

IPR Section III, Data and Analysis Form for 2015-16

A. Enrollment Measures

Please rate the status of your program based on the data and provide commentary. A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.

A.1	Status	Program Size				
		Year	2010-11	2011-12	2012-13	2013-14
<input checked="" type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total # of IU Courses in Catalog					
	Total # of IU Courses approved for Online					
	Total # of IU Courses Offered					
	Total # of IU Courses Offered Online					
	Total # of IU Sections Offered					
	Total # of IU Sections Offered Online					
	Total # of IU 299 Sections Offered					

A.2	Status	Enrollment (FTES)				
		Year	2010-11	2011-12	2012-13	2013-14
<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total IU FTES					
	Total IU FTES-African American					
	Total IU FTES-American Indian/Alaskan Native					
	Total IU FTES-Asian					
	Total IU FTES-Filipino					
	Total IU FTES-Hispanic					
	Total IU FTES-Multi-Ethnicity					
	Total IU FTES-Pacific Islander					
	Total IU FTES-Unknown					
	Total IU FTES-White Non-Hispanic					
	Total Department FTES					
	Total Division FTES					
	Total College					

A.3	Status	Faculty (Teaching)				
		Year	2010-11	2011-12	2012-13	2013-14
<input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Total IU FT Faculty Headcount					
	Total IU PT Faculty Headcount					
	Total IU FTEF					
	Total IU FTEF "A" Load					
	Total College FTEF "A" Load					
	Total IU FTEF "AC" Load					
	Total College FTEF "AC" Load					
	Total IU FTEF Online					
	Total IU FTEF Sabbatical					
	Total IU FTEF Load Bank Used					
	IU FTEF Reassigned Time					
	% IU FTEF-FT					
	% IU FTEF-PT					
	% College FTEF-FT					
	% College FTEF-PT					

Note: This chart is repeated in D.1.

A.4	<b>Status</b> <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	<b>Census Fill Rates</b>										
		<b>Term</b>	<b>FA10</b>	<b>SP11</b>	<b>FA11</b>	<b>SP12</b>	<b>FA12</b>	<b>SP13</b>	<b>FA13</b>	<b>SP14</b>	<b>FA14</b>	<b>SP15</b>
		Total IU										
		Total Department										
		Total Division										
		Total College										

A.5	<b>Status</b> <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	<b>Productivity (FTES/FTEF)</b>										
		<b>Term</b>	<b>FA10</b>	<b>SP11</b>	<b>FA11</b>	<b>SP12</b>	<b>FA12</b>	<b>SP13</b>	<b>FA13</b>	<b>SP14</b>	<b>FA14</b>	<b>SP15</b>
		IU Max Productivity										
		IU Productivity										
		Department Max Productivity										
		Department Productivity										
		Division Max Productivity										
		Division Productivity										
		College Max Productivity										
		College Productivity										

Comment on Section A (Enrollment Measures)

**B. Student Success Measures**

Please rate the status of your program based on the data and provide commentary. **A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.**

B.1	<b>Status</b> <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	<b>Course Success Rate (C or better) - All Students</b>										
		<b>Year</b>	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - Online										
		Total IU/Discipline - Not Online										
		Total IU/Discipline - All courses										
		Total Department - All courses										
		Total Division - All courses										
		Total College - All courses										
		<b>College Standard</b>										

B.2	<b>Status</b> <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	<b>Course Success (C or better) - Gender</b>										
		<b>Year</b>	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - Female										
		Total IU/Discipline - Male										
		Total IU/Discipline - <b>Unknown</b>										
		Total College - All Students										
<b>College Standard</b>												

B.3	<b>Status</b> <input checked="" type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	<b>Course Success (C or better) - Racial/Ethnic Background</b>										
		<b>Year</b>	<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - African-American										
		Total IU/Discipline - <b>American Indian/Alaskan Native</b>										
Total IU/Discipline - <b>Asian</b>												

Total IU/Discipline - Filipino										
Total IU/Discipline - Hispanic										
Total IU/Discipline - Multi-Ethnicity										
Total IU/Discipline - Pacific Islander										
Total IU/Discipline - Unknown										
Total IU/Discipline - White Non-Hispanic										
Total College - All students										
College Standard										

