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| **Berkeley City College’s mission is to provide our diverse community with****educational opportunities, promote student success, and to transform lives.** |

**Introduction and Directions**

Berkeley City College (BCC), in conjunction with the Peralta community College District, has an institutional effectiveness process which consists of the following components: a District-wide Strategic Plan which is updated every six years; Comprehensive Program Reviews (CPRs) which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years.

**TIMELINE**

The Annual Program Update (APU) for 2023-2024 marks its 3rd year in the current cycle.

The APU 2023-2024 timeline has been developed for each program and services to guide through the semester. Please review and work with your Deans, Managers, and/or Supervisors to complete this APU.

During 2022-2023, BCC has completed its Educational Master Plan 2024-2028 where we can base our APU review and analysis on the 5 strategies for success and 3 indicators of success that will lead us to achieve our goal of equitable student completion.



The APU is intended to primarily focus upon planning for the subsequent year based on the assessment of the prior year and determine where and how we can improve to support the goal of equitable student completion. It is important to be reminded that the EMP incorporated the State Chancellor's [Vision for Success](https://www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf) as well as [Student Centered Funding Formula (SCFF)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) in our five year roadmap and our APU process. Please use these foci as your reference to prioritize your department and other goals.

**RESOURCE REQUEST**

In this process of making continuous quality improvement, there is an opportunity for each program, student services, and department to request resources that support achieving the stated goals.

The APU process directly leads to the institutional resource allocation process and budget planning facilitated by the Institutional Planning and Allocation of Resources (IPAR) Committee for the following academic year (2023-24). The process for this can be found here ([2023-24 APU Timeline](https://drive.google.com/file/d/1xiKMI84yGCETRjx-cNfQRClCAe3Cu63X/view?usp=sharing)). This is an opportunity for each department to request resources in Fund 01 (General Funds) to IPAR that will support your department goals and set outcomes that support BCC’s goal of Equitable Student Completion.

**TECHNOLOGY REQUEST**

Finally, for the resource request section, please connect with your Deans, managers, and supervisors regarding your technology needs so that you can be informed about the equipment that is already addressed in the BCC Technology Refresh Plan. If your requests are covered in the Refresh Plan, you do not need to request them in this APU.

If you have questions regarding other material in the Annual Program Update, please contact your Dean or Manager. If you have questions regarding data, please contact Dr. Phoumy Sayavong, Senior Researcher and Planning Analyst (psayavong@peralta.edu).

**Please email the completed Annual Program Update to your Dean by November 30, 2023.**

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| **College Profile**  |
| [Click here to view the Berkeley City College Student Demographics Dashboard](https://app.powerbi.com/view?r=eyJrIjoiOWQ0NDc2M2YtZDUyMi00MjdkLTljZTktOWI3MzQyYzdlNDc0IiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9). This 2-page dashboard will provide data on the demographics of our student body from the past two years such as headcount, ethnicity, enrollment status, age group, educational goals, and majors.  |

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| **College Outcomes** | **2019-20** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Productivity (Avg. Goal = 17.5) | 13.2 | 13 | 10.9 | 13.9 |
| Success Rate (%) | 77% | 75%\* | 70%\* | 68%\* |
| Degrees + Certificates Awarded (#) | 1,109 | 1,027 | 960 | 855 |

*\*Excludes “EW” grades*

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**To view prior Program Reviews,** [**click here**](https://drive.google.com/drive/folders/1cJTL936yJGJVKo5P4OGOf2qzsMu3gEqM?usp=share_link)**. To view prior Annual Program Updates,** [**click here**](https://drive.google.com/drive/folders/1NcFLqqL0DhYtaKQ6ntaejh1z7qtGao1F?usp=sharing)**.**

