College of Alameda

2022-23 Annual Program Update – Political Science - **Version 1**

APU Date: October 30th 2022 (Date of last Comprehensive Program Review **November 2021)**

I Program Overview

A. **Political Science** ~~
Cluster: HIST-PSYCH-AFRAM-SOC-MLAT-POSCI – **Co-Chairs** Ed Loretto and Sarah Peterson-Guada

B. POSCI APU completed by **Robert J. Brem**, MA, MC, NCC ~ Lead Faculty

C. **The mission** of College of Alameda is to *serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.*

The vision and mission of the **"***Politics" program/Department* at College of Alameda: ***We envision our students as engaged persons, workers, and citizens enabled to lead in the creation of a world that is: Socially Just, Environmentally and Economically sustainable, and Psychologically Fulfilling***.

We aim to fulfill this vision in our mission of 1) offering Associate of Arts Degrees in Political Science and Certificates of Proficiency and Achievement; and 2) programmatically emphasizing community engagement, future consciousness, and transformational leadership in creating social change. *We aim to empower our students in building their capacity to effectively engage with the 21st Century Modern World System as citizens, workers, and persons*. An emphasis is placed on highlighting how politics is relevant to the lives of students as whole persons in their day-to-day world of lived and shared reality. Overall, we fulfill this commitment by facilitating learning experiences for the people we serve in

1) The expansion of foundational knowledge of the socio-political world,
2) Increasing their proficiency with critical political thinking to be better able to engage their "knowledge in use" skills, and
3) Building their capacity for personal psycho-social political efficacy.

In the face of declining enrollments nationally, and unchecked competition for that shrinking population of students within the Peralta catchment area, we no longer, as in the past, seek to be "a 'signature program' of 'distinctive difference.' with resultant comparative advantage being a 'strange attracter' magnet to be a force in being - significant compelling reason – drawing students to choose COA over other competitors in our greater catchment area…." That vision has proven to be an unreachable goal in the context of current realities. We now seek to be a proficient program which offers good and competent political science courses which our students may find useful in their lives.

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D. **List of our program faculty and/or staff – in order of seniority:**

1. Robert J Brem — f/t split assignment 60% in POSCI and 40% in PSYCH; **POSCI Lead Faculty**
2. Ron Lomax — p/t (teaches one section per semester)
3. Judith Hurtado-Ortiz — p/t
4. Hasmik Geghamyan — p/t
5. Rachel Antrobus — p/t

E Describe your current utilization of facilities, including labs and other space

Our program is mostly virtual, (synchronous and asynchronous) with lackluster luck in actual "in-person" offerings thus far. With our f/t faculty member on ADA accommodation to work 100% remotely (with no physical office on campus), we actually do not use any physical Peralta facilities. We also offer classes in dual enrollment format and some of these are in-person at the high schools in which we teach. Our p/t faculty voluntarily sought to resume in-person teaching in Spring 2022 and Fall, seeking to enable 50% of our classes to be in-person. Most of these sections did not achieve sufficient enrollment to "make" and were cancelled.

F Program goals from most recent Program Review or APU.

- With update on the status of the goal and degree of achievement.
- Goal revisions and progress
- Relationship to College & District goals with which our program goals align.

COA GOALS	PCCD GOALS	Progress on goal attainment	Explanation and Comments
A: Advance Student Access, Equity, and Success **COA – POSCI meets this goal with:** 1) Innovative Learning Outcomes and Basic Skills integration efforts	**A.1 Student Access:** Increase enrollment for programs and course offerings in the essential areas of basic skills/ESOL, CTE and transfer to achieve the District target of 19,355 RES FTES. **A.2 Student Success:** Increase students' participation in SSSP eligible activities by 50%, with specific emphasis on expanding orientations, assessments, academic advising and student educational plans.		Institutional challenges and key personnel issues slowed progress in the context of perhaps overly optimistic goals & timelines and social-economic ligatures.

