



The mission of Merritt College is to enhance the quality of life in the communities we serve by helping students to attain knowledge, master skills, and develop the appreciation, attitudes and values needed to succeed and participate responsibly in a democratic society and a global economy

2020-2021

Annual Program Update

English

I. Introduction and Directions

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 which are completed every three years; and Annual Program Updates (APUs) which are completed in non-program review years. While there are individualized Program Review Handbooks for Instructional units, Counseling, CTE, Library Services, Student Services, Administrative units, and District Service Centers, there is one Annual Program Update template for use by everyone at the colleges which is completed in the Fall semester of non-program review years.

The Annual Program Update is intended to primarily focus upon planning and institutional effectiveness by requesting that everyone report upon the progress they are making in attaining the goals (outcomes) and program improvement objectives described in the most recent program review document. The Annual Program Update is therefore a document which reflects continuous quality improvement. The Annual Program Update serves a critical

role in the Integrated Planning and Budgeting cycle of the college in that it provides a vehicle in which to identify and request additional resources that support reaching the stated goals (outcomes) and program improvement objectives in the unit's program review.

Throughout this document, the term "program" is used to refer to any of the following institutional structures: discipline, department, program, administrative unit, or unit.

If you have questions regarding data, please contact Nathan Pellegrin, Director of Research and Planning (npellegrin@peralta.edu).

If you have questions regarding SLOs, PLOs, SAOs or ILOs, please visit the [SLOAC webpage](#), or contact the SLOAC committee member for your division:

Division 1 - Evan Nichols (anichols@peralta.edu)

Division 2 – Laura Forlin (lforlin@peralta.edu)

Division 3 – Heather Casale (hcasale@peralta.edu).

If you have questions regarding the curriculum section, please contact Nghiem Thai (nthai@peralta.edu), chair of the [Curriculum Committee](#).

If you have questions regarding other material in the APU, please contact your Dean or Manager.

This document contains hyperlinks to external documents, spreadsheets, and data dashboards. Some of the links will not work unless you are signed in to Office 365 through the [Peralta Faculty & Staff Portal](#).

You will need the following items in order to complete the Annual Program Update document at the colleges:

- [Program Review or APU document](#) from AY 2019-20.
- [Budget Information](#) for the current and prior fiscal year.
- Any comments or feedback provided during the program review validation process.
- College Goals and Peralta District Goals (see below).
- [Institution Set Standards](#).
- [College 2018 Educational Master Plan Update](#).
- [Guided Pathways Plan](#)
- [Student Equity Plan](#).
- Data drawn from program review dashboards and/or other sources relevant to your department, service area or administrative unit (see below).

Merritt College Institution-Set Standards 2020-2021

Institution-set standards are used to evaluate the quality of the institution as to success with respect to student achievement in relation to the institution's mission. The evaluation of student achievement performance may include different standards for different programs, as established by the institution.

Metric	Definition	Set Standard
--------	------------	--------------

Course Completion (Success)	the number of student completions with a grade of C or better divided by the number of student enrollments	66%
Certificates	Number of certificates earned in an academic year	222
Degrees	Number of associate degrees earned in an academic year	322
Transfer	Number of students who transfer to a 4- year college/university	187
Licensure (CE)	Examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study	70%
Employment (CE)	The job placement rate of student completing a degree or certificate in a CE program in the year after graduation.	Macro-Region Employment Rate, by Program SOC

College Profile

Student Body Demographics

	2017-18	2018-19	2019-20
Annual Unduplicated Count of Students	12,336	12,861	12,130
Gender			
Female	64%	64%	63%
Male	34%	34%	34%
Decline to State/ Unknown	2%	2%	3%
Race/Ethnicity			
American Indian	< 1%	< 1%	< 1%
Asian	19%	20%	19%
Black / African American	23%	23%	22%
Hispanic / Latino	31%	32%	33%
Pacific Islander	1%	< 1%	< 1%
Two or More	5%	6%	5%
Unknown / NR	4%	4%	5%
White	16%	16%	15%
Age			