B.4	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Course Success (C or better) - Age										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - under 20 years										
		Total IU/Discipline - 20 to <24										
		Total IU/Discipline - 25 to <29										
		Total IU/Discipline - 30 to <34										
		Total IU/Discipline - 35 to <39										
		Total IU/Discipline - 40 to <49										
		Total IU/Discipline - 50 and over										
		Total IU/Discipline - Unknown										
		Total College - All Students										
		College Standard										

B.5	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Course Success (C or better) - Disability										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - Disabled										
		Total IU/Discipline - Non-disabled										
		Total College - All Students										
		College Standard										

B.6	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Course Retention Rate										
		Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
		Total IU/Discipline - Online										
		Total IU/Discipline - Not Online										
		Total IU/Discipline - All Courses										
		Total Department - All Courses										
		Total Division - All Courses										
		Total College - All Courses										
		College Standard										

<p>Comment on Section B (Student Success Measures)</p>          
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**C. Instructional Unit Program/Curriculum Measures**

Please rate the status of your program based on the data and provide commentary.

C.1	<b>Status</b>	<b>Student Learning Outcomes - Course Level</b>					
	<input checked="" type="radio"/> On schedule <input type="radio"/> Behind schedule	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		Total number of IU courses in catalog					
		Minimum number of courses to assess in academic year (quota)					
		Number of courses assessed and reported by end of Dec (following end of academic year)					
		1 or more courses "Unapproved" by SLOAC (Note: "Unapproved" courses do not need to be redone; improvements are expected in future cycles and courses to meet minimum standards )					
		Made use of <del>optional</del> online assessment scheduling tools:					
		Annual schedule submitted online					
		FA assessment schedule submitted online					
		SP assessment schedule submitted online					
		SU assessment schedule submitted online					
	If "yes" to 1 or more courses "Unapproved" by SLOAC (see above), describe efforts and plans to improve the quality of SLO assessments in future cycles:						
	What's being done? What changes in curriculum and pedagogy has your program made as a result of course assessment? (Refer to course action plans on the assessment PDFs located on the U-drive.)						
	Impact? What improvements to student learning were recorded as a result of the assessments?						
	Plans? What further changes are anticipated? (Required resources should be recorded in Section D.)						
Procedures? Describe efforts to ensure that SLO assessments include a representative sample of sections, including PHC, SRC online, hybrid, study abroad, learning communities, short term, weekend, off campus, dual enrollment.							

C.2	<b>Status</b>	<b>Student Learning Outcomes - Program Level</b>					
	Degree and certificate programs <del>and/or instructional unit</del> included in this review:						
	<input type="radio"/> On schedule <input type="radio"/> Not on schedule	Year	2010-11	2011-12	2012-13	2013-14	2014-15
		Total number of IU programs in catalog (degrees and certificates)					
		Number of programs for which action plans were submitted by end of May					
	What's been done? What changes in curriculum and pedagogy were made as a result of program assessment? (Refer to program action plans on the assessment PDFs located on the U-drive.)						
	Impact? What program strategies had an impact on student learning?						
	Plans? What further changes are anticipated? (Required resources should be recorded in Section D.)						
	Procedures? Describe efforts to ensure that SLO assessment include a representative sample of sections, including PHC and SRC.						