COA GOALS	PCCD GOALS	Progress on goal attainment	Explanation and Comments
2) Seeking to maintain program and courses offerings under stressed times in which we operate. We still aim to create CTE-POSCI stackable certificates; and maintain our law certificate program, even as we withdraw from the CalLaw "pathway to Law" initiative (as being economically unviable at COA).	**A.3 Student Success:** Using baseline data, increase student engagement in activities such as student governance, student life activities, Student leadership development, service-learning programs, learning communities, student employment, etc. **A.4 Student Equity Planning:** Address the achievement gap through fully developing and implementing the student success and equity plans at each campus.	Efforts are iterative and aimed at on-going improvement	National and local trends have made all of our efforts problematic. Project management plan and timeline extended.
B: Engage and Leverage Partners **<u>COA – POSCI seeks to meet this goal with</u>:** 1) Our commitment to Dual Enrollment in our outreach efforts towards Area High Schools for recruitment (including ARISE, LWA, Fremont, AUSD, OUSD, AIM). 2) Outreach and partnerships *Centro Legal* de la *Raza*	**B.1 Partnerships:** Develop a District-wide database that represents our current strategic partnerships and relationships. **B.2. Partnerships:** Expand partnerships with K-12 institutions, community-based organizations, four-year institutions, local government, and regional industries and businesses.	Efforts are iterative and aimed at on-going improvement Granting these efforts have yielded little progress over past decade; these efforts have been pulled back and are now much more modest	We have ceased to seek partnerships with area universities as these efforts were consistently met with insufficient interest. **Upon reflective reality testing mentioned in last APU and in consultation with president's office, we have ended the CCUL initiative, as economically unviable for COA.**
C: Build Programs of Distinction **<u>COA – POSCI meets this goal with</u>**: In light of unfavorable socio-economic trends and institutional ligatures, we have scaled back all of our initiatives to be much more modest. *<u>We now focus on core competencies and seeking continuous innovative learning facilitation models</u>*.	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.	Efforts are iterative and aimed at on-going improvement	The Queer studies program will continue, as will we offer the courses, we have offered in the past, but these will be solely under the rubric of POSCI and not CCUL and Pathway to Law School as these latter initiatives have been cancelled.

C . Continuation of "Building Programs of Distinction" We have successfully developed a new interdisciplinary certificate programs in Gender/Queer studies. And have scheduled our new course in that program in Spring 2023 (earlier than anticipated), if it attracts sufficient enrollment to make. We had intended to expand offerings in these areas, as this strategy is a path to a niche realm of success for COA-POSCI/CCUL. *The Community Change and Urban Leadership Initiative was in itself a <u>potentially</u> world class program – however, the leadership college has decided that return on investments were insufficient to warrant continuation.*	**C.1 Student Success:** Develop a District-wide first year experience/student success program. **C.2 Student Success:** Develop an innovative student success program at each college.	Granting these efforts have yielded little progress over past decade; these efforts have been pulled back and are now much more modest	We have ceased to seek partnerships with area universities as these efforts were consistently met with insufficient interest. Upon reflective reality testing mentioned in last APU and in consultation with president's office, we have ended the CCUL initiative, as economically unviable for COA.
D: Strengthen Accountability, Innovation and Collaboration **<u>COA – POSCI meets this goal with</u>**: Our partnerships with community based organizations and high schools offer this opportunity. We do continue to work on our new integrated learning process assessment driven pedagogy model and are working with an Australian firm (Ziplet) in developing this further. We hope to have this ready by Fall 2023.	**D.1 Service Leadership:** Provide professional development opportunities for faculty, staff and administrators that lead to better service to our students and colleagues. **D.2 Institutional Leadership and Governance:** Evaluate and update policies and administrative procedures and the PBIM participatory governance structure.	Efforts are iterative and aimed at on-going improvement The Alameda Point Collaborative Service-Learning initiative never got rebooted despite numerous efforts.	<u>Other than partnering initiatives with Ziplet, Centro Legal de la Raza, and two high schools</u>, We have ceased to seek partnerships with area universities as these efforts were consistently met with insufficient interest. Upon reflective reality testing mentioned in last APU and in consultation with president's office, we have ended the CCUL initiative, as economically unviable for COA.

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II Program Update

1) Course Completion and Retention Rates

POSCI completion and retention rates compare favorably to these rates for other departments at the college.

As for how we seek to increase success for all of our students is by engaging in

More one-on-one office hour coaching consultations which has been made much more practical in the Zoom age as we can all meet from different locations.

We have grace periods for assignments to enable flexibility for due dates.

And we are willing to be flexible if students reach out for extensions or to chat about academic stress in context of their lives.

This is aimed at making our department more compassionate in being supportive of students in doing their work.

