#18

COMPLETE

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First Name:	Tania
Last Name:	Jabour
Email:	tania.jabour@gcccd.edu
Custom Data:	English
IP Address:	70.181.240.9

Page 1: I. Program Overview and Update

Q1

1. Department(s) Reviewed:

English

Q2

2. Lead Author:

Tania Jabour

Q3

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

N/A

Q4

4. Dean/Manager(s):

Lauren Halsted

Q5

5. Initial Collaboration Date with Manager/Dean:

Enter the initial date you met **10/17/2023** with your dean to discuss your program review using this format: MM/DD/YYYY

Q6

6. Program Update (Required): Please summarize the changes, additions, and achievements that have occurred in your program since the last program review. You can access 2022 program reviews on the program review webpage.

The English department completed a comprehensive program review in fall 2022, which was a fantastic opportunity to reflect and revisit the department's goals, community of practice work, and approaches to teaching, learning, and assessment coming out of the pandemic. Over the last academic year, we have been working hard adopting new assessment practices and growing our program. At the end of the last academic year, we were informed that the English department would be receiving substantial additional funding for equity work in support of AB1705, as a part of the CCCO's statewide funding acceleration and equity initiatives. That funding has initiated some strategic planning on our part, in collaboration with the math and counseling departments, about how to achieve our goals of closing our equity gaps. Finally, a couple of newly hired part-time faculty members have brought innovative ideas and energy around what kinds of writing we assign and how we connect with students.

Page 2: II. Assessment and Student Achievement

Q7   Yes

7. Did your program complete and submit SLO assessment in the last year? If you are unsure, check the most recent updates on your program's SLO Assessment Updates.

Q8

7a. Which SLOs did you assess in the last year?If you did not assess in the last year, please share why, including whether your program is experiencing barriers to assessment or data submission, and/or if your program would benefit from outcomes and assessment support.

Over the last academic year, English assessed ENGL 122, ENGL 200, ENGL 217, ENGL 222, and ENGL 271. This fall, we will assess ENGL 120, ENGL 201, ENGL 236, and ENGL 238. Next spring, we will assess ENGL 124. We are current in all of our assessment requirements and we are following our updated assessment plan.

Q9

8. Please share any outcomes assessment projects your program has worked on in the last year, including SLOs on Canvas, PLOs by ACP, Equitable Assessment Strategies (innovative collective/common assessments, project-based, work-based learning, student-centered, etc.), or other.

I'm excited to report that English is currently working on a few innovative and equity-minded assessment projects:

1) Approximately half of our department completed the Equitable Grading Strategies course last spring and participated in the local community of practice. Those instructors are piloting brand new, equity-minded grading strategies this year and/or refining recent changes to assessment from the previous academic year. Equity-minded assessment approaches across the department include contract grading, labor-based grading, ungrading, and other frameworks designed to promote equity, student engagement, and student success. We had a faculty showcase of equitable grading strategies and materials as a part of our fall 23 COP meeting lineup; particularly because traditional approaches to assessment in English can be highly inequitable and problematic, that work looks very promising.

2) We are piloting an update to what used to be our ENGL 120 Common Final, now called our Collective Assessment. We worked hard to move away from an not-so-equity-minded prompt (timed writing, very rigid prompt), and toward a common rubric for a variety of prompts that might better enable us to assess our learning outcomes, gauge student learning strengths and challenges (with the lens of celebration!), applaud student growth and reflection, offer feedback to instructors, and discuss further professional development opportunities and department needs. I'm excited about that and I'm hopeful for what that meeting generates this December.

3) As part of our effort to innovate the prompts and and rubrics in our composition courses to better align with student goals and needs, we are beginning work on pushing beyond the standard academic essay (which we will still require, as we have to) toward more project- and media-based writing (to satisfy additional goals and objectives of the course). Our new adjunct faculty member Serena Collier offered a fantastic professional development workshop last spring about how she incorporates web-based projects for students to help bridge the tech/access/equity divide, and several of us are following in her footsteps to revise at least one of our course essays to be media, web, and/or project based.