18 and Under	15%	15%	16%
19-24	35%	35%	35%
25-29	16%	17%	16%
30-34	11%	11%	11%
35-54	17%	17%	17%
55 and Over	6%	6%	5%

Course Success Rates

	2017-18	2018-19	2019-20*
Total Enrollment (Duplicated Count)	33,288	33,637	32,928
Overall Success Rate	70%	70%	68%
Gender			
Female	70%	70%	69%
Male	69%	69%	66%
Decline to State/ Unknown	77%	74%	64%
Race/Ethnicity			
Black/African-American	62%	62%	60%
Asian	81%	80%	81%
Hispanic	68%	68%	64%
Native American	66%	72%	53%
Pacific Islander	61%	71%	63%
Two or More	65%	67%	68%
Unknown	72%	73%	66%
White	78%	78%	75%
Age			
Under 16	83%	91%	84%
16-18	73%	75%	69%
19-24	65%	66%	64%
25-29	70%	69%	68%
30-34	73%	73%	73%
35-54	74%	73%	71%
55-64	74%	71%	66%
65 and Over	77%	77%	60%

*Includes 'EW' grades

II. Program Overview

Mission Statement

Please verify the mission statement for your program. If your program has not created a mission statement, provide details on how your program supports and contributes to the College mission.

The Mission of the English Department is to empower students through the development of critical thinking, reading, and writing skills to actively and effectively engage in a diverse and increasingly complex world.

Faculty and Staff

List your Faculty and/or Staff. Indicate if they are part-time or full-time. (If names are already listed, they were imported from last year's APU/PR. Add or remove persons as needed to reflect current personnel).

Name	Faculty/Staff	PT/FT
Chriss Warren Foster	Faculty	Full-Time
Isela Gonzales Santana	Faculty	Full-Time
Todd Johnson	Faculty	Full-Time
Jon Drinnon	Faculty	Full-Time
A. Evan Nichols	Faculty	Full-Time
Anthony Bennette	Faculty	Part-Time
Daniel Guerrero	Faculty	Part-Time
Janice Grossman	Faculty	Part-Time
Thomas Hart	Faculty	Part-Time
Andrea Henderson	Faculty	Part-Time
Egbert Higinio	Faculty	Part-Time
Sabina Letang	Faculty	Part-Time
Karen Seneferu	Faculty	Part-Time
Neal Skapura	Faculty	Part-Time
Lynsie Falco	Faculty	Part-Time
Noel Fagerhaugh	Faculty	Part-Time
Susan Andrien	Faculty	Part-Time
Olivier Bochetti	Faculty	Part-Time
Pauline Chavez	Faculty	Part-Time

David Goldweber	Faculty	Part-Time
Rene Juarez Vasquez	Faculty	Part-Time
Georgie Ziff	Faculty	Part-Time
Sandra C. Madison	Faculty	Part-Time

III. Program Goals

In this section, indicate programs goals, the status of each, and how they align with College and District strategic goals. Following are the strategic goals for Peralta CCD and Merritt College.

<u>Peralta District Strategic Goals</u>	
P1.	Advance student access, equity, and success.
P2.	Engage and leverage partners.
P3.	Build programs of distinction.
P4.	Strengthen accountability, innovation, and collaboration.
P5.	Develop and manage resources to advance our mission.

<u>Merritt College Strategic Goals</u>	
M1.	Completion - Increase number of degrees and certificates by 20% over the next 5 years.
M2.	Transfer - Increase transfers to CSU and UC by 6% annually. (Reach approx. 35% in 5 years).
M3.	Time to Completion - Reduce the number of excess units earned by students.
M4.	Employment - Maintain at least 82% of students attaining employment in the field of study.
M5.	Equity - Reduce the achievement gaps for African-American, multiethnic, and male students.