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| **1a. Department Mission** Please verify the mission statement for your department. If your department has not created a mission statement, provide details on how your department supports and contributes to the [College’s mission](https://www.berkeleycitycollege.edu/bccpub/about-bcc/). |
| The philosophy program advances the mission of BCC in a few different ways.First, it prepares students to transfer to a four year institution as a philosophy major. It does this by introducing students to the main questions within the major branches of philosophy, including metaphysics, epistemology, political theory, aesthetics, ethics, and logic; and by developing the critical thinking skills necessary for tackling those philosophical questions.Second, philosophy courses provide ways for students to meet general education requirements for transfer and for associate degrees. |
| **Name(s) of member(s) completing this APU** | **Department**  | **Completion Date** |
| Ari Krupnick | Arts and Cultural Studies | 11/30/23 |
| **List faculty names with assignments in fall 2023.** |
| Full Time | Part Time |
| Ari Krupnick | Eric Gerlach, Marc Lispi |

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| **1b. Department Priorities & Goals** |
| Based on the [Educational Master Plan](https://www.berkeleycitycollege.edu/prm/educational-master-plan-2024-2028-2/), Shared Vision, [SCFF](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula), and your department mission, what are your department’s priorities and goals for 2023-24? Look at last year’s priorities and goals, review and assess any changes you would like to make for this year. |
| 1. Grow enrollment in philosophy courses
2. Improve completion and retention rates (without changing academic standards), especially for disproportionately impacted students.
3. Get more courses badged through POCR process
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| **2. Institutional Assessment** |
| Berkeley City College is committed to a culture of assessment to improve instruction, services, and institutional planning.  Findings from SLO, PLO, ALO assessments, and program review data are used to direct resources for areas that are institutional priorities that are articulated in the Educational Master Plan and BCC Strategic Plan.  Due to the critical role that course and program assessments play in our institutional planning and to be in compliance with the Accreditation requirements, assessments must be completed to qualify for the APU resource allocation requests.<[Click here to view your Round 5 Assessment Calendar](https://docs.google.com/document/d/1DgVZLRmnKQj1jCNucuCNmTB0Wp1F3vLA/edit?usp=drive_link&ouid=105861965924346219496&rtpof=true&sd=true)> |
| **2a. What action plans did your department identify upon the assessment of each SLOs and/or PLOs?  Based on your SLO assessment, what did you learn that your department is doing well and areas that you need to improve so that student success rates can be improved?** |
| PHIL 001 is the most heavily scheduled course in the philosophy program. Both SLOs for that course were assessed in Fall 2020, and are scheduled to be assessed again this semester.The main action plans for SLO 1 were:1. Rather than having students write 3 significant papers (3-5 pages), have smaller written assignments each week where students can build proficiency in expository writing and in argument analysis, before trying their hand at a larger paper at the end of the semester.
2. Use quizzes as a way for students to check their understanding of an argument before attempting to write about that argument.
3. Use more specific rubrics to provide feedback on weekly writing assignments.
4. Ideally, strong student work from previous semesters would be provided for every assignment where students are tasked with reconstructing or evaluating an argument.
5. I would like to try covering fewer topics over the course of the semester, building in more activities for each topic that is covered. Hopefully this will yield a deeper understanding of the topics that are covered. I worry that, at the current pace, a number of students are left with a too superficial grasp of the theories/arguments under discussion (and this ultimately shows up in their papers).

The main action plans for SLO 2 were:1. While, overall, no significant learning gaps were identified, there were still some modules where the students struggled with the quiz more than usual, e.g., the quiz for Module 5. In those cases, it would likely help to provide more supporting material leading up to the quiz, such as instructor-written text to go along with each reading in the module that provides context and guidance for the student as they head into the reading, and more videos breaking down the readings.

For PHIL 002:The main action plans for SLO 1 were these:1. Provide students with much clearer expectations in the grading rubric for this assignment, making the expectations around these categories much more explicit and detailed.
2. Add low-stakes assignments that practice exegesis into each unit. This will allow students to be assessed on their assessment skills and receive feedback that is outside of and in addition to being assessed on significant assignments.
3. Reach out to other faculty in the department about these key categories and ask for their best practices/assignments to work on these key areas in their comparable courses.

