YEARLY PLANNING DISCUSSION TEMPLATE
General Questions

Program Name Academic Resource Center **Academic Year 2022-2023**

1. **Has your program mission or primary function changed in the last year?**

The ARC's primary mission has remained the same over the past year. We continue to focus on providing academic support so students can successfully complete their courses.

2. **Were there any noteworthy changes to the program over the past year? (eg, new courses, degrees, certificates, articulation agreements)**

The ARC offers two noncredit courses: BASK 7015, Reading and Writing Lab, and BASK 7004A, Supervised Tutoring. Enrollment in each course has steadily increased since the dip we experienced during the pandemic. The Writing Center has expanded its offerings to include an online weekend paper review (offered asynchronously) to improve access for students who cannot visit the ARC during regular operating hours. There is still potential to increase student usage of tutoring services.

Is your two-year program map in place and were there any challenges maintaining the planned schedule?

Two-year program maps do not apply to the ARC's services.

3. **Were there any staffing changes?**

The ARC has experienced changes to many of its positions in the 2022-2023 year (FT Writing Center (WC) instructional assistant, FT Tutorial/Open Access Computer Lab (OACL) technician, PT WC lab assistant, PT tutorial/OACL lab assistant).

- The ARC hired a full-time Writing Center instructional assistant. This position had been vacant since August 2022.
- The part-time LVC Tutorial Center office tech position, which was vacant from 2021 until the fall of 2023, was recently filled when the Santa Maria full-time tutorial tech requested a transfer to the position.
- The Santa Maria Writing Center evening lab assistant position has seen high turnover in the last six years and is currently filled by a temporary staff person.
- The Santa Maria LVC tutorial lab assistant position was filled by temporary staff until fall 2022.

While these positions remain entry-level pay positions, we will likely continue to see turnover. A program-wide assessment of the program's positions, their pay and responsibilities, and a potential reclassification of the ARC's staff positions may help us minimize staff turnover.

4. **What were your program successes in your area of focus last year?**

The ARC coordinator worked with the Math Center, STEM Center, and Language Lab tutoring

programs to form a tutoring services group. This group meets monthly to collaborate on tutor training and ways to promote tutoring services across campus with the goal of increasing awareness of tutoring and motivating students to access support services. The group developed a one-stop tutoring website that provides students with information about all tutoring options at AHC. Students can learn about campus tutoring services, chat with tutoring staff through the website's chat feature, see campus tutoring locations on a map, and seek answers through the site's Frequently Asked Questions (FAQ) section.

Working with this newly formed group allowed the ARC to strengthen its relationships with other tutoring programs on campus, making it easier to provide referrals to the Math Center, STEM Center, Language Lab, and EOPs. We also work closely with the library to promote library workshops and events to ARC students and to provide research writing workshops. At the Lompoc Valley Center, the tutoring program is housed in the library, and as a result, we work closely with librarians and staff to support students who seek tutoring at the LVC. We continue our partnership with the University Transfer Center, offering three yearly personal-insight-question workshops to help students prepare their university applications.

The ARC partners with the Learning Assistance Program (LAP), EOPS, and CalWORKS programs to support students who need additional tutoring hours. The programs encourage their students to use tutoring and fund additional tutoring hours for their students. The LAP program also provides ARC tutors with training regarding its program and how best to support students who are part of the Learning Assistance Program.

The ARC continues its strong partnership with the English department, providing orientations to all English 101 classes at the beginning of each semester. In addition, the ARC coordinator attends every English department meeting to keep the department apprised of activities in the Writing Center and Tutorial Center and to collaborate on ways to increase student usage.

The ARC Coordinator has partnered with the Title V grant program to train embedded tutors and faculty. Title V places embedded tutors in math, English, and science courses. As a result of this partnership, we wish to explore ways that tutoring services can complement each other instead of competing for resources. We will continue to assess the impact of embedded tutoring on ARC tutoring services.

Learning Outcomes Assessment

a. Please summarize key results from this year's assessment.

