

# #16

**COMPLETE**

**Collector:** Email Invitation 1 (Email)  
**Started:** Friday, January 15, 2021 5:17:27 PM  
**Last Modified:** Friday, January 15, 2021 5:25:51 PM  
**Time Spent:** 00:08:24  
**Email:** tania.jabour@gcccd.edu  
**IP Address:** 76.192.162.174

---

Page 1: I. Program Overview and Update

## Q1

I.1 Department(s) Reviewed:

English

---

## Q2

1.2 Lead Author

Lauren Halsted

---

## Q3

I.3 Collaborator(s) - List any person that participated in the preparation of this report

Tania Jabour

---

## Q4

I.4 Dean/Manager:

Alicia Munoz

---

**Q5**

I.5 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since the last program review was submitted. To access your 2020 program review, visit the Program Review webpage.

How much things have changed since our previous program review last year!

The biggest change that we are currently dealing with has been our transition to exclusively online instruction. As everyone knows, campus was closed in March 2020 due to the COVID pandemic and all classes moved online. The fall 2020 schedule was subsequently altered to deliver all classes online as well.

As a result, all faculty members in the English department are now fully certified to teach online, with seven faculty members taking the intensive Online Teacher Certification course during the summer of 2020. Department faculty have been meeting regularly during the Spring and Fall 2020 semesters to discuss effective teaching practices and strategies for our current environment.

The department has also been making changes in order to better promote student equity and anti-racist teaching, both in terms of curriculum and professional development. In all honesty, the department has been disappointed by its recent equity data, and we are in the process of rethinking our efforts so that we see the equity improvements we are working towards.

In terms of curriculum, the English department recently added the following classes: ENGL 236 (Chicano/a Literature) and ENGL 238 (Black Literature). We first offered ENGL 236 in the Fall 2019 semester, and we will be offering ENGL 238 for the first time in Spring 2021. These two classes were recently approved to meet the college's new Cultural Diversity Requirement, and to be a part of the college's new Ethnic Studies degree program.

In our composition sequence, we have been modifying our classes so that they more consciously relate to students' personal and professional lives. We modified the Course Outline of Record (COR) for ENGL 120 by adding a thread of "Career Connection" to all content areas. We intend to make similar changes to the ENGL 124 and ENGL 020 CORs. We hope these changes will make our composition classes more relevant to students' lives, an important tenant in equity-minded teaching.

In terms of professional development, the English department is refining its approach to equity-minded and anti-racist teaching. Two faculty members (Karen Marrujo and Lauren Halsted) are currently participating in the college's Equity-Minded Teaching and Learning Institute (EMTLI). Also, our department's internal equity PD is entering a new phase. While we have been meeting and implementing equity-minded teaching practices since the Spring of 2018, the efforts have waned a bit since we no longer have the financial support of the BSSOT grant, which we were using to pay faculty members to participate in our Community of Practice (COP). However, the department recently wrote an "Anti-Racist Teaching and Learning Statement," and through that process, the department was energized to begin a new COP centering on anti-racist teaching. Eleven faculty members (part-time and full-time) in the department volunteered to be part of the initial group, which support faculty as we learn about and adopt anti-racist teaching practices.

---

Page 2: II. Assessment and Student Achievement

**Q6**

II.A.1 Is your program following the assessment plan on file with the SLO Coordinator (or Outcome Assessment Committee)?

**Yes, the assessment plan is on file and the program is following the plan**

**Q7**

OPTIONAL: You may upload a copy of your SLO assessment plan for SLOAC here. If you have an Excel sheet, please convert to one of the supported files listed below before submission.

**Respondent skipped this question**

Page 3: II. Assessment and Student Achievement

**Q8**

Respondent skipped this question

You indicated either 1) the department assessment plan is on file, but work is needed to update the plan, or 2) the department has no assessment plan on file and/or the program is not currently following assessment plan II.A.1a. Please describe how your program is adjusting (or developing) its assessment plan to ensure all courses are assessed within the assessment 4-cycle:

---

Page 4: II. Assessment and Student Achievement

**Q9**

II.A.2 Please provide an analysis of your Student Learning Outcomes (SLOs) findings over the past year and what changes, if any, were made as a result. This may include, for example, changes to departmental practices, program improvements, and/or professional development opportunities over the past year. \*If the department did not complete assessments during the COVID-19 public health crisis, please note that here and provide additional context.