4) The most pressing need that we're just starting to meet is around the proliferation of artificial intelligence, and how in just several months, that technology has fundamentally altered how students are approaching their assignments. I'm not pessimistic about this, but it does present some challenges that I would characterize as very significant. I'm motivated to tackle the challenge head-on and support the department in better, more proactive strategies for managing GPT and other large language model software. I would like to see us incorporating AI in our writing processes and instructional activities in the next academic year or two; perhaps most importantly, I think we need to start assessing process over product (since polished, original, course-specific, final essay drafts are available in literally seconds). That's more equity-minded anyway–it should never just be about what students can do in the end as much as how they're growing and developing skills along the way. We're just starting that work now (and I already feel like we're behind!), and I think where we take it might be fundamentally discipline-changing.

Q10

OPTIONAL: You may upload a copy of any assessment-related documents here. If you have an Excel sheet, please convert it to one of the supported files listed below before submission.

Respondent skipped this question

Page 3: II. Assessment and Student Achievement

Q11

9. Please discuss any equity gaps in access or success

Regarding access, the demographics of students to take courses in the English department are consistently on-par (give or take just a couple of percentage points) with the demographics of the college as a whole. This is likely because our composition courses are required for most majors/degrees and all transfer students.

Regarding course retention and success, the English department has long demonstrated equity gaps at all levels, with composition courses overall having less equitable outcomes than literature courses (though results vary by literature course as well). After so many years of stagnant equity data, however, it feels fantastic to share some bright spots from the equity data over the previous year. For the comprehensive program review last year I created a bunch of fancy bar graphs to visualize data. This year, for the annual update, I'll offer a summary in narrative form by student demographic, with focus on the most historically/currently adversely impacted student groups.

In fall 2022, for students who identify as Black or African-American, the department's overall course retention was 86% and course success was 61%. Those numbers represent significant gains over the previous two years: up 10-12 points in retention and 6-9 points in success from the previous two years. Overall, in fall 2022, success and retention for Black students (86/61) was finally starting to approach that of white students (87/68) and it nearly replicated our department average for all students (86/63). After years of HUGE equity gaps with this demographic, those big picture gains are worth celebrating. And even better: it does not appear to be a fluke, given our spring data.

In spring 2023, we held those gains with students who identify as Black or African-American; department-wide course retention was 85% and course success was 60% for that demographic. That is up 7-18 points from the last two years in retention, and 13-24 points in course success from the previous two years. That is HUGE! For spring 2022, success and retention for Black students (86/61) slightly beat retention and finally started to approach course success for white students (85/72), though there are clearly strides to be made in the area of course success. In the same semester, success and retention for Black students (86/61) again approached our department average for all students (84/64), clearly exceeding in retention by just a bit, and missing in success by about the same margin. The proximity, though, is so exciting, especially after so many years of really stubborn, disappointing equity gaps.

When we drill down to our two major composition classes, we see that the gains for students who identify as Black or African-American really took place there. In fall 2022, retention/success for students who identify as Black or African-American was 83/58 for ENGL 120 College Composition and 89/67 for ENGL 124 Advanced Composition. Again, those numbers approach or exceed that of our white students and the department average: 85/62 for ENGL 120 and 83/63 for ENGL 124. The data are also up markedly from the previous two years, though it's worth noting that the Ns are down, which is not positive.

In spring 2023 Black students' retention/success was 96/56 for ENGL 120 College Composition and XX for ENGL 124 Advanced Composition; the department average over that semester (82/58 for ENGL 120; 89/74 for ENGL 124 86/79). In the case of ENGL 124, retention for Black students shot up 23 points from the year prior and 35 points from two years prior, with similar Ns.

I highlighted those numbers for our students who identify as Black or African American because of the marked change in the last academic year over our previous data. I have always found it interesting that while principles of equity-minded teaching and learning are often discussed broadly, as a general set of values or approaches, the interventions/changes that make a difference for one demographic don't necessarily extend to others. For example, our course retention and success data for students who identify as Latinx did not change much across the department and/or in our composition courses over the last academic year. We show equity gaps department-wide for Latinx students in course retention and success overall, usually by an average of about 4-8 points down from the department average. I unfortunately did note a concerning dive in course success rates for Latinx students in ENGL 124 for spring 22: a nearly 10 points drop from the previous years' average (which already showed a gap). How does one student group go up so dramatically while the other goes down? The department needs to find a way to incorporate focus groups, student panels, and other means of feedback to put more voice and actual experience to the data.

