

PROGRAM REVIEW Fall 2022

Program: English

Division: Arts and Humanities

Date: 11/1/2022

Writer(s): Karin Spirn, Katie Eagan, Richard Dry, Jim Ott, Stella Del Rosario, Claire Graham, Megan Garcia, Martin Nash

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Audience: Deans, Vice Presidents of Student Services and Academic Services, All Planning and Allocation Committees. This document will be available to the public.

Uses: This Program Review will be used to inform the campus and community about your program. It will also be used in creating Division Summaries, determining College Planning Priorities, and allocating resources. The final use is to document fulfillment of accreditation requirements.

Please note: Program Review is NOT in itself a vehicle for making requests. All requests should be made through appropriate processes (e.g., Instructional Equipment Request Process) or directed to your Dean or supervisor.

Time Frame: This Program Review should reflect on program status during the 2022-23 academic year. It should describe plans starting now and continuing through 2023-24.

Sections: There are two sections to this document. Sections and questions identify the name of the committee or office that will use the information and where you can get additional help.

- The first section focuses on general program reflection and planning.
- The second section focuses on data analysis, including SLOs/SAOs/PSLOs
- The final section is a review of your pathway maps and curriculum, to be filled out only by programs with curriculum offerings.

Topics: The Program Review Glossary defines key terms. Writers should review this glossary before writing: <https://bit.ly/2LqPxOW>

For Help: Contact Nadiyah Taylor: ntaylor@laspositacollege.edu.

A list of contacts for help with specific sections is provided on the Program Review website under the “tools for writers” tab. [<https://bit.ly/3fY7Ead>]

Instructions:

- 1) Please respond to each question with enough detail to present your information, but it doesn't have to be very long.
- 2) If the requested information does not apply to your program, write “Not Applicable.”
- 3) Optional/suggested: Communicate with your dean while completing this document.
- 4) Send an electronic copy of this form to Nadiyah Taylor and your dean **by November 1, 2022**

Helpful Links:

[Program Review Home Page](#)

[Fall 2021 Program Reviews](#)

[Frequently Asked Questions](#)

Throughout this document you'll see that equity is a guiding principle.

Here is the LPC definition:

Las Positas College will achieve equity by changing the impacts of structural racism, ableism, homophobia, and systematic poverty on student success and access to higher education, achieved through continuous evaluation and improvement of all services. We believe in a high-quality education focused on learning and an inclusive, culturally-relevant environment that meets the diverse needs of all our students.

LPC Equity Definition: Equity is parity in student educational outcomes. It places student success and belonging for students of color and disproportionately impacted students at the center of focus.

Section One: Your Program In 21-22 – Please check N/A where relevant

A. Accomplishments: Identify accomplishments from the 21-22 AY.

Some areas you may want to note in your explanation are:

- Did your accomplishments support your program's plans identified in 21-22 PR
- Did they relate to guided pathways, and/or
- Did they support areas in the equity definition above

_____ N/A

Accomplishments
1. Literary Festival: The 2022 LPC Literary Arts Festival, held May 7th, 2022, in the Mertes Center, was a free, all-day event on the LPC campus for the Livermore community and LPC students. The festival featured keynote speaker Tamim Ansary and included a number of other award-winning authors as well as workshops on graphic novel writing, inclusive characterization, and poetry slam writing. Talks and events included Race and the Graphic Novel, Poetry of War, Pop History of Asian America, the annual LPC Poetry Slam, book tables for featured as well as local authors and booksellers, children's story time featuring local librarians, and the publication and awards ceremony for the 42nd annual edition of <i>Havik: The Las Positas College Journal of Arts & Literature</i>. The festival had 777 registrants, with approximately 457 attendees in festival events. As the English Department has agreed to make this an annual event, plans are underway for the 2023 Literary Arts Festival, and include keynote speaker Tommy Orange as well as other renowned authors. We are working to present a lineup that can match last year's in both relevance and diversity of perspectives.
2. Work and Planning session focusing on 1A/1EX: The Department held a day-long "Equity in Curriculum" Work and Planning Session, funded by SEA, in May 2022 to review and analyze student performance in English 1A and 1AEX, with a particular focus on DI students, and to envision a path to improved outcomes. Measures planned and in progress include using diagnostics to identify students who might need more resources, embedding resources for all students (behavioral health, financial aid, DSPS, and SEP creation with a counselor), building community, pursuing equitable grading systems, using more videos and "flipping" classroom instruction, and humanizing the classroom. We will also be modifying and creating new curriculum and instituting a community of practice. However, we are still seeking funding for a community of practice, necessary given the work involved and our desire to involve part-time faculty.
3. Living into the Statement and Linguistic Justice: Following up on our department's Linguistic Justice Statement, we have continued to dedicate twenty minutes of each