In recent years, we have been assessing the SLOs for ENGL 120 with a common final exam that is scored collectively by English faculty members. Before the Spring 2020 semester, the English department was planning to make a change in how we score the common final exam, and try to use the process as more of a professional development activity that includes deep, rich discussions about the results we are seeing, what those results reflect about student learning, and how we can further improve student success.

However, given the challenges with the Spring 2020 semester, and upon the general advice of the SLO Coordinator, we suspended all SLO assessment that semester. Faculty were invited to continue using the common final exam prompt in their ENGL 120 sections, but we did not do the common final groupgrading session, and no other SLO assessment results for other English courses classes were submitted in Spring 2020.

In a faculty meeting this Fall 2020, we reviewed our SLO assessment results in TracDat to ensure that we are on track with our overall assessment plan. In a consultation with Tania Jabour, SLO Coordinator, we identified the need to assess ENGL 124 sections and the literature classes (ENGL 122, 202, and 231) this Fall 2020 semester, which English faculty are now completing. Lauren Halsted piloted an innovative student self-assessment in her ENGL 122 class in Fall 2020, which asks students to explain the extent to which they feel they have achieved the learning outcomes for the course. The English department will explore the possibility of expanding that pilot to other sections in future semesters, and we will discuss the possibility of making the prompt more robust, perhaps by asking students to provide evidence from and analysis of their own course work to support their self-assessment of learning outcomes. This is a promising way to integrate more student voice and metacognitive reflection into the SLO assessment process.

The English department will also be leveraging our new equity and anti-racist COP to evaluate our learning outcomes and assessments through an equity lens. As is noted above, we already have plans to change how we score the ENGL 120 common final exam. Additionally, depending in the inquiry work and recommendations from the faculty participating in our new anti-racist community of practice, we may revise the ENGL 120 assessment itself, develop a common assessment for ENGL 124, expand the use of student-self assessments, pilot the use of student portfolios for SLO assessment, and/or develop new protocols for looking at student work together.

---

Page 5: II. Assessment and Student Achievement

## Q10

II.B.1. What progress has been made in your program to address the institutional goals set around student success and equity? (2019 Equity Plan) If qualitative or quantitative data is available, please summarize any findings.

In terms of the department's data, there are some bright spots along with some troubling findings.

In terms of course retention, English classes maintain high retention rates across all demographic groups. Department wide, all ethnic groups are retained at a rate between 84 and 89%, with White and African-American/Black students being retained at a rate of 86% and Latinx students being retained at a rate of 87%. English 120/020 and English 120 have a retention rate of 87%, which English 124 has a slightly lower rate at 79%.

In terms of course success rates, the Fall 2019 semester saw a decrease from the previous years, falling from a pretty steady rate of 73% to 69%. Our biggest equity gaps are at the course success level. While our Black students are retained at high numbers, their course success rates are well below other groups at 55%, compared to the department average of 69%. Our Latinx students also succeed at rates below the department average, at 66% overall course success. Our Middle Eastern students, however, have been succeeding at high rates, with a 75% overall course success rate.

We also looked at individual course success rates, disaggregated by ethnicity. While English 020, 120 and 124 have similar overall course success rates, at 70%, 68%, and 70% respectively, there are significant equity gaps at the English 020 and 120 course levels. As mentioned in the previous paragraph, Black and Latinx students have lower course success rates than White students, and when those data are disaggregated by course level, the gaps widen. In English 020, our open-access class and the lowest level of our composition sequence, Black students succeeded at 52%, which Latinx students succeeded at 63% and White students at 79% in Fall 2019. These gaps are terribly concerning for the English department. In English 120, Black students succeeded at 55% and Latinx students at 65%, while White students succeeded at 71% in Fall 2019. The equity gaps in English seem to be most profound at our lowest levels of composition.