The main action plans for SLO 2 were these:1. Add new content in each unit that specifically focuses on argument reconstruction and assessment. Add one lecture video and one set of lecture notes specifically covering the relevant argument to be evaluated in the significant assignment if that unit.

For PHIL 011:The main actions plans were these:1. Assign more practice questions having to do with the notion of a "closed" formula.
2. In the first half of the semester having to do with propositional logic, we spend a decent chunk of time on logical equivalence. Various laws of logical equivalence are introduced, and students practice using those laws to transform a formula into a different but equivalent version. A similar set of assignments and activities should be introduced in the second half of the semester having to do with predicate logic. The focus should be on how to move negation signs "through" quantifiers, and when quantifiers can be moved in or outside of parentheses.
3. Diversify the types of translation problems that students are assigned, since they do best with the ones that they practice.
4. Allow more time for practice with the final rules of the natural deduction system (universal introduction and existential elimination)

For PHIL 031A:The main actions plans were these:1. Have students practice their expository writing on a smaller, more manageable task, e.g., just explaining what one key term means, before having them try to explain a full theory.
2. If excellent work from previous semesters is provided, perhaps that will help students realize what a truly clear and illuminating explanation of a theory looks like.
3. Give more explicit instructions regarding what it looks like to clearly state an objection to an ethical theory. Perhaps require students to spell out whatever objection they choose to focus on in premise-conclusion form, with the conclusion stating, "[Theory X] is false."

The program outcomes for the Philosophy ADT have not been assessed. There are too few completers to provide data for such an assessment. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percent of completion. Briefly describe what needs to be done to reach 100% completion. Identify issues or concerns that may prevent your department from completing assessments of SLOs and/or PLOs.**  |
| There are 10 active PHIL courses. 40% have been assessed within the last 3 years (since Fall 2020). 3 of the courses that have not been assessed within the last 3 years---PHIL 010, PHIL 016, and PHIL 037---have not been offered, or have been offered very infrequently, over that time period. PHIL 016 and PHIL 037 should be considered for deactivation. There are plans to revitalize PHIL 010 if the lead philosophy faculty member is granted a sabbatical. At that point, that course could be assessed. The remaining 3 courses that have not been assessed are PHIL 020A, PHIL 020B, and PHIL 035. Those should be assessed as soon as possible. For PHIL 020A, that would be F23; for PHIL 020B, that would be S24; and for PHIL 035, that would be S24.In my opinion, the main reason that assessment is not completed, both in my subject and outside of it, is that it’s not a sufficiently valuable process. No one could disagree with the basic idea behind assessment. Reflecting on whether you accomplished your goals for a class, and how you might improve your course next time, is definitely valuable. But the specific way in which we are asked to carry out that process, which tries to turn it into some kind of science, is cumbersome and ineffective.  |