Below are your Program Goals from your most recent Program Review or APU, if available. Indicate whether the goal has been completed (C), is in progress (IP), no longer applicable (NA), or new (NEW). Be sure to state goals which are *measurable* and *time-based*. Indicate which College and District goal your program goal aligns to. If your goal has been completed, what evidence supports completion of this goal? How did you measure the achievement of this goal?

Program Goal	Status (C, IP, NA, NEW)	Applicable College Goal(s)	Applicable District Goal(s)	If completed, describe supporting evidence, including measurements of achievements.
Develop inquiry-based faculty focus groups responsible for examining approaches	IP	M1	P1	Formed weekly best practice focus group of instructors teaching Engl1A+508 in compliance

to offering support courses in concert with AB705 requirements.				with AB705.
Strengthen and expand curriculum with the intent to increase enrollment, retention, and success rates.	IP	M1	P3	Reactivated long dormant Engl10A Creative Writing course, offered as hybrid, as well as Engl1A Sankofa course. Created Engl508 noncredit workshop to support student retention and success in 1A.
Secure a designated area for English with instructors to meet and confer, strengthen collegial ties and engage as a viable group of educators to provide services and resources to students.	C	M5	Specify District Goal	The Learning Center Director has made it possible for faculty to assist with tutor training by offering their expertise in training sessions, to engage in the learning center with students, to hold office hours there and to work with embedded tutors in a meaningful way that compliments the goals of students and enhances teaching for professors.
Increase student completion rates in concert with Guided Pathway goals by adhering to block scheduling requirements to assure that classes are available to meet the needs of students, and to provide qualified faculty for dual-enrollment, FYE, Puente, SanKofa, and the programs that provide the necessary support for students. The marriage of program support and academic	IP	M5	P1	Comprehensively revised schedule to conform to block scheduling. Integrated Learning Communities with embedded tutors, instructors, and other available resources to address specific needs when students show signs of academic fatigue and/or mental stress. The system may incorporate assistance from student services, counselors, mental health professionals, student groups/clubs, motivational

assistance through well-structured course offerings will assure achievement and movement toward the closure of the achievement gap.				speakers, and/or career professional mentors who are willing to make classroom presentations and/or schedule appointments to address student concerns or needs.
Strengthen partnerships with Oakland Unified School District (OUSD) high schools and Adult Education programs that support the success of disproportionately impacted populations: ESOL, Black and Latino males, and Foster Youth.	IP	M5	P1	Created dual-enrollment Engl1A partnership with Oakland High School. Activities: Work with Student Life to implement a series of training seminars that will: 1) increase culture awareness; 2) promote understanding of ways to integrate cultural competency and curriculum and instruction.
Create more "smart" classrooms both on the instructor side but also for students to have instant access to laptop carts or desks with computers. With implementation of AB705 requirements - providing support courses for students enrolled in English 1A - there is a much higher demand for computer labs that are fully operational.	IP	M5	P1	No progress yet!

IV. Facilities Utilization

Describe your current utilization of facilities, including labs and other space. Confirm previously reported content.

Full-Time faculty use office space in the Learning Center, the P-Building (Puente) and the F-Building. Part-Time faculty share one single office in the Learning Center. Faculty teaching the Engl1A with support courses as well as the 264, use lab space in the P-Building, Learning Center and S-Building.

The English Department needs a centralized location with office space for full-time and part-time instructors as well as conference spaces, a copy/print room and designated computer labs to support AB 705 work.

V. Program Update Data

In this section you will review and reflect upon the data for your program. Use data which measure performance on outcomes relevant to the mission and goals of your program, which will vary according to which area of the college your program is in.

In your response, refer to data applicable to your program obtained from the APU dashboards and/or other sources.