To wrap up the data discussion: our department Ns for students who identify as Pacific Islander and Native American are too small for meaningful conclusions (except that we managed to lose all 4 students who identify as Pacific Islander in English in fall 22–that's not good!). The category of "mixed race" is too broad to be meaningful, but there aren't really equity gaps there. There we also don't show systemic equity gaps for students who identify as Middle Eastern–the gaps that are marked are quite small and the numbers are on par with the department average. In English, our students who identify as female tend to do better than male, but that doesn't always hold, and the numbers along gender lines are fairly equitable.

Q12

10. What action will the department or discipline take to address these equity gaps? If equity gaps have been reduced or eliminated, please share what the program did to achieve this. If equity gaps still exist, consider the specific steps your department will take to address equity gaps.

The department plans to continue the work of our Equity Community of Practice through the rest of this academic year with the support of our college grant (from President Robinson), and in the coming years with support from other sources of funding, such as the statewide AB1705 grant. Our "Big Bets" include scaling equitable assessment frameworks, improving faculty mindsets about student skills (and how they convey those mindsets to students), and continuing to innovate across our curricula, with structural adjustments to what we emphasize in composition, making more open access literature courses, etc.

I'm so proud that the English department finally reduced some of our equity gaps (for the first time in YEARS); at the department level, I suspect that the strides we have been making around our "Big Bets" are starting to create more equitable experiences for our students of color, as they are more structural interventions than individual ones. For instance, the fact that English has more instructors adopting equitable assessment frameworks could be making a big difference.
Additionally, I noted two factors that may be meaningful in interpreting our equity data for students who identify as Black or African American. First, the Ns were a bit lower across the board for the last academic year of data. So we're doing better, but with a smaller number of students, which isn't good news. There is an additional note of good news, though: those gains in course success and retention for students who identify as Black or African-American (over the previous couple of years of data) were reflected in a couple of other larger departments as well, which leads me to believe that those departments are either pursuing similar equity strategies, and/or there is something else going on campus-wide that is helping course retention and success for Black students. Perhaps having a vibrant student club (Young, Gifted and Black) or other programming from Student Affairs or Student Services is contributing to those gains? I wish the data came with explanations, but they don't. I can only speak to what English is doing, and I very much hope we're on the right track–finally–toward closing our equity gaps longer term.

Q13

11. How has this data impacted the goals set in your previous comprehensive program review?

The English department completed the comprehensive program review last year (22-23), and revised our department goals for that occasion. The new goals reflect the department's focus on equity, both on closing our equity gaps by creating equitable classroom and learning experiences for students, and on creating a more equitable department culture for our faculty. We have a third goal of growing our English major. Overall, our department goals are current and support the mission, vision, and strategic plan of the college. This year's program review data show us that while we still have work to do, we are on a solid path toward those goals. Aligning our curriculum, professional development, faculty evaluations, department processes, and assessments with our departmental goals (as well as with the larger goals of the college) have helped us make important gains.

Q14

12. Please describe the most significant or impactful ways your program worked across the college to advance the college's vision of equity, excellence and social justice through education over the past year.

There are a couple of ways to approach a response to this question. The first is from the department perspective and the ways in which we work across the college as a group. Some examples of this include partnering with the math department on equity COP funding plans and occasional professional development workshops; we met several times over the last academic year around AB1705 funding and how to best integrate campus-wide services into our funding model, including Counseling/Cuyamaca Cares and IESE, in support of our equity goals. Another example is how we share curriculum with Ethnic Studies and will actually be pursuing de-cross-listing our classes, at their request and when they're ready, to support equity and social justice by helping that department to grow independently. Our projects and course themes are often social-justice oriented, and we often integrate campus-wide events by advertising them in our classes, offering students extra credit for attendance, etc. We have an ongoing annual collaboration with Performing Arts and we'd like to seek out further collaborations with art, humanities, and other departments, in the form of shared student events or learning communities, to enrich student experiences around those social justice themes.