<p align="center"><b>Status</b></p>	<p><b>Degrees, Certificates Awarded to Students</b> <b>A change of 3% or greater is considered significant. Refer to the Program Review Guidelines for explanation.</b></p> <p>List all AA/AS degrees, certificates of achievement and certificates of accomplishment offered by the IU:</p>					
<p> <input type="radio"/> Increasing  <input type="radio"/> Stable  <input type="radio"/> N/A  <input checked="" type="radio"/> <b>Decreasing</b> </p>	<p align="center"><b>Year</b></p>	<p align="center"><b>2010-11</b></p>	<p align="center"><b>2011-12</b></p>	<p align="center"><b>2012-13</b></p>	<p align="center"><b>2013-14</b></p>	<p align="center"><b>2014-15</b></p>
Total IU Degrees						
Total IU Degrees - Female						
Total IU Degrees - Male						
Total IU Degrees - African America						
Total IU Degrees - American Indian/Alaskan Native						
Total IU Degrees - Asian						
Total IU Degrees - Filipino						
Total IU Degrees - Hispanic						
Total IU Degrees - Multi-Ethnicity						
Total IU Degrees - Pacific Islander						
Total IU Degrees - Unknown						
Total IU Degrees - White Non-Hispanic						
Total IU Certificates						
Total IU Certificates - African America						
Total IU Certificates - American Indian/Alaskan Native						
Total IU Certificates - Asian						
Total IU Certificates - Filipino						
Total IU Certificates - Hispanic						
Total IU Certificates - Multi-Ethnicity						
Total IU Certificates - Pacific Islander						
Total IU Certificates - Unknown						
Total IU Certificates - White Non-Hispanic						
Total IU/Discipline - under 20 years						
Total IU/Discipline - 20 to <24						
Total IU/Discipline - 25 to <29						
Total IU/Discipline - 30 to <34						
Total IU/Discipline - 35 to <39						
Total IU/Discipline - 40 to <49						
Total IU/Discipline - Disabled						
Total IU/Discipline - 50 and over						
Total IU/Discipline - Unknown						
Total College Degrees						
Total College Certificates						
College Goal						

C.4	<b>Instructional Unit Curriculum</b>											
	Title 5 on schedule: <input checked="" type="radio"/> Yes  <input type="radio"/> No	Year	2010-11		2011-12		2012-13		2013-14		2014-15	
		Total number of courses in catalog										
		Number of new courses added										
		Number of courses deleted										
		Number of courses approved for online										
		Number of courses not offered in the past 5 years										
Comment on <b>changes in curriculum</b> , including courses not offered in the past five years:  												

C.5.	<b>Course Articulation</b>											
	Status <input type="radio"/> Increasing  <input type="radio"/> Stable  <input type="radio"/> Decreasing	Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			CSU	UC	CSU	UC	CSU	UC	CSU	UC	CSU	UC
		Number of courses currently articulated (4 yr.)										
Number of current high school articulation agreements (CTE Programs Only)												
Comment on Section C (Curriculum Measures):  												

**D. Instructional Unit Resource Needs**

Please rate the status of your program based on the data and provide commentary.

D.1	<b>Faculty (Teaching)</b>											
	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Year	2010-11		2011-12		2012-13		2013-14		2014-15	
		Total IU FT Faculty Headcount										
		Total IU PT Faculty Headcount										
		Total IU FTEF										
		Total IU FTEF "A" Load										
		Total College FTEF "A" Load										
		Total IU FTEF "AC" Load										
		Total College FTEF "AC" Load										
		Total IU FTEF Online										
		Total IU FTEF Sabbatical										
		Total IU FTEF Load Bank Used										
		Total IU FTEF Reassigned Time										
		% IU FTEF-FT										
		% IU FTEF-PT										
		% College FTEF-FT										
		% College FTEF-PT										
Note: This chart is repeated in A.3.												

D.2	<b>Faculty Gender</b>											
	Status <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing	Year	2010-11		2011-12		2012-13		2013-14		2014-15	
			#	%	#	%	#	%	#	%	#	%
		Total IU - Male										
		Total IU - Female										
		Total IU - Non-reporting										
		Total Division - Male										
		Total Division - Female										
		Total Division - Non-reporting										

D.3	Status  <input type="radio"/> Increasing <input type="radio"/> Stable <input checked="" type="radio"/> Decreasing	Division Faculty Racial/Ethnic Background									
		Year	2010-11		2011-12		2012-13		2013-14		2014-15
Total Division		#	%	#	%	#	%	#	%	#	%
African American											
American Indian/Alaskan Native											
Asian											
Filipino											
Hispanic											
Multi-Ethnicity											
Pacific Islander											
Unknown											
White Non-Hispanic											
Comment on D1-3: Faculty - Discuss the unique needs of the IU in terms of faculty, including the FT/PT ratio. Justify any hiring requests.											