APU Data Dashboards:

- **[Course Completion and Retention Rates Dashboard – Instruction](#)**
- **[Course Completion and Retention Rates Dashboard – Student Services](#)**
- **[Enrollment Trend and Productivity Dashboard](#)**
- **[Degrees and Certificates Dashboard](#)**

For departments or programs in the Student Services area, refer to reports provided by institutional data systems (i.e., PeopleSoft or SARS), results of student surveys, or external reports (i.e. [IPEDS](#) or [Launchboard](#)). Include the number of students served over an academic year and summarize their demographics.

For departments in the Business and Operations areas, use data which track the key function provided to the College, such as facilities usage for events, tickets received and closed, the number of invoices process or the time to disbursement.

Use historical data (3 years is recommended, if available) to estimate a baseline, then use this to project activity and inform requests for the coming year.

Describe any significant changes and discuss what the changes mean to your program. Consider whether performance or service gaps exist for disproportionality impacted students. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points from the program review dashboards or other data sources relevant to your service, business, operations or administrative area to support your answer. If you wish, you may include screenshots of the dashboard to show filtered results containing the relevant figures. Instructions on taking screenshots for [Windows](#) and [Mac](#))

From 2018-2019 to 2019-2020:

For African American Students in English, completion rates went down from 58.5% to 49.8% and retention rates went up from 71.9% to 89.2%

While the retention rates have improved dramatically, the low completion rate, while within the context of the Covid pandemic, has prompted us to revamp our Sankofa program, which is currently undergoing restructuring due to faculty vacancies.

For Latinx Students in English, completion rates went down from 64.1% to 60.3% and retention rates went up from 78.7% to 89.2%

The addition of English 5 Critical Thinking to the Puente Program has helped retention but the completion rate was hurt by the Covid pandemic.

For Veterans completion rates went from 60.9% to 64.5% and retention rates went up from 78.3% to 90.3%.

This speaks to the Veteran's Program at Merritt making great strides under new leadership and the expansion of the program.

Describe the program's progress on Service Area Outcomes and/or Administrative Unit Outcomes (AUOs) since the last Program Review or APU. For instructional programs, describe the program's progress on Student Learning Outcomes (SLOs) and, if your discipline offers a degree or certificate, please describe the department's progress on Program Learning Outcomes (PLOs).

