, are even lower.</p>
<p>Describe the discussion(s) that took place about the unit's learning outcomes assessment data.</p>	<p>Department Outcomes Coordinators (DOCs) facilitate a department wide discussion on learning outcomes data each year during "Outcomes Across Campus." DOC's may</p>	<p>BT lacks robust discussion of student outcomes across the disciplines. We will address this topic as part of the 23/24 BT community-building activities. One Friday a month all the contract faculty in the school will be meeting to address topics in depth, such as adjunct faculty evaluations, student outcomes, adjunct onboarding, and mentoring.</p> <p>We discussed the Dean's Office outcome assessment results at a school meeting last year. All but one of the seven school's outcomes rated above 4.00 on a 5-point scale, the lowest being</p>

	helpful in supporting this section.	3.93. Communication with stakeholders makes up 4 of the 7 outcomes, indicating the need for improvement. The outcomes were from the prior administration. It was recommended all but one outcome be revised or deleted. The recommendations for revisions include creating measurable and more specific outcomes. These outcomes will be adjusted, in collaboration with the BT leadership team, in the 23/24 cycle.
--	-------------------------------------	--

Practice Reflection

Prompt	Guidance	Program Response
--------	----------	------------------

Describe current practices your unit has engaged in that you believe impact the above data trends and equity gaps.	Items to consider: new actions specifically focused on issues of equity, major curricular changes, professional learning, policy or process changes, data-informed unit dialogue, community outreach.	<p>As noted in some prior responses, there are several practices in which BT engages and considers this data. However, this has not yet resulted in making a significant impact on our data trends and equity gaps.</p> <p>To recap our activities: Data dashboards and other resources are shared and discussed at monthly school meetings (examples):</p> <ul style="list-style-type: none"> • Enrollment Management & Course Sequencing • Transfer, DSPS, K-12 • Productivity, why does it matter? • Student Drop Dashboard • Counseling Referrals for students having academic difficulties • MOST and Humanizing Online • Textbooks, Publishers, and OER • Mesa Graduate Survey Data Dashboard • Real College 2021 Basic Needs Survey <p>Planning:</p> <ul style="list-style-type: none"> • Chairs and the Dean analyze enrollment trends, student needs, and behaviors in scheduling discussions. • The program leads use data for course sequencing and curriculum revisions. <p>Many program faculty have participated in equity analysis through the Strong Workforce Faculty Institute, FIGS, CEER, and other professional learning activities. Most programs have noted that they are concerned and actively working on mitigating inequitable practices, such as increasing intentional communication with students regarding course content, providing information on basic needs resources, and more equitable assessment practices.</p>
--	---	---

<p>What other factors (internal or external) might also impact the above data trends and equity gaps?</p>	<p>Items to consider: legislative changes, fiscal changes, staffing changes, recruitment, hiring, and retention practices.</p>	<p>Course modality is a significant factor in equity trends, from access to completion. Some BT programs are preferred to be on-campus but see a reduced enrollment for students who cannot come to campus. A few faculty have been delivering courses in the HyFlex modality and find that they accommodate the need for synchronous learning, reach more students, and can create accommodations for students' lives. The current simple technology is the limiting factor to providing a robust HyFlex course. We hope that HyFlex will assist not only the programs' enrollment, retention, and completions but also address access for some of our students for which we have equity gaps.</p> <p>As noted in the success and challenge section, faculty diversity is another area we believe can impact equity gaps. Through having better ethnic and gender diversity in our programs, not only do we want our students to see themselves in our faculty, we want the perspectives and input from these faculty for improvements to our programs in and out of the classroom.</p>
---	--	--

