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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 mission of the English Department at Berkeley City College is to provide all students with strong, college-level skills in reading, writing, research, and critical thinking. English courses at the college tend to fall into four broad categories: Reading and composition, reading and composition support, literature, and creative writing. The English discipline provides students with strong skills in reading and writing, critical thinking, and research skills (primary institutional learning objectives) and aids in preparing students for transfer, CTE, or other goals. In addition to communication, courses in English address the following institutional learning outcomes: Critical thinking, information competency, and global perspectives and valuing diversity. Through its English 1A and support courses especially, but also through its general education courses and A.A. degrees, the department advances student access, equity, and success.    The mission of the English AA-T is to provide students with strong, college-level skills in reading, writing, and literary analysis. This program prepares students for transfer to the English Department at CSU or UC campuses or at private four-year schools. | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Jenny Lowood and Adán Olmedo | English | 11/1/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Scott Hoshida  Jenny Lowood  Tomas Moniz  Adan Olmedo  Nima Najafi Kianfar  Sonya Wozniak | Anthony Abuan  Sharon Coleman  Grace Ebron  Heather Fullerton  Linda King  Katherine Koelle  Alvin Lebo-Planas  Julianne Leigh  Marc Lispi  Anna Mantzaris  Jessie Nguyen-Bilse  Christian Olmos  Laura Woltag  Charis Woodward  Zoe Young  Georgie Ziff  Amy Zink | |

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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](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https:/www.cccco.edu/-/media/CCCCO-Website/Files/Communications/101920-ccc-vision-onepager-accessible-final.pdf), [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. |
| Our program goals listed below align with the EMP and SCFF:   |  | | --- | | * Develop district-wide Guided Self-Placement, based on existing BCC GSP * Increase advertising for English AA-T program to English majors * Revise curriculum for English Language AA, adding electives that would engage a wider variety of students, while promoting diversity in the curriculum * Revise curriculum to align courses with OEI-CVC and OER standards and develop online tools * Increase advertising for writing workshops * Continue to fully assess course SLOs and program PLOs * Increase completion rates for Hispanic/Latino and African-American students * Increase number of trained writing coaches to support English 1A Plus (AB 705) and other support classes | |

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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 SLO and/or PLO?  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?** |
| These are all the action plans identified in the assessments that were completed; they are the department’s response to what was learned—the weak areas that need to be improved.  While “success rates” are important, we also care specifically about the success rates of our scholars of color and other traditionally disadvantaged scholars. However, until we can access disaggregated SLO data, we can’t know whether the action plans we’re creating are making an impact in these areas.  We were unable to obtain disaggregated data for some of our recent assessments even though last year we were able to be **the first in the college to complete an SLO assessment using disaggregated data**, wherein we learned that the action plans we had devised before seeing the disaggregated data still made sense after seeing the disaggregated data. For instance, the rubric standards that most challenged African American scholars were also the ones that challenged scholars at large, so we were already targeting the appropriate weak area with our intervention/action plan. Is it the case that this is happening most of the time, or was that just a fluke? We can’t know until we have access to disaggregated data.  One of the co-chairs of the department is getting trained this year as a data coach. The take-away of that training is that, we hope, the department will have greater access to disaggregated data, which would allow us to ensure our action plans are indeed serving historically underserved populations. |
| **2b. Describe the status of SLO and PLO completion in Rounds 5 of the Assessment Cycle. Identify the percentage 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.** |
| We’ve assessed (launched & accepted in CurriQunet) 26 out of 38 courses thus far (discounting courses that need to be deactivated or haven’t been taught in this assessment cycle). As the planning document shows, there’s been concerted effort to complete all of them. Although 71% is not 100%, there are several that are very close to completion and some scheduled for next semester, so that number should be at or near 100% by the conclusion of this round.  Challenges to completion:  There are some courses that are part of a series, so scholars can take them up to 4 times, but it’s been hard to get enough scholar data to assess those courses that are at the end of a series, which means instructors need to collect data across a few semesters to get enough student data to complete the assessment. However, both the practicality and meaningfulness of that practice is questionable particularly when different instructors teach the course.  Assessment completion is a part of the English Department culture. Assessment updates are a regular part of each department meeting, and we’ve recently been able to complete robust joint ENGL-ESOL common assessments of our most populous course, English 1A. We’re redesigning the reading comprehension SLO for English 1A, which is causing a delay in its SLO assessment. |