Course Completion and Retention Rates by Subject

Gender	Headcount	Census	Success	Success Rate	Retention
X	7	7	5	71.4%	85.7%
M	211	267	185	69.3%	73.4%
F	190	217	148	67.0%	74.7%
Total	**408**	**491**	**338**	**68.3%**	**74.1%**

Ethnicity	Headcount	Census	Success	Success Rate	Retention
White	58	59	24	40.7%	52.5%
Unknown / NR	8	9	7	77.8%	77.8%
Two or More	20	19	14	73.7%	78.9%
Hispanic / Latino	151	220	157	70.7%	76.6%
Black / African American	43	43	26	60.5%	65.1%
Asian	126	139	108	76.6%	80.9%

Age Range	Headcount	Census	Success	Success Rate	Retention
16-18	103	180	150	83.3%	83.3%
19-24	203	210	137	64.3%	73.7%
25-29	28	27	10	35.7%	42.9%
30-34	23	23	13	56.5%	60.9%
35-54	38	38	17	44.7%	60.5%
Under 16	7	7	6	85.7%	85.7%

Academic Year	Campus	SUBJECT
2021-2022	Alameda	POSCI

Service Area	Census Enrollment	Success Rate	Retention
DSPS/SAS	31	61.3%	74.2%

Service Area	Census Enrollment	Success Rate	Retention
First Gen	264	66.7%	73.1%

Service Area	Census Enrollment	Success Rate	Retention
Low Income	233	60.9%	71.2%

Service Area	Census Enrollment	Success Rate	Retention
BOGG Promise	179	58.7%	68.7%
Pell Grant	103	56.3%	68.0%

Service Area	Census Enrollment	Success Rate	Retention

Note: Subgroups with less than 5 are not reflected in this dashboard

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2) Enrollment Trends and Productivity - 2018 to 2022

Table 2.1 For all COA POSCI Subjects Fall, Spring, Summer

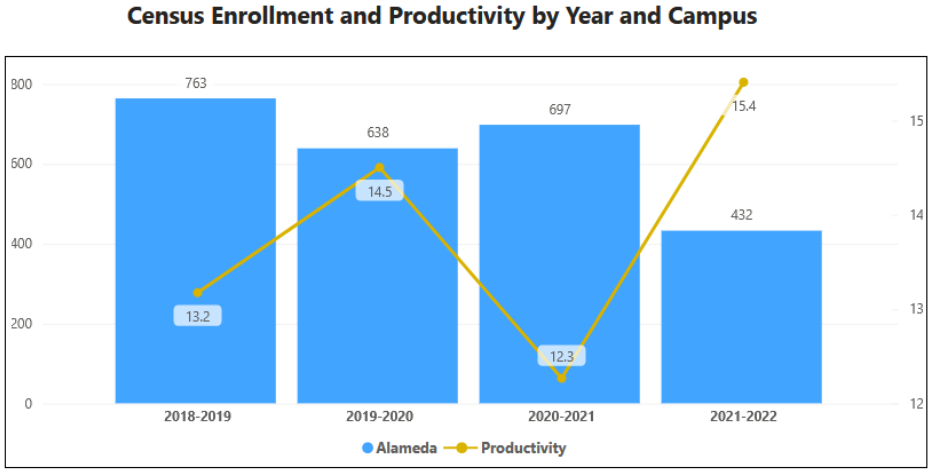


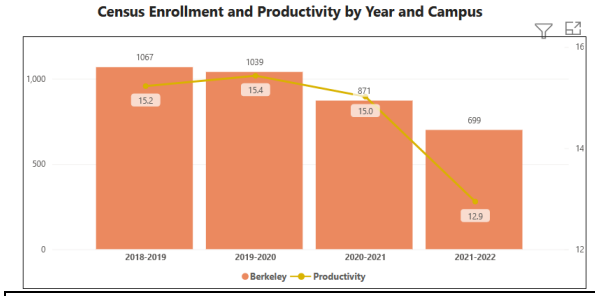
Table 2.1 shows enrollment is down overall (with a spike in 2020-21) however, while there is no trend line for productivity, for the POSCI department, productivity is high, <u>but this is directly due to high productivity and enrollments in our dual enrollment classes</u> POSCI 8, 35, 36; while our "<u>on campus" offerings</u> are not so impressive. However, we can say that dual enrollment makes us a very productive department compared to other department at COA.

From a productivity stand point, COA is comparatively better than our sister Peralta colleges (**see Table 2.2**) and again, this is due to our dual enrollment sections.