SLOs are assessed with a student survey administered to students enrolled in the BASK 7004A Supervised Tutoring course and the BASK 7015 Reading and Writing Lab course at the end of each semester:

BASK 7004A Supervised Tutoring SLOs (Tutorial Center) – Fall 2022

PSLO 1*: Students will improve their ability to effectively develop and ask appropriate subject matter questions.*	**Yes**-84% **No**-2% **Somewhat** – 14%
PSLO 2. *Students will improve their ability to utilize effective study skills.*	**Yes**-80% **No**-4% **Somewhat**-16%

PSLO 3. *Students will gain knowledge of effective time management strategies.*	**Yes**-70% **No**-6% **Somewhat**-24%

BASK 7015 Reading & Writing Lab SLOs (Writing Center) – Fall 2022

PSLO 1: The Writing Center will provide writing, reading, and technology instruction in an accessible, comfortable, supportive, and collaborative environment for students of all abilities and from all disciplines	**Yes**-98% **No-2%**
PSLO 2. Developmental English and English as a Second Language students will demonstrate improved writing at the sentence, paragraph, and/or essay level.	**Yes**-88% **No**-12%
PSLO 3. Students will demonstrate improved confidence in their writing ability.	**Yes**-92% **No**-8%
PSLO 4. Students will demonstrate improved confidence in the use of technology.	**Yes**-85% **No**-15%

> **b. Please summarize your reflections, analysis, and interpretation of the learning outcome assessment and data.**

Student evaluations show high satisfaction with the Tutorial Center, Writing Center, and OACL services (as noted in the charts above). Institutional Effectiveness data also show that ARC tutoring (Writing Center and Tutorial Center) positively impacts student success (see Tables 1 and 2 below).

Student surveys show that students rate the ARC's services as "excellent" or "very good." The surveys ask students if they would refer a friend to the services, and 95% say they were either extremely or somewhat likely to refer a friend to tutoring services—the highest compliment and an important indicator that students value ARC services (Fall 2022 Tutorial Center Survey).

Although the ARC provides an in-person orientation to every English 101 section, approximately just 20% of those students return to spend two or more hours in the ARC during a semester they attended an English 101 ARC orientation. The Writing Center program survey identifies the main reasons students who completed an orientation and learned about the ARC's services, but don't return for tutoring:

- *I wanted to go but didn't take the time to make arrangements (56%)*
- *I relied on friends and family to help me (30%)*
- *I had anxiety about sharing my writing with another person (26%)*

After a discussion with the English department about student use of the Writing Center, which has declined since basic skills level courses were eliminated in 2019, many English faculty now

incorporate Writing Center visits and Writing Center assignments into their courses. We expect increased usage as a result of these assignments.

We did not gather student survey responses for the LVC due to a lack of staffing at the LVC Tutorial Center, and the kiosk was not regularly used, so data is inconsistent. Since 2020, the program has not had a permanent staff person. A permanent part-time staff will begin in fall 2023. However, to provide equitable services, the LVC Tutorial Center needs a dedicated full-time staff member to support operations at the LVC, including tutor scheduling, program advertisement and collaborations, class orientations, and support of Writing Center services.

In addition to gathering student feedback about the ARC's services, we worked closely with Institutional Effectiveness to evaluate the impact of tutoring on student success and retention. Overall, tutoring positively impacts student success and retention. The data provided by Institutional Effectiveness in Tables 1 and 2 show the Writing Center's success and retention based on the number of hours students spent in the Writing Center, i.e., 10+ hours (table 1) and 5+ hours (table 2). Table 3 shows success and retention rates for students who spent three or more hours receiving tutoring in the Tutorial Center.

● Students who utilize Writing Center services semester are more successful in English 101 classes (see Tables 1 and 2 below).

● Students who access tutoring show higher success and completion rates than non-tutored students. (See Table 3 below).

WRITING CENTER

Table 1:

Fall 2022 Writing Center Retention and Success Data (10+ hours/sem.)

	Retention	Success
Tutor	93%	90%
Non-tutored	87%	69%

Table 2:

Fall 2022 Writing Center Retention and Success Data (5+ hours/sem.)

	Retention	Success
Tutor	90%	83%
Non-tutored	87%	69%

TUTORIAL CENTER

Table 3:

Fall 2022 Tutorial Center Retention and Success Data (3+ hours/sem)

	Retention	Success
Tutor	85%	79%
Non-tutored	87%	69%

      c.   Please summarize recommendations and/or accolades that were made within the program/department.

