|  |
| --- |
| **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.**

|  |
| --- |
| **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. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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*

|  |
| --- |
|  |

**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)**.**

|  |  |  |
| --- | --- | --- |
| **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/). | | |
|  | | |
| **Name(s) of member(s) completing this APU** | **Department** | **Completion Date** |
| Matthew Freeman  Charlotte Lee  Ma | Political Science | 11/27/23 |
| **List faculty names with assignments in fall 2023.** | | |
| Full Time | Part Time | |
| Matthew Freeman  Charlotte Lee | Blake Respini  Zahra Mojtahedi  Alex Otruba | |

|  |
| --- |
| **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. |
| 1. Continue to develop assessment efforts within the department. Work to include, through professional development opportunities and inclusionary methods, more part and full-faculty members within assessment. As this academic year is the second of a new 3-year assessment cycle, all courses that have not been assessed, or inadequately assessed, in the last three years will be assessed this cycle. 2. Introduction of further thematic course content to better serve student needs, for example coursework that complements the ongoing equity work on campus. Faculty may also explore offering a section of a newly approved political science course, POLS 170: Gender and Race in Politics. 3. Work as a department to improve our overall completion rates and productivity. Provide the best possible instruction using the most relevant materials and techniques to improve student success and completion. 4. Support equity within our classrooms and also actively recruit as diverse a faculty as possible in an effort to close the achievement gap. Political Science faculty are creating “zero textbook cost” courses and adopting Open Educational Resources (OER) in order to reduce education costs for students. Continue developing faculty advising. |

|  |
| --- |
| **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?** |
| The most important thing learned from assessment was that students are able to grasp major ideas taught across courses in political science and global studies. However, students still require greater assistance with analytical writing skills. This requires more attention by instructors to building writing skills, for example through shorter exercises throughout the semester, culminating in more complex assignments. Additional support in the form of writing tutors would also be ideal. |
| **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.** |
| All Political Science courses are up-to-date for assessment. |

|  |
| --- |
| **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?** |
| BCC POLSCI Dept’s course completion rate and retention rate matched those of the college (78% and 87% respectively). Since 2016-2017, the college completion and retention rates have remained relatively flat, the POLSCI Dept. has overall remained similarly steady. The period 2016-2017 to 2019-2020 witnessed a strong increase in completion (68% to 76%) and a modest increase in retention (85% to 87%). With both measures increasing in the period 2016-2017 to 2019-2020, POLSCI Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review in maintaining above college averages in overall completion and retention. Retention and completion rates across gender are relatively equal, both rates are on par with the college average (77%/86% female POSCI; 76%/87% male POSCI; 82%/86% gender nonbinary – 79%/87% female college average and 77%/87% male college average; 78%/87% gender nonbinary). POLSCI sections attract roughly 15% more female students than male students. Headcount and census enrollment figures coincide with college-wide trends across age groups. The age groups 19-24 and 25-29 are the most well represented age groups in POLSCI sections; completion and retention rates across age groups are relatively even. The 16-18 age group; both are slightly above the college average in these categories (3 points for completion and 4 points for retention). In the age groups 30-34 and 35-54 POLSCI sections rate higher than the college average in completion and match the college average in retention (both at 2 points and 5points higher for completion). POLSCI Dept. retention and completion rates for Black/African American students are presently slightly below the college average. The completion and retention rates across the period 2016-2019 for Hispanic/Latino student in POLSCI Dept. sections are even with the college-wide average. |
| **What do you see as key factors in your department that contributed to an increase in success and completion rates of these student groups?** |
| Key factors contributing to positive success and completion rates include dedicated faculty support to students. Faculty also converted courses to “zero textbook cost” in order to reduce education-related costs and barriers to student success in the classroom. |
| **What are some strategies for improvements your department can make?** |
| The POLSCI Dept. will continue to bolster its attention to the particular needs of Black/African American, Latinx, Native American, and other communities at BCC and will maintain its ability to carry above average completion and retention rates for these groups. POLSCI faculty will likewise continue to support identified student groups such as those in EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, foster care youth, etc. |

|  |
| --- |
| **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 has declined, consistent with overall campus trends.  Outreach might be conducted to:  -Students who have taken prior courses in political science or the social sciences;  -Potential majors;  -Students in nearby universities such as the UC Berkeley and St. Mary’s (which recently eliminated its political science program);  -High schools in the area |
| 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 | |

|  |
| --- |
| **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:* Work with BCC outreach team to build about greater awareness of POSCI department and relevance to student populations within the greatest areas of need. Work on holding more POSCI sponsored events (e.g. Election related events, POSCI Alumni event, etc.) on the BCC campus that partner with student government and other student groups from the local high schools. |