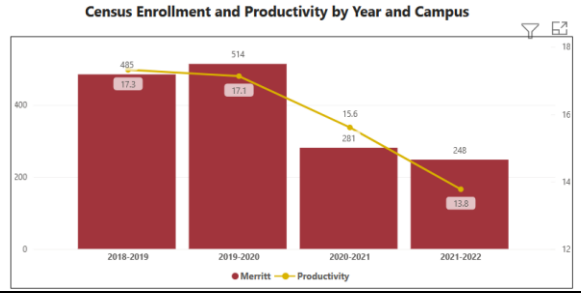
Overall, we believe courses are scheduled in a manner that meets student needs and demands, *in the context of "strange" enrollment dynamics nation-wide*. Our Fall schedule seems most productive – **see Table 2.3**

Table 2.2 ~~ Compared to other Peralta colleges

BCC



Merritt



Laney

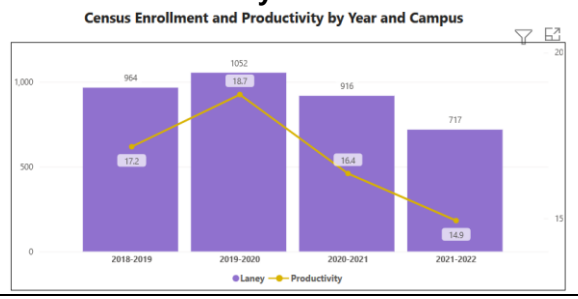
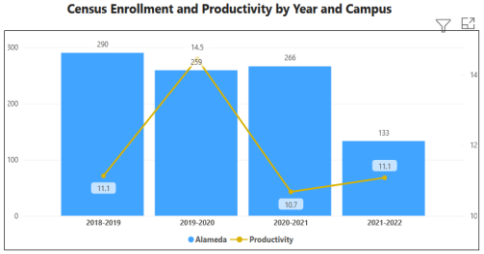
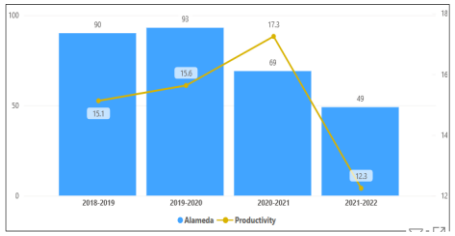


Table 2.3 ~~ COA POSCI Department all courses by semester

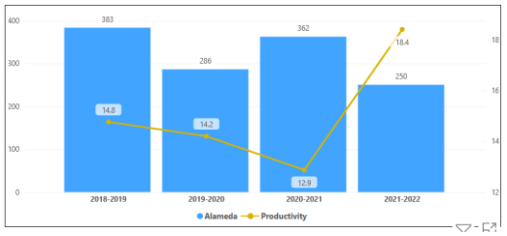
COA Spring



COA Summer



COA Fall



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3 Degrees and Certificates from 2018 to 2022

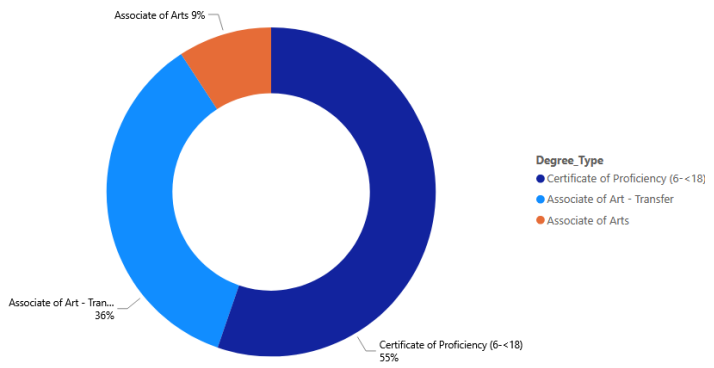
Despite serious competitive disadvantages, COA continues to lead the district in certificates awarded (through violence prevention) and ***we are actually the second most productive department in terms of total number of degrees and certificates awarded district wide.***

BCC = ***122*** *Degrees*
COA = ***76*** *Degrees and Certificates – only COA has certificates*
Laney = ***27*** *Degrees*
Merritt *has no program*

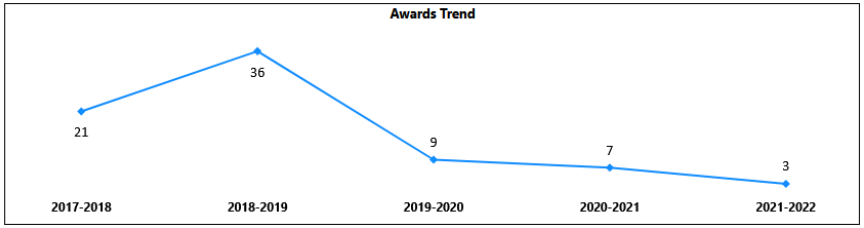
_____
Total = ***225***

Merritt has no program and yet offers sometimes as many sections of POSCI 1 as COA offers sections of all subjects in the same semester. This syphons off students from the other three colleges which seek to Maintain viable "programs" – we contend that Merritt should never offer more than one section of and an in person POSIC 1 for their own students. And let the other colleges with programs have all the DE sections