Recommendations:
- Hire a full-time LVC Tutorial Center Technician to support Tutorial Center and Writing Center operations.
- Evaluate the impact of embedded tutoring and analyze tutoring functions across campus. The evaluation should focus on how tutoring services across campus can complement each other and not compete for resources.
- Review opportunities to attract and retain tutors, such as increased pay for tutors and additional benefits such as priority registration.
- Gain additional feedback from students and faculty who use tutoring services. Current PLOs are outdated and need to be updated to gather relevant input on services. Updates include adding a PLO that addresses awareness of services across all campus participants—staff, faculty, and students, and feedback on remote services.
- Increase resources, equipment, and materials for tutoring, such as biology mannequins, smart TVs for the tutoring room and study rooms, and textbooks.

Accolades:

- ARC usage has rebounded from the initial decline due to the pandemic. The tables below provide data on Tutorial Center and Writing Center visits.

SM Tutorial Drop-In Visits

Term	Total Visits	Total Hours
Spring 2021	130	86.4
Fall 2021	172	262.1
Spring 2022	163	177.4
Fall 2022	75	59.0
Spring 2023	**127**	**288.6**

SM OACL Visits

Term	Total Visits	Total Hours
Fall 2021	1419	2081.6
Spring 2022	651	729.4
Fall 2022	739	883.2
Spring 2023	**1,260**	**1,518**

SM Tutoring Appointment Hours

Fall 2021		Spring 2022		Fall 2022		Spring 2023	
Total HOURS	919.5	Total HOURS	976	Total HOURS	930.5	Total HOURS	1074.5

Writing Center Hours Attendance Hours

Fall 2021	Spring 2022	Fall 2022*	Spring 2023
863 hours	1,487 hours	3,602 hours	1,342 hours

* For the first few weeks of the semester, only the Writing Center tutoring option showed on the kiosk, so students were unable to choose other reasons for their visit. In addition, embedded tutors began to hold office hours/tutoring hours in the Writing Center. Both of these factors contribute to increased WC hours.

- The ARC collaboration with campus tutoring centers has increased awareness of tutoring services and strengthened the support and training tutors receive. The Math Center, STEM/MESA, Language Lab, and the ARC have collaborated to build a one-stop tutoring website and to offer joint tutor training. This collaboration lays the foundation for professionalizing the role of the tutor at AHC and identifying ways to maximize resources while not duplicating efforts.

- Tutor Training has expanded to include additional relevant training topics to increase tutors' effectiveness.

- The Writing Center has increased the number of workshops, extended weekend paper review services, maintained online tutoring options and chat availability, and incorporated the embedded tutors into the center.

- Usage of services has steadily increased in the Tutorial Center and Writing Center.

- Feedback from students is positive and data on the impact of tutoring shows that tutoring improves students' success and retention.

    d. Please review and attach any *changes* to planning documentation, including PLO rubrics, associations, and cycles planning.

We have not made any changes, yet, but we are planning to update ARC (Tutorial Center and Writing Center) PLOs.

Distance Education (DE) Modality Course Design Peer Review Update (Please attach documentation extracted from the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Course*s) <mark>DOES NOT APPLY.</mark>

Although the DE modality does not apply to the noncredit courses associated with the ARC, because we have added remote options for students, we will ask students to evaluate usage of these services moving forward.

    a. Which courses were reviewed for regular and substantive interactions (RSI)?

    b. What were some key findings regarding RSI?

- Some strengths:

- Some areas of possible improvement:

    c. What is the plan for improvement?

CTE two-year review of labor market data and pre-requisite review – <mark>DOES NOT APPLY</mark>

     a. Does the program meet documented labor market demand?

     b. How does the program address needs that are not met by similar programs?

     c. Does the employment, completion, and success data of students indicate program effectiveness and vitality? Please, explain.

     d. Has the program met the Title 5 requirements to review course prerequisites, and advisories within the prescribed cycle of every 2 year for CTE programs and every 5 years for all others?

     e. Have recommendations from the previous report been addressed?

Use the tables below to fill in **NEW** resources and planning initiatives that **do not apply directly to core topics.** *This section is only used if there are new planning initiatives and resources requested.*

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER-OBJ 1* Hire a full-time Tutorial Center Technician at the Lompoc Valley Center
Planning years:	*2023 and beyond*

Description:
The LVC Tutorial Center staffing consists of one part-time technician position (19 hours/week). Due to limited staffing, the library staff often has to step into field Tutorial Center questions. Due to the lack of full-time staff, it has been difficult to establish a Tutorial Center presence on campus that should include comprehensive marketing and outreach to LVC faculty and students, orientations for LVC classes, tutor training, and support of LVC tutors. The college has also requested that the Tutorial Center add Writing Center tutoring services. To build an effective tutoring program at the LVC, the college needs to invest in a full-time LVC Tutorial staff position.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ◼ **Student Equity Plan** ☐ **Guided Pathways** ☐ **AB 705/1705**