The other perspective from which to address this question is to look at our individual English faculty members, and their impressive record across campus by leading initiatives, projects, and interventions that promote equity, excellence, and social justice. We have several part-time faculty members who lead POCR (Peer Online Course Reviews), are online teaching mentors, serve on the online teaching and learning committee, and who are recognized campus-wide (and across the state) for their leadership in equitable online instruction. We have an English faculty member who is our (amazing) DE Coordinator and who is leading campus-wide equity efforts in truly innovative and meaningful ways in that capacity. We have another English faculty member who is wrapping up service as our first ever EEO coordinator, and is currently a Teaching and Learning Co-Coordinator, the Vice President of Academic Senate, and the incoming President of Academic Senate. The equity efforts she has made across the college (and in district settings) extend through all of those roles in multiple ways. One project of hers that is often overlooked is her work expanding the creative writing community across campus, providing a publication for student work, facilitating a creative writing student group, leading open mics, and partnering with Young, Gifted, and Black for events. The creative community she has fostered across campus has been a haven for students who are queer/questioning, who struggle with mental health, who identify as BIPOC, and who want to connect over topics related to resistance and social justice. It's been lovely to watch that student community emerge. A third full-time faculty member in English leads Tutoring, and the data from that program show that they are a valuable equity resource for students. I, of course, do Outcomes Assessment coordination and have taken on faculty leadership for Academic Integrity initiatives. The department is a sum of its parts, and the parts that determine what role we play across campus really come down to our faculty projects. I'm so proud of how our faculty take leadership roles across the college that are decidedly collaborative, equity-minded, and deeply meaningful to students and colleagues alike.

Q15

13. What challenges is your program still experiencing due to the disruption of operations caused by the pandemic and the need to offer services in various modalities?

One challenge is that we dramatically increased our online course offerings (including short-term online courses) during the pandemic. At first, the English department was indeed slow/reluctant to come back in-person. But now, particularly with the challenges that GPT and other AI software pose, English faculty WANT to bring back more in-person classes, but those sections are still slower to fill than our online offerings. That's been especially challenging for our literature classes, which are fantastic to teach in-person, but we've just had two semesters in a row where our only on-campus literature classes were cut (but the online sections enroll just fine). It's hard balancing what students want (online) with what we suspect might be better for their learning experiences (more in-person). I think we should explore more hybrid courses in earnest. Hyflex is of course an option, but English faculty aren't too keen on that modality at this time.

And while I know the question doesn't intend to ask about this, another challenge we're experiencing is how many students are coming out of the pandemic with very significant mental health needs. It's very, very apparent across our classes that our students are struggling with severe anxiety and depression, in addition to other issues like addiction and behavioral challenges. We are seeing an increasing number of students who are not accustomed to, are not expecting, and are not amenable to the "basics" of academic work: completing assignments, responding to feedback, meeting deadlines, and engaging with rigor and challenge.

This intersection of changes since the pandemic has made faculty work exhausting. My faculty across the board are feeling burnt out, overworked, depleted (many report a significant loss of resilience since the pandemic), and poorly equipped to face the array of challenges they're seeing in our classes. Faculty report that fulfilling course learning objectives and outcomes, striving to close equity gaps and ensure equitable student experiences and outcomes, AND meeting significant student mental health and "academic basics" needs are collectively amounting to too much to manage: we honestly need smaller class sizes, integrated wrap-around support from various student services, and more pay for part-time faculty. I don't mean to sound extremist, but I feel like we're going to reach a crisis point as a college if we don't try some significant, structural changes to how we try to educate our students. I don't think things are going to get easier or better for anyone on their own.

Q16

OPTIONAL: Please upload any documentation you would like to include as part of your responses to this section of the program review.