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| **3.** [**Student Equity, Success, & Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link) |
| **Using the data dashboards provided above, review and reflect upon the outcome trends for your department. Please also review overall BCC’s data linked here.** For assistance with data dashboards, contact Phoumy Sayavong at psayavong@peralta.edu |
| **We have focused on equitable completion for Latinx and African/African American students How are African/African American and Latinx students doing in success and completion in your department, compared to the BCC overall success and completion rate?**  |
| Overall at BCC, the completion rate for Black/African American students is 57%. The completion rate for Latinx students is 64%. In my discipline, the completion rates are 55% and 48% respectively.  |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| I’m not sure what baseline comparison is intended here. Are we supposed to be comparing the success rates for these groups in our discipline during the 22-23 AY to the success rates for these groups across the college as a whole during the 22-23 AY? In that case, the answer is that the success rates for the groups in question are not any higher in philosophy than they are across the college as a whole. So there is no “increase” to speak of.Alternatively, are we supposed to be comparing the success rates for these groups in our discipline during the 22-23 academic year to the success rates for these groups in prior years? In that case, the completion rate for Black/African American students in PHIL has fluctuated significantly over the last several years---from 49% to 57% to 66% (an upward trend) and then down to 49% and now back up to 55% last year.The completion rate for Latinx students in PHIL has also fluctuated quite a bit over the last few years---from 56% to 61% to 64% (an upward trend) and then back down to 52% and then 48% this last year.The upward swing in completion rates for these students seems to correspond with the onset of the pandemic, and the downward swing with the return to in-person classes. To some extent the same upward swing during the pandemic years, with a downward swing after that, is observable across the college. Insofar as there have been increases in completion rates for the groups in question in PHIL over the years examined, I can’t explain why those increases have occurred. There are no changes we made as a discipline that would explain the increases (or the decreases).It seems that to get a proper measure of how we are performing as a discipline, we would really need to give the students some kind of “entrance exam” to see what level they are at when they enter a PHIL course, and then measure how much they improved relative to that. The ultimate success rate could by varying over the years just based on fluctuations in the level of preparation students have when they start, and not based on anything actually being done once they get here.  |
| **What are some strategies for improvements your department can make?**   |
| One strategy would be to improve online instruction. Various best practices, such as “humanizing” online learning and creating more “instructor presence” in an online class, helps all students engage with the course and complete it successfully, especially disproportionately impacted students. Trying to make tutoring available would also help, but philosophy is a difficult subject to find tutors for.  |

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| **4.** [**Enrollment Trend and Productivity Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiNWJlOWZmYTEtNTY0MC00MDhkLWE5OTAtYmJjZjIxNzJiNWViIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals.  |
|  **The SCFF prioritized 70% of our college’s base allocation on FTES (full-time equivalent student) from enrollment. Review the enrollment trends for your program and describe the strategies you will implement to increase enrollment.** |
| Enrollment in philosophy courses over the last several years has followed the same general trend as has been seen across the college as a whole: down from a peak in 18/19 to a low in 21-22, and then back up again in 22-23. The productivity in the philosophy program has followed the same general trend, while being a couple of points higher than the average productivity across the college. In terms of strategies to increase enrollment, it would be good to put more courses through our POCR process to have them appear as badged courses on the CVC exchange, where we now have the status of a Teaching College. The lead instructor for the philosophy program has applied for a sabbatical whose goal is accomplish this for PHIL 011 – Formal Logic. If granted the sabbatical, the lead faculty member would also be able to revitalize PHIL 010 – Logic, which is a course that BCC has only offered sparingly, but which is consistently offered by the other colleges in the district with strong enrollment numbers.  |
| Community Colleges are funded based on the [Student Centered Funding Formula (“SCFF”)](https://www.cccco.edu/About-Us/Chancellors-Office/Divisions/College-Finance-and-Facilities-Planning/Student-Centered-Funding-Formula) which is comprised of the following allocations:

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| **Student Centered Funding Formula: Focus and Priorities** |
| **% Of Allocation** | **Categories**  |
| 70%Base Allocation: FTES (Enrollment) | * Credit FTES
* NonCredit FTES
* Special Admits (Dual Enrollment, etc.)
 |
| 20%Supplemental Allocation | * Pell Grant
* AB 540
* Adult School
* Promise Grants
 |
| 10%Student Success Allocation | * Associate Degrees & Certificates (??)
* ADTs
* 9 or more CE units
* Transfer
* Transfer level Math and English in the first year (AB 1705)
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| **College Outcomes** | **2019-2020** | **2020-21** | **2021-22** | **2022-23** |
| Full Time Equivalent Students (FTES) | 3,931 | 3,622 | 3,259 | 4,024 |
| Pell Grant Recipients | 2,281 | 2,181 | 1,826 | 1,837 |
| College Promise Grant Recipients | 4,143 | 4,011 | 3,500 | 3,991 |
| AB 540 Students  | 51 | 22 | 69 | 89 |