D.4	Faculty Needs (may include request for reassigned time): List/summarize needs below. One position per line. Add lines as required.					
	Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total positions hired.						
Describe impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.						
If request impacted more than one metric, describe:						
Position Needed	Position Type	Related Program Strategies/Activities (see A.1 or A.1.a)	Academic Year	Approx Compensation (Salary + Benefits)	Is this request shared by other units/programs or related to other requests in the review/update? Explain.	
1						
2						
Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:						
If request will impact more than one metric, describe:						

D.5	Status  <input type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing <input type="radio"/> N/A	Instructional Unit Support Staff				
		Year	2010-11	2011-12	2012-13	2013-14
FTE Monthly Classified						
Hourly Classified (FTE & number of hours)						
In addition to classified staff, describe other unit functional staffing needs to support student success efforts: research, IT, management, etc.						



D.6	Permanent Staff Needs: List/summarize needs below. One position per line. Add lines as required.					
	Year	2010-11	2011-12	2012-13	2013-14	2014-15
Total positions hired.						
Describe impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.						
If request impacted more than one metric, describe:						
Position Needed	Position Type	Related Program Strategies/Activities (see A.1 or A.1.a)	Academic Year	Approx Compensation (Salary + Benefits)	Is this request shared by other units/programs or related to other requests in the review/update? Explain.	
1						
2						
Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.						
If request will impact more than one metric, describe:						

D.7	<b>Status</b>		<b>Instructional Unit Operating Budget</b>				
	<input checked="" type="radio"/> Increasing <input type="radio"/> Stable <input type="radio"/> Decreasing  Choose one: <input type="radio"/> Dept. Budget <input type="radio"/> IU Budget	<b>Year</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
		Allocated Division Operating Budget					
		Expended Division Operating Budget					
		% Division Operating Budget Expended					
		Allocated Department/IU Operating Budget					
		Expended Department/IU Operating Budget					
		% Expended Department/IU Operating Budget					
		CoCurricular Funds*					
		Other Revenue*					
		Other Available Funds*					
		Total Available Funds					
		Total Expenditure					
		% Total Expenditure					
		*Describe Revenue: Contract Ed, Fee-based, Student Enterprise, etc. Describe other Available Funds: Foundation, Grants, Material Fees.					
Comment on the funds allocated to the program and the effectiveness of its use in serving students:							

D.8	<b>EQUIPMENT (NOT TECHNOLOGY - see Guidelines) : List/summarize needs below. One item per line. Add lines as required.</b>											
	<b>Year</b>		<b>2010-11</b>		<b>2011-12</b>		<b>2012-13</b>		<b>2013-14</b>		<b>2014-15</b>	
	Total value of equipment acquired from all sources:											
	List equipment acquired, value, source of funds in previous cycles and impact on 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:											
	Equipment Needed (indicate N-new, R- Replacement RF- Refreshment)	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost per item	Number	Total Cost	Ongoing costs/fees per year	Projected Lifespan	Disposal Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.			
	1											
	2											
	Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:											
	If request will impact more than one metric, describe:											

D.9	<b>TECHNOLOGY/HARDWARE: List/summarize needs below. One hardware item per line. Add lines as required. Please do not include items already identified in a refreshment cycle.</b>											
	Year		2010-11		2011-12		2012-13		2013-14		2014-15	
	Total value of hardware acquired from all sources:											
	List hardware acquired, value, source of funds in previous cycles and impact on: 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:											
	If request impacted more than one metric, describe:											
	Hardware Needed (indicate N-new, R-Replacement RF-Refreshment)	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost per item	Number	Total Cost	Ongoing costs/fees per year	Projected Lifespan	Disposal Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.			
	1											
	2											
	Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:											
	If request will impact more than one metric, describe:											