Respondent skipped this question

Page 4: II. Assessment and Student Achievement continued

Q17

11. Does your department offer classes that are approved distance education courses?

Yes

Page 5: DE Course Success Rates

Q18

12. 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 2022, our course retention/success for on-campus courses was 97/64. That same semester, our course retention/success for online courses was 85/62. Our two hybrid sections clocked in at 84/67. Hence in fall, while course retention was markedly higher for on-campus classes, course success rates were generally in the same range, with hybrid most successful (with small Ns), on-campus in the middle, and online the least successful.

In spring 2023, our course retention/success for on-campus courses was 87/69. That same semester, our course retention/success for online courses was 83/63. We taught no hybrid classes. It appears that gaps by modality are slightly exacerbated in the spring, with a bit wider distance in course retention/success between on-campus vs online courses.

The equity gaps for online courses are exacerbated for students of color across the board, with lower retention and success both semesters for students in online classes who identify as Black/African-American and Latinx.

Compared to previous years, course retention rates for online courses took a bit of a jump in fall 2022, which is excellent. All other rates have remained fairly stable. While the English department has some outstanding online instructors, I think we need to be mindful that students tend to do better with on-campus classes (even if they don't want on-campus classes). I think English should drill down to see which length of online classes works best for students in terms of course retention/success (not just demand). I suspect it's the 12-week format. We can do more to tailor to and balance student modality requests with formats in which students tend to be more successful, and further exploring the potential of hybrid formats to meet those needs could be a promising avenue.

Page 6: III. Previous Goals: Update

Q19

Previous Goal 1:

Close equity gaps and increase student success in English courses.

Q20   **In Progress - will carry this goal forward into next year**

Previous Goal 1:

Page 7: III. Previous Goals: Update continued

Q21   **Respondent skipped this question**

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

Q22   **Respondent skipped this question**

Do you have another goal to update?

Page 8: III. Previous Goals: Update continued

Q23

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

Respondent skipped this question

Q24

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).

I discussed a lot of this previously, but our primary means of meeting this goal is through our English Equity COP, which has been
ongoing for several years, and which we have plans to continue for a few more (at least and funding dependent). Here are the action
steps we have completed and the ones we are still working toward:

1) Monthly department meetings with presentations on topics regarding project-based learning, divesting from eurocentrism/white
supremacy in composition, faculty mindsets, equitable assessment strategies (including creating a common final for composition
classes, and collectively revising course outlines of record and assignment prompts.
Update: we completed this AND it's still in progress. Last spring we focused on equitable assessment, and this fall we had guest
speakers present an Equitable Assessment Faculty Showcase; a workshop on Equity, Integrity and Artificial Intelligence; a World
Languages faculty panel discussion on Immigrant Experiences and Perspectives for English; and an in-house Collective Assessment
Prep and Project Planning meeting.

2) Independent faculty projects around Equitable Grading Strategies (the course and the College CoP with links to our department),
faculty mindsets (jumping off from the CTC project and data), and potentially more course review work.
Update: over half of the department completed independent projects in Equitable Grading Strategies last spring, with a showcase of
their projects and ongoing work this fall. We are planning more independent projects for spring 24.

3) Data reviews along the way! As I discussed when I covered our use of data, we'll be assessing our progress on the project.
Update: That is forthcoming and still in progress, as I would like to present this most recent program review data to the department.
That will likely happen over the course of the next semester.

For more details on our Equity CoP work, please see this English Department Anti-Racist Community of Practice Funding Proposal
(link).

Q25

What resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are
included below. All resource requests are due on the
program review deadline.

Respondent skipped this question

Q26

Do you have another goal to update?

Yes

Page 9: III. Previous Goals: Update continued

Q27

1. Previous Goal 2:

Grow the English major

Q28

3. Goal Status

In Progress-will carry this goal forward into next year

Page 10: III. Previous Goals: Update continued

Q29

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

Respondent skipped this question

Q30

Do you have another goal to update?

Respondent skipped this question

Page 11: III. Previous Goals: Update (If Applicable) continued

Q31

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

Increase completion and eliminate equity gaps (graduating with a degree/certificate, or transferring)

Q32

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).

1) Get involved in the Faculty Group at the state level that determines changes for the English transfer template. The next revision isn't until 2026, but there might be opportunities to influence the major classes before then, especially if/when the UC and CSU requirements merge.
In-Progress: this opportunity won't be available until at least 2024 (or 2025), which is when I'll apply to serve at the state level in that capacity.