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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](mailto:psayavong@peralta.edu?subject=Program%20Review%20Data%20Dashboard%20Assistance) |
| **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?** |
| As the information below indicates, the retention rate in English classes at BCC is notably higher than the district average for English classes, while the completion rates are slightly higher or almost the same. Across the board, the groups with the lowest completion and retention rates continue to be Hispanic-Latino and African-American students. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| n/a |
| **What are some strategies for improvements your department can make?** |
| * Implement district-wide Guided Self-Placement to clear prerequisites and seamlessly “onboard” students into English 1A, as mandated by AB 705 * Continue to use POCR process to qualify sections of our courses to be in the CVC list of courses |

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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.** |
| The chart above shows a comparison of enrollment trends at the four colleges in PCCD. Because English classes in PCCD have a different maximum enrollment number than most other classes, it is more meaningful to compare BCC English class enrollment numbers with PCCD English class enrollment numbers than it is to compare them to BCC enrollment numbers in general. It is worthy of note that the census enrollment is virtually the same as it was in 2021-22, as is true at Laney as well. COA lost approximately 100 students, and Merritt College lost approximately 200. As is evident, the census numbers at BCC were significantly higher than those at the other colleges and the overall trend over the five-year period of the chart has been consistent at all the colleges. In addition, in reference to transfer level English (AB 1705), BCC no longer offers “pre-transfer” English classes, while some of the other colleges in PCCD do.  The headcounts for English 1B and English 5 (below) at BCC reflect English 1A completion (since English 1A is a prerequisite for both of these classes), and they reflect students’ progression through their transfer pathways. The BCC census numbers show slight increases in both English 5 and English 1B.    (English 1B 👆)    (English 5 👆) |
| 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:   |  |  | | --- | --- | | **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) | |
| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **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 |   The English Department has prioritized improvements to our transfer level English offerings by creating the “English 1A Plus” courses, which provide concurrent lab sections with tutoring for each designated section of English 1A. In addition, the English Department has worked to provide an effective English AA-T program, which promotes transfer. The Department will be working to update and offer English 20, which is articulated to meet a new requirement (English 90 at U.C. Berkeley) for students transferring into U.C. Berkeley as English majors. |

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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:*  The English Department has increased its dual enrollment offerings; the high schools have been reaching out to us, and we have responded by scheduling offerings at the high schools, including the Oakland School of the Arts, Oakland High School, Fremont High School, and others, and welcoming high school scholars to English classes at BCC. |