However, these extreme gaps do not exist in our higher-level courses. In English 124, our advanced composition class, Black students succeeded at a rate of 64% and Latinx students at 69%, while White students succeeded at a rate of 71%. Also, we do not see extreme equity gaps in our literature courses. In English 122, Introduction to Literature, Black students succeeded at a rate of 100%, White students at a rate of 90%, and Latinx students at 75%. Thus, the data show that English sees the most extreme equity gaps in our lowest-level classes.

The English department has discussed this phenomenon, and we are beginning to discuss how our expectations of academic writing are grounded in a White standard of discourse, which may be driving the equity gaps at our lowest level. This topic will be part of our anti-racist COP, discussed later in this report.

---

**Q11**

II.B.2 In light of the goals set in your program review, what are your plans to improve equitable student outcomes (success, retention, persistence, graduation, etc.) in the coming year?

The English department is committed to achieving equitable student outcomes across our courses. In Spring 2020, in response to the nationwide protests for racial justice, and support of the District's and the College's commitment to racial equity, the English department collectively developed a statement that includes specific commitments that the department has set forth to promote anti-racist teaching and learning. One of those commitments is to develop an anti-racist COP to facilitate the work of reviewing our curriculum, assessments, teaching strategies, approaches, values, and practices--particularly in our composition classes, which have the highest equity gaps. The anti-racist COP is still in development, but it will likely include a general group of English faculty who additionally participate in smaller, course-specific work groups that are in charge of development and implementation.

The first meeting of the English department anti-racist COP in December 2020 included looking at our department-wide equity data and articulating a foremost commitment to closing equity gaps for our Black students. To achieve this, the larger group will be looking at department- and course-wide interventions, like revisions to the course outlines of record and learning outcomes, as well as delving into theoretical frameworks and inquiry lenses from experts (we are currently looking at Abolitionist Teaching) to interrogate department-wide values and norms. Meanwhile, the smaller, course-level work groups will be working on section-level interventions, such as aligning instructional approaches, developing assignments, piloting new assessments, and sharing resources.

Interestingly (and as is noted above), participants in this first meeting noted that the equity gaps for our composition classes are significantly higher than in our literature classes. In other words, across the board, our literature classes have far more equitable course success rates. With this insight, the community of practice will focus on what it is about our composition instruction (including curriculum, assessments, and approaches) that is generating such inequitable outcomes for our students of color.

The English department's anti-racist COP will meet throughout next semester and the coming academic year in order to close our equity gaps. As Dr. Bettina Love states in the conversation sponsored by the Schomburg Center for Research in Black Culture titled "Abolitionist Teaching and the Future of Our Schools:" good intentions don't necessarily make for good outcomes. This anti-racist COP is the English department's next step in moving from good intentions toward good--equitable--outcomes for our students of color.

---

Page 6: II. Assessment and Student Achievement

**Q12**

**Yes**

Do you offer distance education (online) courses? (excluding emergency remote teaching in 2020)?

---

Page 7: II. Assessment and Student Achievement

### Q13

II.C.1 If there were differences in success rates for distance education (online) versus in-person sections of program courses in your last comprehensive program review, what has the department done to address these disparities? If online and in-person sections had comparable success rates, please describe what the program did to achieve that.

In Fall 2019, English on-campus classes had an 89% course retention rate and a 73% course success rate. That same semester, online courses had an 81% course retention rate and a 62% course success rate.

In Spring 2020, on-campus classes had a 64% course retention rate and a 63% course success rate. That same semester, online courses had an 71% course retention rate and a 67% course success rate. That semester coincides with the onset of the COVID pandemic, the campus closure, and the shift of on-campus classes to an online modality. The disruption of the pandemic certainly impacted course retention and success numbers across the board that semester, and the negative effects of the pandemic on our student population is ongoing.