☐ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

☒ **Title V**

New Program Planning Initiative (Objective) – Yearly Planning Only	
Title (including number:	*ER- OBJ 2* Enhance student success and tutoring quality with additional instructional equipment and materials for tutoring: anatomy models, smart TV for the tutoring room and study rooms, and textbooks for tutoring.
Planning years:	2023 and beyond

Description:
To effectively serve students, the Tutorial Center needs to enhance its resources, equipment, and materials to support students. Specifically, the Tutorial Center needs anatomy models to effectively support tutoring for BIO 124, textbooks for high-demand tutoring courses, and equipment to outfit the tutoring room and study room with a Smart TV to maximize the use of these rooms for workshops, tutor study sessions, group study, and student presentations.

What college plans are associated with this Objective? (Please select from the list below):

☐ **Ed Master Plan** ◼ **Student Equity Plan** ☐ **Guided Pathways** ◼ **AB 705/1705**

◼ **Technology Plan** ☐ **Facilities Plan** ☐ **Strong Workforce** ☐ **Equal Employment Opp.**

Area of Focus Discussion Template
EDUCATION AND INDUSTRY PARTNERSHIPS

Education and Industry Partnerships – review relationships with four-year institutions including preparation for transfer and changes in major requirements assess employment as well as review employment and the needs of employers and regional partners. Sample activities include the following:

Possible topics:
- Review academic transfers and associate degree for transfer alignments.
- Review articulation agreements.
- Review C-ID (course identification system) modifications.
- Integrate advisory committee recommendations and regional training needs.
- Review career and technical education (CTE) labor market information and trends.
- Explore collaborations, internships and externships, and cooperative work experience opportunities.
- CTE unit completion goals in the Student Centered Funding Formula and CCCCO Vision for Success.

1. **What data were analyzed and what were the main conclusions?**

The ARC collaborates and maintains relationships throughout the campus community and the California community college system. Since the ARC does not have advisory from the professional sector or transfer institutions, it reviewed its partnerships with on-campus programs and other CA community college tutoring programs with the intent of reviewing these partnerships to determine how to improve tutoring services and usage.

The ARC coordinator and staff are members of the Association of Colleges for Tutoring and Learning Assistance (ACTLA), which supports tutoring professionals with professional development and connects individuals with tutoring colleagues. This organization is comprised of members from higher education tutoring programs worldwide but has a large membership of CA community college tutoring professionals. ACTLA offers a yearly conference, which the tutoring coordinator and one ARC staff member attend annually, monthly professional development workshop opportunities, and an informative listserv. As members of ACTLA, we stay apprised of legislative changes impacting tutoring in California community colleges, innovative training and program improvements, and opportunities for professional growth for tutors, faculty, and staff.

The ARC coordinator maintains strong partnerships with AHC campus tutoring programs. In 2019, the ARC and Math Center began a joint tutor training program with the other campus tutoring centers and has since worked collaboratively to expand the training program. Currently, the ARC, Math Center, MESA/STEM Center, and Language Lab collaborate to offer a

biannual pre-semester tutor training program for their tutors and invite all new AHC tutors across all campus areas, including EOPS, CAN TRIO, Veteran's Success Center, and Title V embedded tutors. The program is a six-hour pre-semester training that trains, on average, 60-70 new tutors each year. Beyond this training collaboration, in 2022, the ARC joined with the other tutoring centers to create an informal "tutoring services group" to explore ways to collaborate and support tutors across campus by enhancing tutoring programs and professionalizing the role of tutor. Since its inception, the group has advocated for priority registration, uniform, and increased pay for tutors across all campus tutoring programs, and collaborated to build a one-stop tutoring services website. The website is an effort to provide students with one location to learn about all the tutoring options on campus. The site includes information about all campus tutoring programs and offers a live chat feature to answer tutoring program-related questions. The group plans to continue its collaboration to maximize the impact tutoring has on student success, to increase awareness of tutoring, to provide a unified approach to tutoring services, and to support tutors' professional growth.