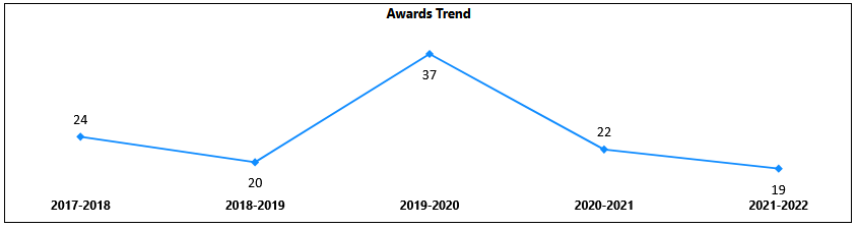
Mix of COA Degrees and Certificates



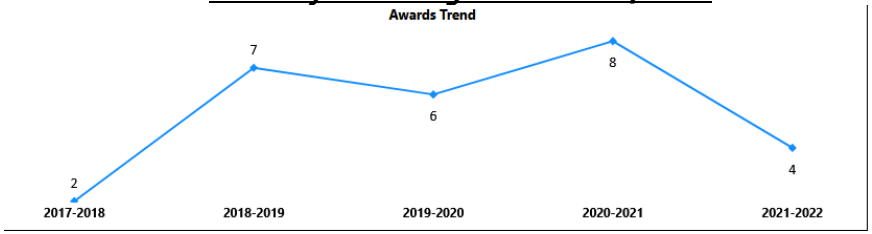
All COA POSCI degrees and certificates



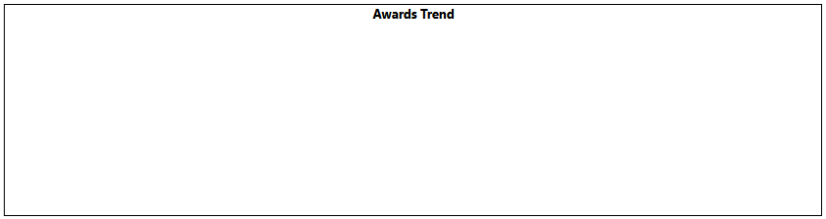
All BCC POSCI degrees and certificates



All Laney POSCI degrees and certificates



All Merritt degrees and certificates



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4 **Describe any significant changes and discuss what the changes mean to your program. Consider whether performance gaps exist for disproportionality impacted students by using filters to disaggregate the data. Focus upon the most recent year and/or the years since your last comprehensive program review. Cite data points to support your reflection.**

From a point of view of equity, the POSCI department serves our population well. Of our 76 degrees and certificates, 74 were awarded to disproportionality impacted students by ethnicity. 7 Black graduates, 4 Asian graduates, 34 Hisp/Lat graduates, 2 Pacific Is graduates, 47 were awarded to female graduates, 28 to male graduates, and 1 to a transgender graduate. 10 were awarded to people over age 30, and 46 awards to people under age 18. 40 of our awards were for CTE students, which includes all of our violence prevention certificate students.

5 **Effective and innovative teaching strategies used by faculty to increase student learning and engagement.**

- We seek to engage in regular department meetings to discuss and share best practices in terms of pedagogy and assessment.
- We seek to develop and share resources using our joint Canvas LMS resource depository.
- We seek to engage in a continuous improvement praxis cycle to inform ongoing revisions of pedagogy, course design, and content. As this is a "political science" department, we have had to contextualize our efforts very intentionally with content informed by the state of the discipline in response to unfolding events in the 21st century modern world system.
- We seek to engage in ***"deliberate practice"*** (including ***process evaluation based*** continuing education relative to pedagogical proficiency) in efforts to improve ***"deliberate performance,"***
  - Which is aimed at improving implementation of course design and content and learning facilitation,
  - All aimed at improving effectiveness in facilitating student engagement and learning.

6**. How is technology used by the department**

- We have engaged in training to engage with state-of-the art course design in transitioning all course content to Canvas and using best practices in Zoom synchronous instruction performance
- We are expanding **OER** – no cost text models.
  - This includes loading all relevant course materials for students on the Canvas LMS to offer ease of access at all times to students.
- We are exploring the use of various means by which to improve performance in learning facilitation including
  - Possible use of **Perusall** to enable group reading and shared editing and note experiences (in process) and –
  - In response to the utterly inadequate capabilities of **Curriqunet** to deliver any "data informed" analysis capabilities for learning assessment, (at personal cost) we are exploring the use of ***Ziplet*** to facilitate meaningful learning assessment to facilitate a process evaluation (*rather than "outcomes"*) model of continuous improvement in pedagogy, course design, and content.