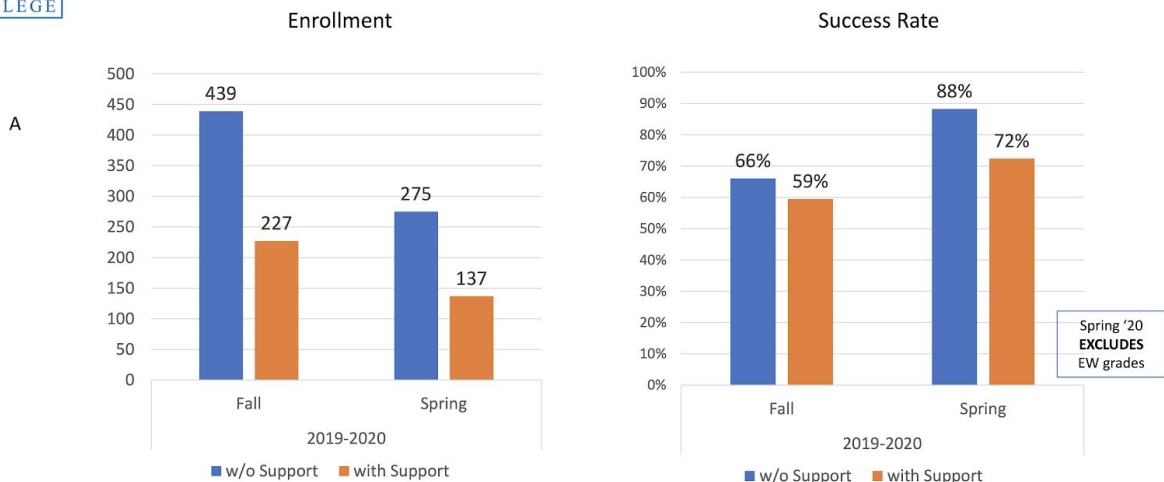


	A	B	C	D	E	F	G	H	I	J	K	L
1	Course (RED MEANS SLO DUE TO BE ASSESSED)	Course Title	Course Status	# SLOS	1	2	3	4	5	6	7	SLO NOTE
2	ENGL 001A	COMPOSITION AND READING	Fall 2019	4	F18	S20	F19	F18	X	X	X	
3	ENGL 001B	COMPOSITION AND READING	Fall 2019	4	15-16	15-16	0	F19	X	X	X	
4	ENGL 005	CRITICAL THINKING IN READING AND WRITING	Fall 2019	3	S19	S19	S19	X	X	X	X	
5	ENGL 208	WRITING WORKSHOP	No Longer Taught	3	15-16	15-16	15-16	x	X	X	X	
6	ENGL 264	PREP FOR COMP/READING & RSCH	Fall 2019	3	F17	S18	S18	X	X	X	X	new
7	Engl 508	Academic Composition Skills				F19						

We are up to date in all English courses with our SLOs. In the last year, we assessed SLOs in all but one course. We are in the process of assessing English 1B, which will have one SLO assessed this semester and two in spring 2021.



Students Enrolled in English 1A by Support Modality



As for programs, we only have one, which is the Academic Composition Skills program offering 508A, 508B and 508C as transfer-level support for our English 1A in compliance with AB 705. This allows students to begin their transfer-level work immediately in their first semester at Merritt and though the success rate for the 1A with support is currently lower than for the traditional 1A class, these students are moving through 1A in one rather than two or more semesters. However, in an effort to increase the success rate, we are moving to a different model for support, the English 1AS course, cloned from College of Alameda, which has been approved to offer in Fall 2021. 1AS streamlines scheduling issues and builds support right into the same class, without adding on

confusing sections of 508, and includes a campus integration piece, where different support services, from the SAS to the Learning Center to Library research are regular components of the class, built in to the course outline. We are excited about the opportunity for improving the success rate with English 1AS.

Describe the **results of** your department/program/service assessment of student and Program Learning Outcomes/AUO/SAO. Indicate when and where dialogue is occurring. Discuss **changes/updates/resource requests** made to your program based on the assessment of outcomes of the SLOs/PLOs/SAOs/AUOs assessed in the past year and discuss their alignment with the [ILOs](#).

Thanks to co-chair Evan Nichols also being the SLOAC Division I Coordinator, we have been able to fully integrate assessment discussions into our department meetings since January 2020. In fact, on 1/27/20 co-chair Todd Johnson took advantage of our department meeting to demonstrate (using laptop + LCD projector) his own step-by-step completion of an SLO for English 1B using Curriquet. The last two semesters we have divided up SLOs in need during our first meeting and then checked back ½ through the semester to help faculty complete their assessments. Moving forward, we plan on integrating a working meeting component each semester where faculty take an SLO from their course, create or identify an existing assignment to assess that objectives, and then sketch an outline of a unit, backwards planning from that SLO.

The following item is for instructional programs only

Discuss how your PLOs align with the [ILOs](#).

PLO#1 for our Academic Composition Skills certificate program is "Demonstrate fundamental composition skills in order to write well organized, well developed, well edited, and clear essays in transfer-level English and other transfer-level classes." This aligns directly with the Communication ILO: "Communicate with clarity and precision using oral, nonverbal, and/or written language, expressing an awareness of audience, situation, and purpose." At the core of our program is developing students who, as powerful communicators, experience professional, personal and academic success. PLO#2 is "Demonstrate fundamental research skills in order to write well researched and well documented research papers in transfer-level English and other transfer-level classes." This aligns with the ILO Information and Computer Literacy: "Use appropriate technology to identify, locate, evaluate and present information for personal, educational and workplace goals." Increasingly, we live in a world where research skills closely align with digital literacy and the ability to find and analyze accurate information.