Unit Goals and Action Plans

Prompt	Guidance	Program Response
<p>Unit Goals</p>	<p>Goals should connect to Data and Practice Reflections. Goals should be Specific, Measurable, Attainable, Relevant, and Time-bound.</p>	<p>Goal 1: Improve BT's productivity to reach 16.00 minimally by 2025. Goal 2: Reduce BT's equity gaps for Latino/x and Black students by 2% by 2026. Goal 3: Reduce BT's student outcomes gaps in HyFlex and Hybrid courses by 2% by 2026. Goal 4: Develop a plan to address the numerous facilities issues in BT and resolved 50% of the items by the end of 2024. Goal 5: Revise service outcomes and action plans for the Dean's office to reflect the current support needs of BT by the end of 2024.</p>
<p>Mesa2030 Roadmap Strategic Objective (SO) Alignment</p>	<p>Review Mesa2030 and the Roadmap to Mesa2030, only link to SO's that your goal clearly and intentionally is meant to contribute to, each goal should link to 1 or more SOs</p>	<p>Goal 1: Improve BT's productivity to reach 16.00 minimally by 2025. SO: Completion: Develop pathways that provide students with clarity about degree, certificate, and transfer requirements. SO: Stewardship: Increase student access and schedule efficiency by coordinating schedules among departments/ disciplines.</p> <p>2: Reduce BT's equity gaps for Latino/x and Black students by 2% by 2026. SO: Pathways and Partnerships: Expand partnerships with K-12 institutions to enhance program offerings and increase access for minoritized students. SO: Community: Develop activities, spaces, and programs that support a sense of belonging with a focus on antiracism, historically minoritized groups*, and inclusion.</p>

		<p>3: Reduce BT's student outcomes gaps in HyFlex and Hybrid courses by 2% by 2026. SO: Completion: Support students' access to resources to mitigate the impact caused by technological and basic needs insecurity. SO: Scholarship: Expand innovative and high-quality teaching, learning, and support practices that achieve equitable outcomes and increase student success.</p> <p>4: Develop a plan to address the numerous facilities issues in BT and resolved 50% of the items by the end of 2024. SO: Stewardship: Establish a college-wide practice and schedule that addresses routine maintenance and renewal of equipment, facilities and technology to ensure access to adequate resources and better serve students.</p> <p>5: Revise service outcomes and action plans for the Dean's office to reflect the current support needs of BT by the end of 2024. SO: Scholarship: Evaluate and improve DEI practices in classroom environments, campus activities, departments, schools, and administrative units. SO: Community: Build a culture of communication that is evidence-based, race-conscious, institutionally focused, systemically aware, and equity-advancing. SO: Community: Remove barriers to equitable participation by developing, incentivizing, and creating structures for all employees to engage in and design professional learning.</p>
<p>Identify specific actions your program/service area will engage in to accomplish this goal.</p>	<p>Examples may include: policy or practice changes; unit initiatives, curricular changes, etc.</p>	<p>The Dean's Office's actions are designed to support multiple goals.</p> <p>GOALS:</p> <p>1: Improve BT's productivity to reach 16.00 minimally by 2025. 2: Reduce BT's equity gaps for Latino/x and Black students by 2% by 2026. 3: Reduce BT's student outcomes gaps in HyFlex and Hybrid courses by 2% by 2026. 4: Develop a plan to address the numerous facilities issues in BT and resolved 50% of the items by the end of 2024. 5: Revise service outcomes and action plans for the Dean's office to reflect the current support needs of BT by the end of 2024.</p> <p>ACTIONS (Related Goals):</p> <ul style="list-style-type: none"> • Expanding opportunity to diversify contract and adjunct faculty through recruitment to minority professional organizations. (2,5) • Develop training and mentoring processes for adjunct faculty. (2,5)

		<ul style="list-style-type: none"> • Implement identified technology needs, including Virtual Server, and HyFlex classrooms (1,2,3,4,5) • Complete course sequencing plans for all programs. (1,2,5) • Develop and implement program marketing and outreach (1,5) • Create community spaces in the BT building for ICT and Business students (1,2,4,5) • Obtain funding to address facilities needs in BT (3,4,5) • Improve communication practices and office procedures within BT of BT (5) • Develop a research agenda for BT to study throughput in sequenced courses. (1,2,5) • Realign BT's GFU budget to assist with smaller facilities and equipment needs. (4,5)
Does this Action Plan require resources	if yes, complete resource request form	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Lead Writer and Manager Information		
Lead writer Name(s)	Monica Romero	
Name of Program/Unit	School of Business and Technology	
Manager Name	Dr. Isabel de Los Angeles O'Connor	
Submission Date of Program Review Draft to Manager for feedback	4/17/23	
Submission Date of Program Review Final Draft to Office of Institutional Effectiveness	5/31/23	