Pandemic aside, the overall trend is that the English department has been slowly improving our online course retention rates, and they are becoming more equitable with face-to-face classes course retention rates (which is high overall). The data show that course success rates for online classes continues to be less than course success rates for face-to-face classes, and the gap there has been flat and persistent over time.

With the pandemic and the shift to online instruction, seven English faculty members became newly certified in online instruction, with updated best practices in online education to promote course success. Bri Kuhn, the department's newest full-time faculty member, joined longtime adjunct English instructor Cynthia Luna to lead online teaching certification classes for the entire college, centered around the CVC-OEI Course Design rubric and the Peralta Equity Rubric. Those courses contained modules with information on the rubric criteria, best practices for aligning a course to those criteria, and activities to enable faculty in training to apply those practices to their own courses.

The English department chair continues to use the faculty evaluation process to identify instructors who would benefit from additional training in distance education. Additionally, the English department actively encourages faculty to continue improving their skills in online teaching and learning, through advertising continuing education opportunities, and through highlighting/showcasing high-impact practices of our strongest online instructors in department meetings (as well as in Teaching Dialogues forums across campus). The English department had planned to develop an online teaching workgroup in Spring 2020 to study why the department's distance education classes have lower course success rates, and present recommendations to close those gaps. However, the formation of this group was derailed by the pandemic, and now that work will be folded into the anti-racist COP.

The new anti-racist COP in English might have the best chance at finally improving course success rates in online courses. Now that all courses are online, English faculty are taking a deep dive into how best to promote equitable course success for all students. Specifically, the new course-level COP work groups have the potential to move the needle with online course success rates by allowing instructors to take a deep dive into each other's courses and align on curriculum and instructional and assessment practices. The format of the small COP work groups further enables the department's strongest online instructors to work closely with instructors who are new to online teaching, or who may be less effective in the remote learning environment. The English department, however, also recognizes that the ongoing effects of the pandemic will likely negatively impact course retention and success rates for our online classes in the academic year to come. Hence more effective and equitable online teaching practices might not yield immediate gains in online course retention and success rates, but should improve those metrics in the future.

**Q14**

II.C.2 What mechanisms are in place to ensure regular and effective contact? For resources, see Cuyamaca Guide to Best Practices in Online Teaching

The English department uses the faculty evaluation process to ensure instructor-initiated regular and effective contact within online courses across the department. However, since faculty evaluations do not occur each semester, this approach has limitations. We were going to have our online learning workgroup (slated to be formed in Spring 2020, but derailed by the pandemic) consider this issue. Since that workgroup did not come together, this will be an issue that the anti-racist COP will need to address.

---

Page 8: III. Previous Goals: Update

**Q15**

Goal 1:

Promote ties between the English Department and the larger community.

---

**Q16**

**In Progress - will carry this goal forward into next year**

Goal Status

---

Page 9: III. Previous Goals: Update continued

**Q17**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

---

**Q18**

**Respondent skipped this question**

Do you have another goal to update?

---

Page 10: III. Previous Goals: Update continued

**Q19**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

Typically, the English department hosts "Night at the Theater" events every semester. In Fall 2019, Lindy Brazil organized the event for a production of *Bad Hombres/Good Wives*, by Herbert Seguenza, at the Lyceum Theater at Horton Plaza. The Night at the Theater event was suspended for Spring 2020 due to the pandemic. Additionally, while Lindy Brazil also regularly leads field trips to cultural centers such as Chicano Park, Balboa Park, UCSD, and various museums as a part of her ENGL 120/ HUM 115 Learning Community, those college-sponsored field trips and cultural activities were canceled in Spring 2020.

The English department also hosts other cultural events, such as a 6-word story contest, and an Open Mic forum, open to the public and advertised around campus, to highlight creative and academic student work in English classes. In the Open Mic forum, students present excerpts of their own essays and coursework, and read their own poetry and short stories. The event was a tremendous success when we launched it in Spring 2019, and it garnered significant student attendance in Fall 2019 as well. The English department has discussed making this event a regular part of our program, and perhaps expanding it to other departments (like Art) and/or incorporating a publication aspect to it (like a journal of student work). With the campus closure and the pandemic, the Open Mic event has shifted to the Culture and Community Circles events sponsored by Student Affairs, hosted by English faculty members Karen Marrujo and Lauren Halsted. As long as the college remains closed, the English department will focus on using the Culture and Community Circles to make those community connections, highlight student work, and foster connections between English and the larger campus community. When the campus re-opens, we will resume with expanding on our Open Mic event on campus.