VI. Curriculum

Note: If your department, program, or unit does not have a curricular component, please skip to the Section VII.

Curriculum review is an integral part of the program review process. Instructional departments and programs must consider the state of their curricula (i.e., courses, certificates, and degrees) in order to engage in meaningful assessment, planning, and continuous quality improvement.

In accordance with the [State Chancellor's Office Program and Course Approval Handbook \(7th Edition\)](#), California community college curricula must meet five criteria:

1. Appropriateness to the mission of the California Community Colleges (as established in [California Education Code § 66010.4](#))
2. Community, service area, or student need
3. Adherence to accreditation and higher education standards
4. Availability of adequate resources to maintain the course or program (including offering all required courses for a program at least once every two years)
5. Compliance with federal and state statutes and regulations (notably Title 5 of the California Code of Regulations)

PCCD [Board Policy 4020](#) and [Administrative Procedure 4020](#) require that curricula be evaluated regularly through program review and annual program updates on a three-year cycle. For Career Education programs, however, this policy is superseded by [California Education Code § 78016\(a\)](#), which requires reviews every two years.

This section of the APU requests information about the status of course and program updates, improvement plans based on curriculum review, and prospective curriculum development. The Curriculum Committee shall evaluate the responses as part of the validation of APU completion and the prioritization of resource requests.

Curriculum Review

Consult [CurriQunet](#) and the [Course Curriculum Review Status](#) or [Program Curriculum Review Status](#) spreadsheets to determine when a course or program was last updated or deactivated.

Courses that have not been offered in the past three years should be deactivated to ensure that the college catalog presents a current and accurate inventory of actual

course offerings at Merritt. Likewise, if certificates and degrees have not been awarded in recent years, or the required courses have not been offered regularly enough for students to complete, consider the relevance and viability of those programs for potential deactivation.

Modifications

Indicate courses reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
ENGL 264	Preparation for Composition and Reading	Todd Johnson
ENGL 1A	Composition and Reading	Evan Nichols
ENGL 508	Academic Composition Skills	Todd Johnson
ENGL 5	Critical Thinking in Reading and Writing	Todd Johnson
ENGL 1B	Composition and Reading	Todd Johnson
ENGL 10A	Creative Writing	Evan Nichols

Indicate programs reviewed/updated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace

Deactivations

Indicate courses deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Course Number	Course Title	Reviewer
ADJUS 21	Introduction to Administration of Justice	Elaine Wallace
	N/A	

Indicate programs deactivated in the past academic year (2019-2020), following the example in red. Add additional rows as needed in the table below.

Program Title	Program Type	Reviewer
Administration of Justice: Police Science	AA Degree	Elaine Wallace
Language Arts	AA Degree	Evan Nichols

Curriculum Improvement

Based on ongoing curriculum review, describe plans for **program-level** improvement in terms of any of the following considerations:

- Advancing **student equity and achievement** for disproportionately impacted students.
- Fostering **intersegmental alignment** and **guided pathways** through articulation, course sequencing, and program mapping.
- Implementing innovative **pedagogies, delivery methods/modalities, or educational resources and technologies.**

Everyone in the department has received (or is receiving) EDT training in online teaching and the use of Canvas (our LMS). We have provided individual tech training through weekly tech office hours and appointments on Zoom. Department meetings have included a monthly segment for the sharing of best practices in remote instruction. Co-chair Evan Nichols also created and shared customized tech tutorials for the English classroom on Canvas.

Curriculum Development

Indicate new courses to be proposed and/or historical courses to be reactivated within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Beginning Spelunking	Introductory activity class on basic practices, equipment, and safety considerations in the exploration of caves	[Assessment data, student demand or need, academic/occupational knowledge or skills not taught in existing curricula, program requirements, community or industry partnerships, grant funding, etc.]	Fall 2022
ENGL 1AS Composition and Reading with Support	Reading and writing of expository prose with extended instructional support: Critical thinking, identifying logical fallacies, and reasoning inductively and deductively; reading, writing, study, and information literacy strategies. Not open for credit to students who are currently enrolled in ENGL 1A.	As part of AB 705 compliance, we created a 508 support lab but to better integrate with our block scheduling and facility limitations, we are shifting to the 1AS model	Fall 2021

Indicate new programs slated for development within the next academic year (2021-2022), following the example in red. Add additional rows as needed in the table below.