7. **How does the discipline, department, or program maintain the integrity and consistency of academic standards with all methods of delivery, including face to face, hybrid, and Distance Education courses?**

- We engage in regular department meetings to discuss and share best practices in terms of pedagogy and assessment.
- We have developed and shared resources using our joint Canvas LMS resource depository.
- We have engaged in a continuous improvement praxis cycle to inform ongoing revisions of pedagogy, course design, and content. As this is a "political science" department, we need to contextualize our efforts very intentionally with content informed by the state of the discipline in response to unfolding events in the 21st century modern world system.
- We also have engaged in ***"deliberate practice"*** (including continuing education relative to pedagogical proficiency) in efforts to improve ***"deliberate performance,"***
  - Which yields improved implementation of course design and content and learning facilitation,
  - All aimed at improved effectiveness in facilitating student engagement and learning.

8 Summary:

Our department is only about 30% actual in person due to sections not making with students not wishing to come in person and with our lead faculty member on 100% ADA accommodated remote work status. All of our courses are converted to a more online format in Canvas (LMS). **We are awaiting the pending California uniform course numbering initiative to move forward with development on programs and courses (including deactivations) and up to date by the end of the 2023–2024 academic year**.

Over the past few years, we had sought to carve out possible programmatic expansion and success areas relative to the competitive "Peralta" market. However, in context of insufficient district level enrollment management, enrollment drops, insufficient efforts expand dual enrollments (especially with ASUD), and a record of over decade of evidence of institutional incapacity; we were forced to contract our program (e.g., withdrawing from Pathway to Law School) to be more focused on what we do well and what our market will bear. We gave up on all partnership initiatives (over past decade) with Alameda County and CSU East Bay due to lack of interest on their part (and note the closing of Mills College ended that outreach effort) , then the continuing "usual problem" of loss of key staff. We have ceased our efforts to craft a new program offerings in AA degree for Alameda County employees in Public Administration, and/or certificates in Emergency Management & Law.

III Student Learning Assessment Indexes & Political Science Department Program learning Assessment Plan

A) We seek to use an EFF (Education For {your} Future) ~ Learning Matrix in which we have an overall learning goal at which we aim: ***Facilitating "Agency"*** ~~ which is achieved in a **synergy of three learning assessment indexes** (or "outcomes") **Note, our learning assessment protocol is a point of pride but still in development due to problems with software to operationalize. We are still working on this**…

Index of Knowledge Mastery ***allows you to see or perceive and understand the world more clearly***, through the lens of the larger principles of the discipline of political science and the social-theoretical-philosophical world view.

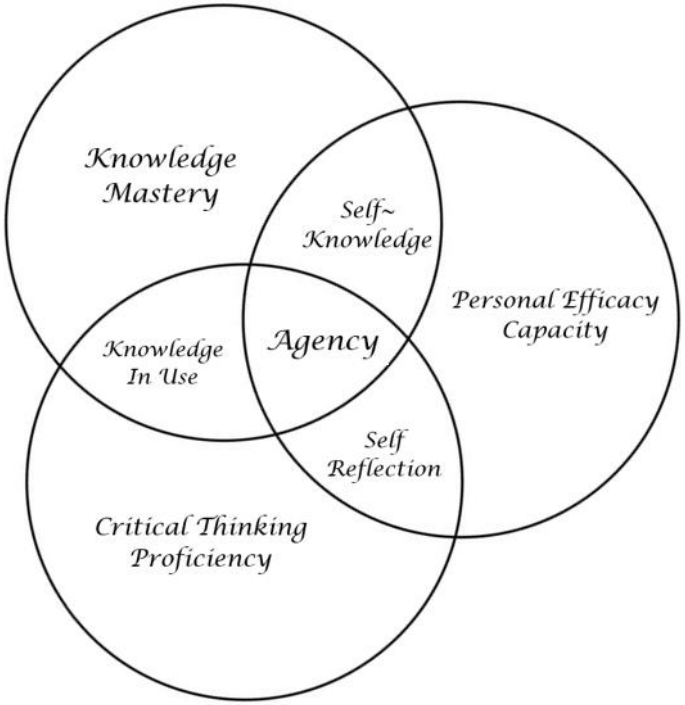
This involves demonstrating a degree of mastery of the state of the discipline of political science {theoretical and practical knowledge of the historical background and the foundational principles of government and governance (using description, definition, summarization, and explanation)}; and a working knowledge of these in use; with respect to inter-relatedness of humans in the environment, engaging with people from diverse backgrounds, and in understanding and acknowledging the significance of daily individual and social actions relative to global issues and the emergence of our shared future.