In 2021, the ARC coordinator joined the Title V embedded tutoring project to help develop and coordinate an embedded tutor training program and training for new embedded tutor faculty. In partnership with the faculty leads in English, math, and science, the program developed a comprehensive embedded tutor training program that addressed the goals of embedded tutoring, the role of the embedded tutor in the classroom, the role of an embedded tutor as a bridge to campus resources, tutoring strategies, how to conduct study sessions, tracking mechanisms, and program policies. The coordinator, faculty leads, and administration team meet twice monthly to develop the program. The growth of the embedded tutoring program impacts all campus tutoring programs, and we will need to explore how campus tutoring programs can complement embedded tutoring services and not compete with the program.

The ARC collaborates with EOPS, LAP, CAN, and student ambassadors by offering presentations to the staff and students in these programs, collaborating to promote tutoring, and offering additional weekly tutoring hours to students who are members of these programs. The programs fund additional weekly tutoring hours, which allows the ARC to serve more students.

The ARC and Writing Center maintains a strong relationship with the English department, collaborating on ways to support students in English 101 through writing tutoring, online weekend paper review, and workshops. The ARC coordinator attends English department meetings and collaborates with English faculty to explore ways to incentivize student visits to the Writing Center and enhance Writing Center services.

Beyond collaboration with the English department, the ARC presents to departments across campus to make faculty aware of tutoring services. Since faculty play a pivotal role in getting students to access tutoring, we established a referral system through Successnet that allows faculty to easily refer students to tutoring using a "flag" in Successnet and easily recommend students to become tutors. Moving away from paper recommendations to Successnet has streamlined hiring and allowed us to reach more potential tutors. We now receive over 400 tutor recommendations, on average, and hire 30-35 tutors each fall and an additional 15 in the

spring who can tutor over 80 courses. Faculty are the ARC's primary "collaborators," and we wish to explore ways to enlist more faculty to refer students to tutoring.

In reviewing these partnerships, it is clear that the ARC has strong relationships across campus, which is a priority for reaching more students; however, the ARC could benefit from additional faculty input on services. The ARC would like to explore creating an advisory committee to provide input on tutoring services and to help expand its reach to faculty and programs that may not be aware of its services. One idea is to create a "tutor ambassador" program to enlist ambassadors for all tutoring programs on campus. In addition, the LVC Tutorial Center has little traction because of staffing issues. Partnerships with LVC programs and faculty need to be enhanced if tutoring has any chance of success at the LVC campus.

2. **Based on the data analysis and looking through a lens of equity, what do you perceive as *challenges* with student success or access in your area of focus?**

The ARC faces two primary challenges: (1) staff shortages/high staff turnover rate, and the relative (2) underutilization of tutoring services.

The ARC tries to serve students by providing quality services, but the high volume of staffing changes in the last few years and a lack of full-time staff at the LVC have made it difficult to maintain excellent service. The ARC has expanded services since 2021 to include online remote access to tutoring for students, weekend paper review for Writing Center students, an online chat feature for both the Tutorial Center and Writing Center that extends beyond open hours, workshops, and enhanced drop-in tutoring services. The ARC assistant and Writing Center instructional assistant positions were reclassed, but the evening lab assistant positions are entry-level, and the OAC/TC technician position, which is an important student-facing position with the responsibility of maintaining the ARC Tutorial Center appointment system, needs to be considered for a reclass to a higher level if we are to maintain staff in this important position. The LVC position continues as a part-time position, which leaves little room for tutor oversight, marketing, collaborations, and program growth at the LVC. The LVC library staff graciously fields tutoring questions in the absence of Tutorial Center full-time staff, but this is not a sustainable structure.

 The second primary challenge is the underutilization of tutoring services. Although ARC student surveys and success and retention data provided by Institutional Effectiveness show the positive impact tutoring has on students, only a small percentage of the AHC student population visits tutoring: approximately 150 students enroll in the Tutorial Center supervised tutoring course, and another 500-600 students enroll in the Writing Center's reading and writing lab course. Questions we wish to explore as we revise PLOs with an eye toward equity and increased usage: *How can we increase awareness of the ARC's services? How can we show the benefit of tutoring to students and make the process easier for students to access tutoring? How can we make tutoring a component of the AHC college experience?* In the ARC's student surveys, we receive feedback that suggests students are not aware of tutoring services, do not

make time for tutoring, or are intimidated to attend tutoring. Although our Writing Center tagline is "all writers need feedback," and our ARC/Tutorial Center tagline is that "tutoring is a vitamin and not an aspirin," we must still convince students that everyone can benefit from tutoring and that it is a valuable use of their time.