The department created a Work Experience course in Fall 2019 that it plans to develop and promote in the future. The English department anti-racist COP will additionally be looking at how to promote connections with the larger community in our course curriculum--both by bringing our students' lived experiences more meaningfully into the classroom, and by connecting our class and department projects and events to the community.

**Q20**

**Yes**

Do you have another goal to update?

Page 11: III. Previous Goals: Update continued

**Q21**

Goal 2:

Recruit, hire and retain diverse faculty members.

**Q22**

**In Progress - will carry this goal forward into next year**

Goal Status

Page 12: III. Previous Goals: Update continued

**Q23**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:



**Q24**

**Respondent skipped this question**

Do you have another goal to update?

---

Page 13: III. Previous Goals: Update continued

**Q25**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The English department would like to suspend work on this goal--with the exception of just retaining the diverse faculty we do have--for the coming academic year. The department is not submitting a request for more full time faculty, in light of budget concerns and the departments who have more pressing faculty needs. Additionally, with the reduced schedule, the department is working on retaining the part-time faculty we have. We have been intentional about (and using the 10% exception to POA for part-timers to facilitate) keeping the faculty diversity we do have. Hence the majority of this goal is on hold as the department focuses on anti-racist equity work, at least until the college is in a hiring state again.

---

**Q26**

**Yes**

Do you have another goal to update?

---

Page 14: III. Previous Goals: Update continued

**Q27**

Goal 3:

Close equity gaps and increase student success in English courses.

---

**Q28**

**In Progress-will carry this goal forward into next year**

Goal Status

---

Page 15: III. Previous Goals: Update continued

**Q29**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

---

**Q30**

**Respondent skipped this question**

Do you have another goal to update?

---

Page 16: III. Previous Goals: Update continued

**Q31**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

The English department made a significant step toward this goal by establishing the anti-racist COP in Spring 2020. The agenda of this COP in the coming semester and academic year is as follows:

Large COP Group Goals:

- Discuss (Teaching and Pedagogy):
  - Discuss anti-racist teaching pedagogies and strategies including assessment practices, examining student work, syllabus, messaging, student services, policies
  - Share challenges, successes, solutions
  - Spring 2021 colleague presentation ideas for promoting anti-racism
  - Mini-projects (Student Services cheat sheet; other ideas)
  - COP spaces to upload and share documents, ideas, etc. (Google Drive, Canvas Sandboxes)
- Listen (Learn from Others/Experts & Research):
  - Examine Data: department, course-level, individual, SLO, graduation/transfer
  - Experts (Love's Abolitionist Teaching, Muhammad's Cultivating Genius, Kendi's How to be an Anti-Racist)
  - Invite Student Services in to guest speak at larger group meetings
  - Survey students to collect input on their experiences
  - Watch Black Minds Matter videos (Week 1, Week 2, Week 3, Week 4, Week 5)
- Take Action:
  - Host and/or attend PD around anti-racist teaching and learning; share our work and data (Fall 2021-Spring 2022)
  - Logistics: meetings (Winter Break, weekly/bi-weekly in Spring, end-of-term debriefing)--early in the semester, meet every other week, then slowly taper down to 1/month

Course-Level Group Goals:

- Pre-course design: make data-informed design choices, learn from experts, review COR's
- Course Design: Implement strategies through anti-racism lens, work with group
- Logistics: group decides on frequency of meetings, share out to large group, peer review courses, end-of-term meeting.