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| **5. Dual Enrollment**  |
| **As continued decline in overall enrollment for college going population from high school to college (see Service Area Enrollment Pipeline below), it is important for us to look at who will be coming to BCC in the next 5 years. Reviewing the data provided below, what strategies would your department employ to address bringing more high school students to BCC?** |
| *Respond here:*It seems that any change that would lead to a meaningful increase in enrollment by high-school students would be a larger, more systematic change, on the district or college level, as opposed to on the level of an individual discipline like philosophy. So I’m not sure what the philosophy program specifically could do in order to entice more high-school students to enroll at BCC. We don’t have a marketing arm that could, say, run an ad-campaign targeted at high-school students. The philosophy program is willing to offer courses on a high-school campus, or teach a class of high-school students at BCC, if that would help. |

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| **6.** [**Equitable Student Completion**](https://app.powerbi.com/view?r=eyJrIjoiNjk3NDJjOTItNzI5MS00MDhjLWJhN2EtZjcxNzU4OTBiZDBjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSection86d6f65e2fb41a73da4d)(<--click on the link)\*Note that completion and retention rates are presented with the inclusion and exclusion of excused withdrawals (EW) and military withdrawals. If you need more guidance with this item, click here for additional support.[Click here for additional guidance for how to view and use equity data](https://drive.google.com/file/d/14C9cxxXt_YAzK_LJEVPSD_fJwwcWUVps/view?usp=sharing). If you would like to view BCC’s Equity Plan, [click here](https://drive.google.com/file/d/1CelN9o5mrlTVVx3ibqDDdj11PcATAjfM/view?usp=sharing). |
| **On page 3 of the “Course Completion and Retention Rates by Subject” dashboard, what are the completion and retention trends by gender, age, ethnicity in your department?**  |
| For gender: Over the last 3 years, the completion rate went down from 20-21 to 21-22 by around 9 points across the different genders, and then either stayed essentially the same (M, X) or went back up by several points in 22-23 (F).The retention rate went down by about 4 points from 20-21 to 21-22, and then down another 4 points from 22-23, across all genders.For age:The largest age range by far is the 19-24 range. I’ll report the trends for that group. I don’t believe that there are sufficient numbers in any of the other age ranges to draw any meaningful conclusions. For example, the next largest age range is 25-29 year olds, with around 40 students per year. The completion rate for students in that age range goes from 74% (20-21) to 46% (21-22) back up to 70% (22-23). This can’t be explained by any changes occurring within the philosophy program. It must just be random chance.For 19-24 year olds, the completion rate went from 74% (20-21) to 67% (21-22) to 64% (22-23). The retention rate went from 86% (20-21) to 83% (21-22) to 77% (22-23).For ethnicity:For Asian students, the completion rate went from 75% (20-21) to 77% (21-22) to (73%). The retention rate shows a similar trend.For Hispanic/Latino students, the completion rate went from 64% (20-21) to 52% (21-22) to 48% (22-23). The retention rate also had a downward trajectory. For White students, the completion rate went from 79% (20-21) to 63% (21-22) to 77% (22-23). The retention rate went from 88% to 85% to 85%. For the other ethnicities, I’m not convinced that there are a sufficient number of students to draw any meaningful conclusions from the data. At 30 students or so a year, changes over time could just be random fluctuations. See the data mentioned above about the data regarding 25-29 year old students. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| There weren’t necessarily gains in completion and retention rates across the time period examined. In some cases there were, but these could easily be attributed to random fluctuation (as could some of the decreases). More time for professional development, e.g., to take a class on how to humanize online learning, or research how to use different instructional technology, such as the Hypothesis app, could help improve instruction and increase completion and retention rates.  |
| [**Degrees and Certificates Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZjU2M2M5MzItOTcwZi00Y2U1LWJmODUtYTc0YjlhZGI2ZDhjIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9&pageName=ReportSectionde32556e136b0a8caccd)(<--click on the link) |
| **Review the data on page 1 of the “Degrees and Certificate Awards Trends” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| For philosophy, the only award offered is the ADT in Philosophy. Overall, in the time period for which data is available, there have been 2 ADTs awarded each year, except for 19-20, when 6 Philosophy ADTs were awarded.There are too few awards overall for there to be any meaningful differences by gender, age, or ethnicity.  |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate or improve these outcomes?** |
| As mentioned above, more time for professional development, e.g., to take a class on how to humanize online learning, or research how to use different instructional technology, such as the Hypothesis app, could help improve instruction and increase completion rates, and thus potentially lead to more degree completers.But presumably the main issue is the number of students who are interested in pursuing an ADT in philosophy in the first place. Perhaps the new website will allow the philosophy program to better highlight the benefits of being a philosophy major, which could potentially increase the number of completers.  |
| [**Transfer Dashboard**](https://app.powerbi.com/view?r=eyJrIjoiZmJlODJiODktZjM0OC00ZWIwLWIzNDMtN2Y1Yzc3ZGFhNGRhIiwidCI6ImVlYTE2YTE2LTQ4YWYtNDc3Yi05MTEzLTA1YjFjMDExMjNmZiIsImMiOjZ9)(<--click on the link) |
| **Review the data on the “Transfer” Dashboard.****What are the award trends for your department (e.g., overall, by gender, age, and ethnicity)?**  |
| Dashboard does not provide data by discipline/subject. |
| **Describe which activities and/or strategies your program used to contribute to the gains? What support does your program need to accelerate to improve these outcomes?** |
| To assist with transfer, we offer the Philosophy ADT. To further assist with transfer, we can maintain and potentially increase articulation agreements with UC and CSU philosophy programs, and ensure philosophy courses satisfy as many UC/CSU general education requirements as possible. |