Title	Description	Justification	Anticipated Effective Term
Outdoor Recreational Activities Not for the Faint of	Certificate of achievement to train daredevil students seeking a lifetime of adrenaline	[Basic skills, occupational, or transfer pathways; advisory board recommendations or LMI	Fall 2022

Heart	rushes in the great outdoors. Courses include bungee jumping, rock climbing, sky diving, spelunking, and ziplining.	data; community or industry partnerships; grant funding, etc.]	

The Curriculum Committee shall prioritize the review and approval of new courses and programs that are identified in this section of the APU.

VII. Funded Resources

For each resource allocation request from previous year's APU, indicate whether it was funded. Describe the outcomes and accomplishments for any requests which were funded.

Brief description of resource request	Was request funded? (Yes or No)	Funding Source (Specify Fund or Grant)	Total Award Amount	Outcome/Accomplishment
TYPE: Personnel - Full-time Faculty AMOUNT: \$112,000 JUSTIFICATION: We urgently need to replace a full-time retiree!	No			
TYPE: Technology and Equipment - Replacement AMOUNT: \$200,000 JUSTIFICATION: Owing to our commitment to abide by AB705 guidelines to support our students in their endeavors to complete transfer courses, we are offering online and face-to-face courses. The face-to-face course require two hours of laboratory work - hands-on work developing written assignments. There have been several complaints that the computers in the labs are not available, out of date, or not operating, We need a computer lab dedicated to the English Department. This can be accomplished by an overall Campus update that will include all computers in the learning center. Secondly, we should consider purchasing another set of laptops and charging station for a designated classroom	No			

VIII. Resource Requests

In the tables below, please add resource requests for your program for the **2021-22 fiscal year**. Indicate if the request is being made as part of the response to the COVID-19 pandemic. If you are submitting multiple requests under the same category, prioritize them by assigning a rank to each request ('1' indicating the highest priority request). Include only one request per row; if additional rows are needed, insert new rows in the table ([how to add rows](#)).

Personnel Resource Requests

Personnel Sub-Category (Full-Time or Part-Time Faculty, Classified, Student Worker)	Description/Justification	Percent Time	Estimated Annual Salary Costs	Estimated Annual Benefits Costs	Total Estimated Cost
Full-Time Faculty	Urgently need to replace full-time faculty, Ann Elliot, who retired Fall 2019.	100%	\$80K	\$42K	\$122,000

Resource Requests (Non-Personnel)

Resource Categories

- Professional Development (Department wide)
- Professional Development (Personal/Individual)
- Required Reasonable Accommodation
- Service Contract
- Supplies: Software
- Supplies: Books, Magazines, and/or Periodicals
- Supplies: Instructional Supplies
- Supplies: Non-Instructional Supplies
- Supplies: Library Collections
- Technology & Equipment: New
- Technology & Equipment: Replacement
- Other

Resource Category (select from above list)	Description/Justification	Total Estimated Cost	Priority Rank (1=Highest Priority)
Technology & Equipment: New	A complete "refresh" of new computers for full-time faculty as well as two new computers for the English adjunct office in the Learning Center. There is an urgent need for updated computers due both to the pandemic and remote instruction now but also moving forward with the new training and expanded use of tech tools for instruction in our department.	\$20K	1
Technology & Equipment: New	Photo Copy Machine. The English department has a particular need for TEXTS and a back-up for our often overwhelmed Copy Center.	\$2800	1

IX. Participants

Please provide the list of members who participated in completing this program review.

Todd Johnson
Evan Nichols

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