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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?** | |
| As the information below indicates, the retention rate in English classes at BCC is slightly higher than the college average, while the completion rate is lower. A scan of these statistics in different English classes reveals that the lowest completion and retention rates are in English 1A, which is not surprising. As the statewide Student Success Scoreboard indicated in 2021-22, this is typically a class with low retention and completion numbers. Across the board, the groups with the lowest completion and retention are Hispanic-Latino and African-American students.     |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | |  | in all cases, without MW/EW | | |  |  |  | |  | Completion | Retention |  | lowest groups | |  | | BCC overall | 69.90% | 83.90% |  |  |  |  | | English overall | 65.60% | 84.30% |  |  |  |  | | BCC - 1A | 58.60% | 75.70% |  | Hispanic/Latino (47.7%, 69.7%), African-American (48.1%, 72.7%) | | | | BCC - 1B | 80.20% | 87.40% |  | H/L (68.4%, 81%), A/A (69.7%, 87.9%) | | | | BCC - 5 | 66.60% | 82.20% |  | H/L (59.2%, 79.3%, A/A (57.1%, 78.6%) | | | | BCC - 10A | 77.80% | 86.10% |  | H/L and A/A |  |  | | BCC - 85B | 86.70% | 85.70% |  | H/L 33.3%, 83.3% | |  | | |
| **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?** | |
| * Participation in UMOJA, API LEAD, and PUENTE * English 1A PLUS program * Ongoing partnerships with local high schools   The English Department needs additional funding to hire more writing coaches (student tutors), as there are insufficient numbers in the English 1A PLUS classes, which support UMOJA, API LEAD, and PUENTE, as well as the other English 1A PLUS classes, which include a high percentage of African-American and Latinx students. | |
| [**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)?** |
| In 2022-23, we awarded 86 non-credit certificates in “Academic Composition Skills.” Of these, 23% (20) were awarded to African-American students, with 41% (35) awarded to Latinx students. 48 of the 36 were completed by females, with 36 completed by males and 2 by students who identified as belonging to other genders. All students were between the ages of 16 and 24. |
| **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?** |
| The curriculum of English 1A PLUS has been developed over a number of years by the English Department, based on analyses of assessment data. The completion rates have been robust over the years since the program was created, largely through the deliberate design of the program and the use of writing coaches in the concurrent labs associated with these sections of English 1A. There has been a recent slight reduction in the number of writing coaches; the funds for tutoring in the English Department need to be increased slightly in order to protect this crucial resource, ensuring equitable completion in this important area. |
| [**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)?** |
| The award trends by department are not available on the linked dashboard. Therefore, we are not able to complete this section. |
| **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?** |
| The award trends by department are not available on the linked dashboard. Therefore, we are not able to complete this section. |

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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 English Department Co-Chairs worked with the Curriculum Committee Chair to review course sequencing in our department. For the most part, our course sequencing works well to ensure students complete the programs in the most efficient and expedited fashion. The Department will be working to update and offer English 20, which is articulated to meet a new requirement (English 90 at U.C. Berkeley) for students transferring into U.C. Berkeley as English majors. |

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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.** |
| * Assessment Committee: Adan Olmedo * Culturally Responsive Pedagogies: Scott Hoshida (coordinator), Jenny Lowood, Adan Olmedo; Anthony Abuan, Chris Lebo-Planas, Jessie Nguyen-Bilse * Data Coaching: Adan Olmedo * Distance Education: Nima Najafi Kianfar * Faculty Senate: Jenny Lowood * Professional Development: Scott Hoshida * Tutoring Team: Jenny Lowood (BCC Faculty Tutoring Coordinator) * 50th Anniversary Planning Committee: Jenny Lowood |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| English and ESOL have collaborated on a number of initiatives, including our common assessment and writing workshop efforts. We have supported learning communities, including UMOJA, API Lead, and PUENTE. We’ve worked with Student Services in connecting counselors with English 1A instructors so that counselors can give presentations to students. |

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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 |  |  |
| Student Worker | We request 1 student worker to support assessment, analysis, and coordination of tutoring as well as other ongoing needs of the department. |  |
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| Part Time Faculty |  |  |
| **Professional Development** | | |
| Department wide PD needed |  |  |
| Personal/Individual PD needed |  |  |
| **Supplies** | | |
| Software (for whom or role?) | TurnItIn access for the department |  |
| Books, Magazines, and/or Periodicals |  |  |
| Instructional Supplies | We request 6 keyboards for existing iPads, and 6 webcams for use in room 313 to support tutoring for English 1A PLUS and Writing Workshop classes. | $360 |
| Non-Instructional Supplies | Repair or materials to repair the shades between rooms 311 and 313; this is necessary to allow legally required line-of-sight between the rooms. | $1,000 |
| **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 |  |  |
| Labs |  |  |
| Other |  |  |
| **Library** | | |
| Library materials (including streamline media needs) |  |  |
| Library collections |  |  |
| 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**