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| **7. Curriculum based on Pathways for Equitable Completion**  |
| Based on the curriculum mapping and planning of your program answer the following questions.  |
| **What specific plans does your department have for sequencing degrees and programs to ensure students successfully complete the programs in the least amount of time?** |
| The only degree offered within the philosophy discipline is the Philosophy ADT. The lead faculty member worked with the counseling department to ensure that that there is a program map for that degree which allows the student to complete that degree in two years.  |

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| **8. Engagement** |
| **Discuss how faculty and classified staff have engaged in institutional efforts such as committees, presentations, and departmental activities. Please list the committees that full-time faculty participate in.** |
| The lead faculty for the philosophy program (Ari Krupnick) was the Chair of the Curriculum Committee for several years. He is now the sole Chair of the Arts and Cultural Studies Department, and is Chair of the Chairs Council. He regularly participates in Roundtable meetings. He also is serving on the Strategic Planning Committee. Ari is the only full-time faculty member in the philosophy program.  |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?**
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| No collaborations to report. |

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| **9. Prioritized Resource Requests** |
| **In the 2022-23 APU, you have provided your resource requests which went through the IPAR process.  In this section, include resource requests from last year that are still needed and/or new resources that have emerged.  Provide justifications. If there are no resource requested, leave the boxes blank.** |

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| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Accessibility expert to help with section 508 compliance |  |
| Student Worker | Tutors for philosophy courses |  |
| Part Time Faculty |  |  |
| **Professional Development** |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** |
| Software (for whom or role?) |  |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies |  |  |
| Non-Instructional Supplies |  |  |
| **Technology & Equipment**Description/Justification (*Before you list your technology request,* [*click here to view the latest Technology Refresh Plan*](https://drive.google.com/file/d/14FnMslW2ebA23iZl8NlAzk_2OjjGeOu8/view?usp=sharing) *to verify whether it has already included.)* |
| New |  |  |
| Replacement |  |  |
| **Facilities** |
| Classrooms |  |  |
| Offices | Private, quiet spaces for prepping and meeting with students |  |
| Labs |  |  |
| Other |  |  |
| **Library** |
| Library materials (including streamline media needs) |  |  |
| Library collections | Continued access to JSTOR and other online repositories of scholarly articles |  |
| OER | Accessibility remediation for OER |  |
| **Other** |  |  |
| OTHER Description |  |  |

**Thank you for your time and effort in completing the Annual Program Update!**

**Please email the completed Program Review to your Dean by November 30, 2023**