Index of Critical Thinking Proficiency allows you to analyze problems or events in the world more effectively.

This involves demonstrating a degree of proficiency at the life skills of critical political thinking and futures consciousness to better access, evaluate, and interpret ideas found in political philosophy and theory and information enabling people so disciplined to communicate effectively, reach conclusions, and solve problems as citizens - part of the governance structure of a political world - such that they may apply these in their professional pursuits should they choose a path of public service or community leadership, of simply community participants.

Index of Self-Efficacy Capacity allows you to be more effective at being you, at taking actions to make your goals in life become more probable.

This involves demonstrating a degree of capacity to assume responsibility – consistent with democratic republican values - in the application of socio-political concepts explored in this learning experience (class, classes, program) in a meaningful manner to a person's own self defined reality in the public, private, and social sectors; 1) as part of their everyday life as engaged citizens in the 21st century modern world system; and 2) do so in the context of global environmental (and other) challenges.



B] Discussions

1] Were there any obstacles experienced during assessment? What worked well? (Mainly based on evidence in the report, attach other evidence as necessary)

Any honest discussion of obstacles to assessment has to start with acknowledging the inadequacy of both the models or means used by most professionals in assessing so called "learning outcomes," and the inadequacy of **currIQūnet** as a "repository" of any data. Most courses use inadequate definitions of outcomes as opposed to exit skills. Exit skills are more discreet "learning points" which define what is learned inside a course and upon which a grade is rendered. Exit skills then, or objectives, are in fact indicators which construct the indexes which are the outcomes. Outcomes are what one can do with what they learned "in" a class "out there" in the world of lived and shared reality. The mistake made by most evaluators is they confuse exit skills with outcomes and wholly miss the point and whatever it is they think they are assessing are not outcomes… This is complicated by the reality that most faculty are not attending the learning assessment in a valid or reliable fashion and in fact most often end up just entering the results of their gradebooks into **currIQūnet**, and they are done with it. And to make it all more inadequate, **currIQūnet** is not a data base! It is merely and only a "text box repository" and as such there is no capacity for any data analysis. So, it is not possible to be data driven, as this whole process yields no actionable "information" (which is the result of data analysis).

- So, obstacle one was to solve these problems. We spent the past few years perfecting a model to do so of which only a brief glimpse was offered in this report.
- Then we had to locate an adequate and tested and yet affordable analysis software application. We found one in **Ziplet,** and continue to develop this avenue and aid them in their integration into Canvas, with which we are experimenting now. **This has been the crucial problem we face getting this part of the protocol operational**.
- We continue to work with Ziplet to create a new application to apply this tool to classroom teaching and are piloting this model in the Fall 2023. COA is ready for this integration; we are waiting for the Ziplet development team to catch up to us.
- With the model thus far, we continue to generate actionable data and have used it to improve our pedagogy, course design, and content.

2] What percent of your programs have been assessed? (mainly based on evidence in the report, attach other evidence as necessary; note: a complete program assessment means all Program Learning Outcomes (PLOs) have been assessed for that program)

100% of our program has been assessed. We made further advancement on our work in crafting and using the ***EFF Learning matrix protocol*** and integrating with **Ziplet** to do adapt this application to our needs to engage in **actual data analysis** (not provided for in **currIQūnet**)!

- Our model is a ***process evaluation model*** - which is more valid and reliable than an ***outcomes evaluation*** - which integrates information in an ongoing fashion in real time to improve our pedagogy, course design, and content.
- We meet on a regular basis and share these best practices to do this.
- In this process, we used our time well
    - To improve every course we teach, subjected to intense modifications based upon our professional development workshops (on Zoom and online excellence), and
    - Converting courses 100% integrating these ideas, following our model of learning assessment process evaluation integration.
    - So, every course has been improved via process evaluation praxis implementation.

3] Collaboration and Assessment - How our department worked together on assessment & planning.

a) **Collaboration and Leadership Roles**: We are a shared leadership department and discuss all efforts as a team, once a semester – sometimes twice – and when possible, meet in smaller work teams to discuss particular projects under the CCUL aegis. The part time status of every team member does make this challenging.

b) **Data Analysis***:* We meet on a regular basis and share these best practices to do this. Referencing **section, A** above, relative to Learning outcome assessment; to support being actually "data driven "in learning outcomes assessment **data analysis**; we seek funds for licensing of actual software – ***Ziplet*** - to meet this goal of non-fictive data analysis.