2) Rebrand the English degree locally to help students see themselves in the major. Highlight career-ready skills, multi-ethnic literature classes, creative projects, and local work experience opportunities.
In-Progress: Our multi-ethnic literature classes are doing really well. As I discussed above, we're also slowly moving away from traditional academic writing assignments and towards more project-based, multimodal, and tech-based writing, which are better aligned with the goal above. In terms of "rebranding," we haven't really started that part yet.

3) Revise English department webpage and offer more student-facing resources, like an easy-to-read English schedule of classes (updated each semester), info on course rotations, program maps, and multimodal resources that demonstrate the applicability of the major. Revising the page and creating multi-modal advertisement resources will be important steps in the rebranding too!
In-Progress: I have supported updates to our ACP page through our ACP faculty liaison, but I haven't revised the English web page yet. I think I need to get trained to have access to edit myself, since that is a major barrier to this goal. I also suggested that our Dean's office have regular, monthly drop-in hours for chairs to sit with someone IT-related to update web pages, and she liked that idea, so I'm hoping that happens as a resource for all chairs who aren't able to do updates themselves.

4) Equitize course policies, content, and objectives in composition and literature courses so that we are drawing students in rather than pushing them away. We have a captive audience of hundreds of students each semester who are forced to take ENGL 120. Their experiences in that class don't make them want to be English majors, and we need to work on that! This is ongoing work connected to the English Equity CoP.
In-Progress: We might be making small strides here as more faculty adopt equitable assessment frameworks, are more flexible with deadlines, are rethinking their curriculum and instructional approaches, and are generally trying to get out of the weeds with writing instruction to better tap into student strengths, cultural assets, and interests.

5) Increase ties with the larger community through author talks, exhibitions of student work, storytelling contests, and more. This was formerly its own program review goal that is now an action step under this goal.
In-Progress: We are currently planning our spring 24 author talk through the performing arts series; we have a new creative writing class running for the first time this spring (Short Fiction Writing I), and while The Cuyamaca Creative is on temporary hiatus right now, the student group Young, Gifted, and Black has been spearheading open mic spaces for students, which has been amazing.

Q33

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q34

Do you have another goal to update?

Yes

Page 12: III. Previous Goals: Update continued

Q35

1. Previous Goal 3:

Create an equitable department culture

Q36   **In Progress-will carry this goal forward into next year**

3. Goal Status

Page 13: III. Previous Goals: Update continued

Q37   **Respondent skipped this question**

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

Q38   **Respondent skipped this question**

Do you have another goal to update?

Page 14: III. Previous Goals: Update continued

Q39   **Increase hiring and retention of diverse employees to
reflect the students and communities we serve**

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

Q40

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).

Action Steps listed in last year's comprehensive program review for this goal, with updates below each step:

1) Support, incorporate, and facilitate the work of the Interim Part-Time Faculty Liaison (currently Kelly Allen, pending Cynthia Luna's return).
Completed and Ongoing: Kelly Allen still serves as our Part-Time Faculty Liaison, and she meets with PT faculty regularly and liaises with the chair (me) and the department as a whole in that capacity. That role has been a really powerful opportunity for PT faculty to ask questions, express concerns, and request changes anonymously/collectively.

2) Adopt transparency in all aspects of department processes, from scheduling, to course reassignments, to leadership opportunities, to meeting notes, etc.
Completed and Ongoing: PT faculty just collectively, independently designed a new scheduling process, which we piloted for the spring 24 schedule, and it was fantastic. We worked with PT faculty on curriculum revisions this fall and with prioritizing leadership opportunities. We share meeting notes with the whole department regularly.

3) Explore eradicating longstanding full-time faculty meetings (which are currently not open to part-time faculty attendance).
In-Progress: We still have FT faculty meetings. Pressure from PT faculty to eradicate these meetings or open them up to all faculty subsided after we started sharing meeting notes and updates, and with the liaison position. I don't see the need for FT-only monthly meetings, but our FT faculty are very much in favor of maintaining them.