|  |  |
| --- | --- |
| **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?** | |
| BCC POLSCI Dept’s course completion rate and retention rate matched those of the college (78% and 87% respectively). Since 2016-2017, the college completion and retention rates have remained relatively flat, the POLSCI Dept. has overall remained similarly steady. The period 2016-2017 to 2019-2020 witnessed a strong increase in completion (68% to 76%) and a modest increase in retention (85% to 87%). With both measures increasing in the period 2016-2017 to 2019-2020, POLSCI Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review in maintaining above college averages in overall completion and retention. Retention and completion rates across gender are relatively equal, both rates are on par with the college average (77%/86% female POSCI; 76%/87% male POSCI; 82%/86% gender nonbinary – 79%/87% female college average and 77%/87% male college average; 78%/87% gender nonbinary). POLSCI sections attract roughly 15% more female students than male students. Headcount and census enrollment figures coincide with college-wide trends across age groups. The age groups 19-24 and 25-29 are the most well represented age groups in POLSCI sections; completion and retention rates across age groups are relatively even. The 16-18 age group; both are slightly above the college average in these categories (3 points for completion and 4 points for retention). In the age groups 30-34 and 35-54 POLSCI sections rate higher than the college average in completion and match the college average in retention (both at 2 points and 5points higher for completion). POLSCI Dept. retention and completion rates for Black/African American students are presently slightly below the college average. The completion and retention rates across the period 2016-2019 for Hispanic/Latino student in POLSCI Dept. sections are even with the college-wide average. | |
| **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 POLSCI Dept. will continue to bolster its attention to the particular needs of Black/African American, Latinx, Native American, and other communities at BCC and will maintain its ability to carry above average completion and retention rates for these groups. POLSCI faculty will likewise continue to support identified student groups such as those in EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, foster care youth, etc. | |
| [**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)?** |
| BCC POLSCI Dept’s course completion rate and retention rate matched those of the college (78% and 87% respectively). Since 2016-2017, the college completion and retention rates have remained relatively flat, the POLSCI Dept. has overall remained similarly steady. The period 2016-2017 to 2019-2020 witnessed a strong increase in completion (68% to 76%) and a modest increase in retention (85% to 87%). With both measures increasing in the period 2016-2017 to 2019-2020, POLSCI Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review in maintaining above college averages in overall completion and retention. Retention and completion rates across gender are relatively equal, both rates are on par with the college average (77%/86% female POSCI; 76%/87% male POSCI; 82%/86% gender nonbinary – 79%/87% female college average and 77%/87% male college average; 78%/87% gender nonbinary). POLSCI sections attract roughly 15% more female students than male students. Headcount and census enrollment figures coincide with college-wide trends across age groups. The age groups 19-24 and 25-29 are the most well represented age groups in POLSCI sections; completion and retention rates across age groups are relatively even. The 16-18 age group; both are slightly above the college average in these categories (3 points for completion and 4 points for retention). In the age groups 30-34 and 35-54 POLSCI sections rate higher than the college average in completion and match the college average in retention (both at 2 points and 5points higher for completion). POLSCI Dept. retention and completion rates for Black/African American students are presently slightly below the college average. The completion and retention rates across the period 2016-2019 for Hispanic/Latino student in POLSCI Dept. sections are even with the college-wide average. |
| **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 POLSCI Dept. will continue to bolster its attention to the particular needs of Black/African American, Latinx, Native American, and other communities at BCC and will maintain its ability to carry above average completion and retention rates for these groups. POLSCI faculty will likewise continue to support identified student groups such as those in EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, foster care youth, etc. |
| [**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)?** |
| BCC POLSCI Dept’s course completion rate and retention rate matched those of the college (78% and 87% respectively). Since 2016-2017, the college completion and retention rates have remained relatively flat, the POLSCI Dept. has overall remained similarly steady. The period 2016-2017 to 2019-2020 witnessed a strong increase in completion (68% to 76%) and a modest increase in retention (85% to 87%). With both measures increasing in the period 2016-2017 to 2019-2020, POLSCI Dept. faculty recognizes the achievement of a primary goal as outlined in the previous Program Review in maintaining above college averages in overall completion and retention. Retention and completion rates across gender are relatively equal, both rates are on par with the college average (77%/86% female POSCI; 76%/87% male POSCI; 82%/86% gender nonbinary – 79%/87% female college average and 77%/87% male college average; 78%/87% gender nonbinary). POLSCI sections attract roughly 15% more female students than male students. Headcount and census enrollment figures coincide with college-wide trends across age groups. The age groups 19-24 and 25-29 are the most well represented age groups in POLSCI sections; completion and retention rates across age groups are relatively even. The 16-18 age group; both are slightly above the college average in these categories (3 points for completion and 4 points for retention). In the age groups 30-34 and 35-54 POLSCI sections rate higher than the college average in completion and match the college average in retention (both at 2 points and 5points higher for completion). POLSCI Dept. retention and completion rates for Black/African American students are presently slightly below the college average. The completion and retention rates across the period 2016-2019 for Hispanic/Latino student in POLSCI Dept. sections are even with the college-wide average. |
| **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 POLSCI Dept. will continue to bolster its attention to the particular needs of Black/African American, Latinx, Native American, and other communities at BCC and will maintain its ability to carry above average completion and retention rates for these groups. POLSCI faculty will likewise continue to support identified student groups such as those in EOPS, CalWorks, Umoja, CareBCC, Veterans Affairs, foster care youth, etc. |

|  |
| --- |
| **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?** |
| **Update to POSCI AA-T is currently underway.** |

|  |
| --- |
| **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.** |
| Faculty have been engaged on the Faculty Senate, Curriculum Committee, Facilities, Health and Safety Committee, Accessible Educational Materials Committee. |
| 1. **Discuss how the collaborations with other support services, programs, departments, or administrative units helped your department achieve its goals?** |
| The POSCI program has collaborated with sister departments such as the library, counseling, and the campus-wide Guided Pathways team, in addition to shared governance bodies, to advance equity goals, student retention and success. |

|  |
| --- |
| **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.** |

|  |  |  |
| --- | --- | --- |
| **Resource Category** | **Description/Justification** | **Estimated Cost** |
| **Personnel** |  |  |
| Classified Staff | Instructional Designer-Information technology  Accessibility specialist for course materials | $110,000 |
| Student Worker |  |  |
| Part Time Faculty | Tutor Coordinator | $80,000 |
| **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 |  |  |
| 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**