D.10	<b>TECHNOLOGY/SOFTWARE: List/summarize needs below. One software item per line. Add lines as required. Please do not include items already identified in a refreshment cycle.</b>											
	Year		2010-11		2011-12		2012-13		2013-14		2014-15	
	Total value of software acquired from all sources:											
	List software acquired, value, source of funds in previous cycles and impact on 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.											
	If request impacted more than one metric, describe:											
	Software Needed (indicate N-new, R-Replacement RF-Refreshment)	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost per item	Number	Total Cost	Ongoing costs/fees per year	Projected Lifespan	Is this request shared by other units/programs or related to other requests in the review/update? Explain.				
	1											
	2											
	Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.											
	If request impacted more than one metric, describe:											

D.11	<b>FURNITURE/FIXTURES: List/summarize needs below. One request/issue per line. Shipping, tax and installation costs should be included.</b>											
	Year		2010-11		2011-12		2012-13		2013-14		2014-15	
	Total value of furniture/fixtures acquired from all sources:											
	List furniture/fixtures acquired, value, source of funds in previous cycles and impact on: 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:											
	If request impacted more than one metric, describe:											
	Furniture/Fixtures Needed (indicate N-new, R- Replacement RF- Refreshment)	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost per item	Number	Total Cost	Ongoing costs/fees per year		Projected Lifespan	Disposal Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.		
	1											
2												
Describe projected impact (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative:												
If request will impact more than one metric, describe:												

D.12	<b>FACILITIES: List/summarize needs below. One request/issue per line. Add lines as required. Please do not include facilities requests that are already identified in the Scheduled Maintenance list. NOTE: Facilities issues that pose a risk to safety or ADA compliance should be immediately referred to management. These issues are inappropriate in Program Review. Refer to Program Review Guidelines for clarifications regarding Facilities Requests.</b>											
	Year		2010-11		2011-12		2012-13		2013-14		2014-15	
	Total value of facilities projects completed from all sources:											
	List facilities projects completed, value, source of funds in previous cycles and impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.											
	If request impacted more than one metric, describe:											
	Facility Request	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost		Ongoing costs/fees per year			Projected Lifespan		Is this request shared by other units/programs or related to other requests in the review/update? Explain.		
	1											
2												
Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.												
If request will impact more than one metric, describe:												

<b>D.13</b>	<b>PROFESSIONAL DEVELOPMENT NEEDS: List/summarize needs below. One request per line. Add lines as required.</b>				
	Describe how professional development completed in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request impacted more than one metric, describe:				
	Professional Development Need	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
	1				
2					
	Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request will impact more than one metric, describe:				

<b>D.14</b>	<b>SERVICE NEEDS: List/summarize service needs below (Research, Marketing, Technical Training, etc.) One request per line. Add lines as required.</b>				
	Describe how services received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request impacted more than one metric, describe:				
	Service Need	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
	1				
2					
	Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request will impact more than one metric, describe:				

D.15	<b>SUPPLIES BUDGET AUGMENTATION (ONE TIME) instructional supplies items - individual items under \$1000 with minimum total purchase over \$1000): List/summarize needs below, One request per line. Add lines as required.</b>					
	Describe how one-time supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.					
	If request impacted more than one metric, describe:					
	Supply Need	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost per item	Number	Total Cost	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
1						
2						
Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.						
If request will impact more than one metric, describe:						

D.16	<b>OPERATING BUDGET AUGMENTATION (ONGOING): List/summarize other needs below, One request per line. Add lines as required. See PROGRAM REVIEW HANDBOOK for appropriate Operating Budget expenditures.</b>				
	Describe how on-going supply budget augmentation received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request impacted more than one metric, describe:				
	Requested Augmentation	Related Program Strategies/Activities (see A.1 or A.1.a)	Total Augmentation Per Year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.	
1					
2					
Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.					
If request will impact more than one metric, describe:					

D.16	<b>OTHER NEEDS: List/summarize other needs below. One request per line. Add lines as required.</b>				
	Describe how other resources received in the previous cycle has impacted (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request impacted more than one metric, describe:				
	Other Need	Related Program Strategies/Activities (see A.1 or A.1.a)	Cost	Ongoing costs/fees per year	Is this request shared by other units/programs or related to other requests in the review/update? Explain.
	1				
2					
	Describe projected impact on (dropdown menu): 1. student success 2. student learning 3. equity 4.institutional effectiveness 5. other key college initiative.				
	If request will impact more than one metric, describe:				