4) Seek feedback from all faculty regularly via Liaison and via regular, anonymous, open-ended surveys. Share feedback (to the extent allowed while maintaining confidentially), identify action steps based on feedback, and complete those steps.
Completed and Ongoing: see note above about Kelly Allen's work–she facilitates this, and she spearheaded the new scheduling processes for PT faculty.

5) Work toward inclusive, flexible, and open projects, programming, and meeting structures that allow input and information flow from all directions.
In-Progress: we did more meeting surveys over the last academic year, and our COP programming has been less top-down. Our project structure is also more open-ended. So we've made strides here, but there's still more work to do.

6) Hustle for continued funding for professional development activities that support our acceleration and equity work. If/when funding is not available, don't expect part-time faculty labor or time.
Completed and Ongoing: A sizable AB1705 grant fell in our laps, so to speak, so we have COP funding for the next couple of academic years. English will also be re-applying with the math department for more local funding for our ongoing equity projects.

7) Engage in deliberate reflection and humanization to create a culture that is not engrained standards of in white professionalism, and instead is truly welcoming.
In-Progress: I feel like this is a hard one, because SO MUCH of our local department culture is built on the standards of white professionalism. Particularly a white, upper-middle class, female approach. It's really a liability. Our forthcoming Collective Assessment Meeting is a perfect example of how we're making tiny steps here: we're still grading off of a pretty standard rubric, but we're making small spaces for celebrations of student writing, and reflection and humanization of our work and the work of our students.

Q41

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q42

Do you have another goal to update?

No

Page 15: III. Previous Goals: Update continued

Q43

1. Previous Goal 4:

Respondent skipped this question

Q44

3. Goal Status

Respondent skipped this question

Page 16: III. Previous Goals: Update continued

Q45

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

Respondent skipped this question

Page 17: III. Previous Goals: Update continued

Q46

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

Respondent skipped this question

Q47

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).

Respondent skipped this question

Q48

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 18: IV. New Goals

Q49

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

No

Page 19: IV. New Goals continued

Q50

1. New Goal 1:

Respondent skipped this question

Q51

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

Respondent skipped this question

Q52

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

Respondent skipped this question

Q53

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

Respondent skipped this question

Q54

5. 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).

Respondent skipped this question

Q55

6. How will this goal be evaluated?

Respondent skipped this question

Q56

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q57

Do you have another New Goal?

Respondent skipped this question

Page 20: IV. New Goals continued

Q58

1. New Goal 2:

Respondent skipped this question

Q59

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

Respondent skipped this question

Q60

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q61

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

Respondent skipped this question

Q62

5. 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).

Respondent skipped this question

Q63

6. How will this goal be evaluated?

Respondent skipped this question

Q64

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Q65

Do you have another New Goal?

Respondent skipped this question

Page 21: IV. New Goals continued

Q66   **Respondent skipped this question**

1. New Goal 3:

Q67   **Respondent skipped this question**

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

Q68   **Respondent skipped this question**

3. Please describe how this goal advances the college
strategic goal(s) identified above.

Q69   **Respondent skipped this question**

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

Q70   **Respondent skipped this question**

5. 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).

Q71   **Respondent skipped this question**

6. How will this goal be evaluated?

Q72   **Respondent skipped this question**

WWhat resources, if any, are needed to achieve this goal?
Please select all that apply. Links to request forms are
included below. All resource requests are due on the
program review deadline.

Q73   **Respondent skipped this question**

Do you have another New Goal?

Page 22: IV. New Goals continued

Q74

1. New Goal 4:

Respondent skipped this question

Q75

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

Respondent skipped this question

Q76

3. Please describe how this goal advances the college strategic goal(s) identified above.

Respondent skipped this question

Q77

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

Respondent skipped this question

Q78

5. 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).

Respondent skipped this question

Q79

6. How will this goal be evaluated?

Respondent skipped this question

Q80

What resources, if any, are needed to achieve this goal? Please select all that apply. Links to request forms are included below. All resource requests are due on the program review deadline.

Respondent skipped this question

Page 24: Final Check

Q81

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."

I am ready to submit my program review