The English department's goal of closing equity gaps and increasing student success additionally cannot be realized without the ability of students to access tutoring support in the college's Writing Center. Data from the office of institutional effectiveness show that in Fall 2017, students enrolled in English 120 and 020 (corequisite supported freshman composition) who went to tutoring in English more than once has a 91% course success rate, compared to a 65% course success rate for students who did not receive tutoring. The English department will continue to work closely with the Writing Center to better support students and promote student success. We would like to be able to embed tutors in all sections of corequisite-supported freshman composition, as well as sections of freshman composition with large numbers of students repeating the course.

**Q32**

**Yes**

Do you have another goal to update?

**Q33**

Goal 4:

Grow the English major

---

**Q34**

**In Progress-will carry this goal forward into next year**

Goal Status

---

Page 18: III. Previous Goals: Update continued

**Q35**

**Respondent skipped this question**

Please describe the results or explain the reason for deletion/completion of the goal:

---

Page 19: III. Previous Goals: Update continued

**Q36**

Action steps for the next year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new laptop computers).

This has been a longtime goal of the English department, and it has been neglected/static for a while. In the 2018-19 academic year, the department was busy with acceleration work, eliminating basic skills classes and learning how to meet student learning needs in transfer-level composition courses with co-requisite support. Then the department outlined sensible action steps to take toward this goal in Fall 2019, and achieved some limited measures like updating the department website and developing Black and Chicanx Literature courses.

Most recently, those literature courses were approved to be part of the new Ethnic Studies major, which promises to help enrollment in English literature courses and tangentially promote the major. However, most progress toward this goal stalled out (like most things) in Spring 2020 with the pandemic.

Therefore, it is most appropriate to roll over and refine the action steps from last year's program review, with a particular emphasis on 1) connecting the English department to campus events related to Guided Pathways and Student Validation and Engagement, and 2) more explicitly address the relevance of the English major to students' lives and career aspirations in our classes and in messaging to the community as a whole.

---

Page 20: IV. New Goals

**Q37**

**No**

Would you like to propose any new goal(s)?

---

Page 21: IV. New Goals continued

**Q38**

Respondent skipped this question

New Goal 1:

---

**Q39**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support? (Check only one)

---

**Q40**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

---

**Q41**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q42**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q43**

Respondent skipped this question

How will this goal be evaluated?

---

**Q44**

Respondent skipped this question

Do you have another new goal?

---

---

Page 22: IV. New Goals continued

**Q45**

Respondent skipped this question

New Goal 2:

---

**Q46**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

---

**Q47**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

---

**Q48**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q49**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q50**

Respondent skipped this question

How will this goal be evaluated?

---

**Q51**

Respondent skipped this question

Do you have another new goal?

---

Page 23: IV. New Goals continued

**Q52**

Respondent skipped this question

New Goal 3:

---

**Q53**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

---

**Q54**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

---

**Q55**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q56**

Respondent skipped this question

Action steps for this year: If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q57**

Respondent skipped this question

How will this goal be evaluated?

---

**Q58**

Respondent skipped this question

Do you have another new goal?

---

Page 24: IV. New Goals continued

**Q59**

Respondent skipped this question

New Goal 4:

---

**Q60**

Respondent skipped this question

Which College Strategic Goal does this department goal most directly support?

---

**Q61**

Respondent skipped this question

Please describe how this goal advances the college strategic goal identified above.

---

**Q62**

Respondent skipped this question

Please indicate how this goal was informed by SLO (student learning outcome) assessment results, PLO (program learning outcome) assessment results, student achievement data, or other qualitative or quantitative data (from any source):

---

**Q63**

**Respondent skipped this question**

Action steps for this year:If you are requesting resources in order to achieve this goal, please list them below as action steps and specify the type of request (e.g. submit technology request for new computer hardware).

---

**Q64**

**Respondent skipped this question**

How will this goal be evaluated?

---

---

Page 25: V. Resources Needed to Achieve Goal(s)

**Q65**

**My program is currently not requesting any resources at this time**

What resources is your program requesting this year to achieve the program's goal(s)?

---

---

Page 27: Final Check

**Q66**

**I am ready to submit my program review**

Are you ready to submit your program review?If you would like to go back and review a section, select a section a click "Next."

---