In terms of looking at this discussion from an equity lens in the area of focus of partnerships, we need to dive into the data to see who is accessing tutoring and, more importantly, who is *not* accessing tutoring. With this information, we can further explore partnerships with campus programs and faculty to help us connect with those students. As mentioned above, the ARC also needs to increase staffing and tutoring services at the LVC to provide equitable services on both campuses.

3. **What are your plans for change or *innovation*?**

The ARC faculty and staff are focused on innovation as it supports student success and access. Our driving question: What can we do to reach more students and increase the impact tutoring has on student success?
Plans for innovation include
   (1) **Embedded tutoring:** Explore how embedded tutoring can complement the ARC's current tutoring services and enhance student participation in tutoring. Embedded tutoring is poised to be an important part of the future of tutoring, as evidenced by tutoring literature, ACTLA tutoring conference presentations, and discussions among college tutoring programs on the ACTLA listserv. We must consider how tutoring can reach more students, be more proactive and intrusive, and enact a holistic approach to helping students eliminate barriers to success. Embedded tutoring will need to be an important part of that plan. Currently, English embedded tutors have a dedicated space in the Writing Center's area of the ARC, which has helped to increase the Writing Center's visibility. Plans include researching staffing, funding, and embedded tutoring models and exploring how the ARC can pivot to incorporate embedded tutoring services.
   (2) **Tutor Ambassador program**: How can we enlist the help of faculty and staff to advocate for and spread the word about tutoring? Plans include creating an ARC advisory committee and exploring the implementation of a tutor ambassador program to enhance connections with faculty and campus programs in an effort to improve the ARC's services and enlist ambassadors for tutoring.
   (3) **Using Successnet:** The ARC launched Successnet for tutoring appointments in the fall of 2023. The next goal is to explore ways we can use Successnet to increase usage of tutoring, such as using text messaging and using Successnet data to give us a better understanding of who is accessing tutoring, who isn't, and to what benefit.
   (4) **Updating PLOs:** Although on the surface, updating PLOs may not sound innovative, the intent is to update the PLOs to include outcomes for all constituents we serve— students, faculty, and staff—and to gather input from all participants who can benefit from tutoring and help us increase the ARC's positive impact. The PLOs also need to

reflect the outcomes of the ARC's online services, which we do not currently assess separately.

4. **How will you *measure* the results of your plans to determine if they are successful?**

Embedded tutoring: To assess the possibilities of embedded tutoring as a component of ARC services, we will meet with the Title V group to gather input from the other campus tutoring programs and the tutoring services group, i.e. MESA/STEM, Math Center, ARC, and Language Lab. We will need to explore the feasibility of offering additional tutoring services in the ARC, as this would likely require a change to current ARC staffing and funding. We will need to consider the number of additional tutors the ARC would need to hire and the changes to staff job responsibilities to support the additional services.

Tutor ambassador program: An ambassador program will enlist faculty in each department who can act as a liaison between their department and the ARC and regularly discuss tutoring in department meetings, identify ways to increase visits to tutoring, and help to instill in students that "tutoring is a vitamin, not an aspirin." The program will be assessed by feedback from faculty and assessment of the usage of tutoring services, i.e., did more students from that department visit the ARC?

Using Successnet: We will assess student usage, compare cancellation and no-show rates, determine who is and who is not visiting the ARC, and add a question about text messaging to our student survey.

Updating PLOs: We will assess the data on PLOs with the help of Institutional Effectiveness. Specifically, we will ask students about their experience with online services and ask faculty and students about their awareness of and experience with the ARC's services.

Validation for Program Planning Process: If you have chosen to do the Validation this year, please explain your process and the findings.

We have chosen not to do the validation this year.

Based on the narratives for the prompts above, what are some program planning initiatives and resources needed for the upcoming years? Use the tables below to fill in **NEW** resources and planning initiatives. ***This section is only used if there are new planning initiatives and resources requested that pertain to the Core Topic only.***

==DO WE NEED FUNDING FOR THESE INITIATIVES?==

Resource Request Excel template attached.

Program Review Signature Page:

E. Healy
Elaine Healy (Apr 11, 2025 10:52 PDT)
Program Review Lead

Apr 11, 2025
Date

[signature]

Program Dean

Apr 11, 2025
Date

[signature]

Vice President, Academic Affairs

Jul 18, 2025
Date

ARC - Education and Industry Partnerships Discussion, Program Review 2022-2023

Final Audit Report   2025-07-18

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