Course	Description	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	SLOs
POSCI 3	International Relations	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 4	Political Theory	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3
POSCI 1	Government/Politics in the United States	SLO3	SLO1	SLO2	SLO3	SLO1	SLO2	3
POSCI 2	Comparative Government	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 26	U.S. and California Constitution	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3
POSCI 35	Introduction to Community Violence Prevention	SLO3	SLO1	SLO2	SLO3	SLO1	SLO2	3
POSCI 36	Applied Peacebuilding and Violence Prevention	SLO1	SLO2	SLO3	SLO1	SLO2	SLO3	3
POSCI 8	Community and Legal Problems	SLO2	SLO3	SLO1	SLO2	SLO3	SLO1	3

c) **Things learned from assessment** – These lessons from last report are still true now: Our action plan – ***process evaluation praxis model*** – by definition is a continuous learning cycle guiding pedagogy, course design, and content improvements. We note that assessing "outcomes" cannot be validly engaged upon at the end a class; and certainly not with the vast majority of assessment instruments used. Minimally it would need long term follow up assessment (e.g., focus groups and surveys) to see if the actual predicted outcomes of learning "in here" were in evidence "out there," after students have gone on to other life events and can now (with time passed) in retrospect see how what they learned "in here" actually matters "out there." That would be real outcomes assessment. However, we have piloted some instruments designed to get at more valid, reliable, and actionable information than conventional course evaluation instruments are capable of yielding. And, since this is administered after the semester and explicitly solicits feedback (numerical and narrative).

- We know from there is evidence of improved student learning from the following weekly and end of semester solicitations:
  - Narrative feedback from students
  - (Our early piloting of) Likert scale driven data collection,
  - (A piloted) after course Survey Monkey course evaluation
- So, yes, the department team has used this information to improve student learning and curriculum?
- However, we have also learned that when we try to engage anyone outside of our department either at invited district wide POSCI meetings, or staff development day training events, very few people attend and then show little interest in seeking information to apply it to their work. In fact, one faculty member noted that a conventional **currIQūnet** workshop, which was scheduled at the same time as ours, was a waste of time and amounted to merely showing how one may enter data in that program… which as we noted in **section A** above, is in itself a fictive data analysis effort.

IV Describe the outcomes and accomplishments from previous year's funded resource allocation request.

We have no college funding for any activities anymore at this stage. This includes office supply and equipment orders which were never submitted by the college. The college still owes last year dues to CalLaw to be a part of the State **Pathway to law program**, however, we have withdrawn from that program as our department shrinks. The only remnants of past aspirational program development is in our core law class, and the **violence prevention program** in the COA and POSCI dual enrollment program,

We continue in the one partnership with **Centro Legal de la Raza law academy**, and we did complete the curriculum process to have a **Law School Pathway Certificate of Achievement** (one of the few in the state) – just in time to withdraw from that initiative. So, I anticipate we will deactivate that program next year, as to retain it may cause confusion to students looking for the pathway.

V] Prioritized Resource Requests Summary – nothing new requested; What we wish to continue:

Personnel: Student Worker:
We seek to continue with our Federal Work Study student worker. However none was available this year. They help with clerical, data entry, editing, and light lifting work as needed. Federal Work Study. No cost to college of division

Personnel: Stipends Funding:

None is needed now

Technology & Equipment:

- So far, we have paid for **MyOutcomes** subscription ($200/year) and **Ziplet** out of pocket, in future we would like to be reimbursed for this.
- We could use access to competent video creation equipment.

Professional Development or Other Request:

No needs at this time as the process of getting funding from district is to Byzantine to make effort a wise ROI

Instructional Supplies:

- We can no longer access such funding so seek to share with other departments who can better use it than we.
- If we could find a way to get what we order, we might want to update our remote work equipment computer, screen, camera, keyboard)

Prioritized Resource Requests Summary

In the boxes below, please add resource requests for your program. If there are no resource requested, leave the boxes blank.

Resource Category	Description/Justification	Total Estimated Cost
Personnel: Classified Staff	n/a	0
Personnel: Student Worker	n/a	0
Personnel: Part Time Faculty	n/a	0
Personnel: Full Time Faculty	n/a	0

Resource Category	Description/Justification	Total Estimated Cost
Professional Development: Department wide PD needed	n/a	0
Professional Development: Personal/Individual PD needed	n/a	0
Supplies: Software	n/a	0
Supplies: Books, Magazines, and/or Periodicals	n/a	0
Supplies: Instructional Supplies	n/a	0
Supplies: Non-Instructional Supplies	n/a	0
Supplies: Library Collections	n/a	0
Technology & Equipment	n/a	0

Library: Library materials/collections	n/a	0
Facilities: Classrooms/Labs	n/a	0
Facilities: Offices	n/a	0
Other	n/a	0