department meeting to linguistic justice and equity in order to “live into the statement.” Michelle and Kisha serve as trainers for Puente and have presented statewide on how to incorporate linguistic justice practices into teaching.

4. Mission-Ready Veterans Learning Community: In support of the LPC Veterans First: Mission Ready learning community, the English Department introduced an updated English 1A course in Fall 2022 designed for military veterans that aligns with a CMST 1 course offered by the Communications Studies Department. The departments coordinated the two courses such that research for an assignment in one class (such as for a speech) can be used in the other (such as for an essay). Along with sharing certain assignments, the classes meet on the same days, one immediately following the other and next door to each other, to encourage student veterans to take both classes as a cohort to foster greater success rates.

5. English instruction was offered at a Federal Corrections Institution. Beginning in Spring 2021, when the Arts and Humanities Division was broadly offered the opportunity to support a college-in-prison initiative, the English Department has engaged in dialogue and planning for how to support the fulfillment of core English requirements for the program. In Spring 2022, the first English course was offered within FCI Dublin. During that semester, the English department participated in a presentation of the program’s work at an MLEA meeting, which lead to a campus-wide effort to present the basics of the program to all of the instructional divisions. The English department’s involvement in and support of the program has continued through Fall 2023, and faculty have worked to train and mentor faculty new to the FCI Dublin program while broadly advocating for more equity and better support for the students at FCI Dublin.

6. Working with MLEA: This past year, Richard Dry led the English faculty in working with Mike Sato, AB705 rep for English, and Katie Eagan, MLEA chair, to respond to the CCC system office efforts to maximize the potential for students to complete their transfer-level English coursework in one year. We kept abreast of statewide data; worked with our Institutional Researcher to review local data for our courses; and considered barriers for Black and Latinx students, disabled students, and ESL students participating in our courses. Working with our Dean of A & H and our Dean of Students, we responded to the CCC Systems office November memo by deciding to stop offering English 104 because our data did not show that students starting one level below had the same or better chance of completing their transfer-level English in one year as students who started in transfer-level English. This decision put us in a strong position to respond to the new law, AB1705, which disallows the enrollment of students in pre-transfer coursework in most cases, exceptions being for non-credit support courses taken simultaneously with a transfer-level course, educational assistance classes for learning disabled students, and perhaps courses for students without a degree from a U.S. high

school or an equivalency. We are studying our curriculum options to help our students, who are struggling with low success rates.
7. Creation of teaching materials: Michelle and Kisha continued work on their Next Level English/Linguistic Justice Curriculum and also served as official trainers for the Puente Program. Along with Karin, they are writing a textbook about Next Level English. Karin wrote <i>Logicland</i>, a narrative story that teaches about critical thinking alongside social justice. The department also created new diagnostics for English 1A and 1AEX.
8. The LPC English Department hosted an English/ESL alignment meeting where we learned about efforts like new poetry classes in the high schools as well as efforts to support students in missing social and classroom experiences due to Covid. The LPC English Department shared our work on Linguistic Justice with a presentation from Professors Gonzales and Quesada-Turner as well as discussed 104 updates, and we ended the session with a more in-depth discussion on teaching during and “post” Covid. It was a successful meeting that helped us all see the challenges we’ve been facing over the last several years as well as make plans for what we will discuss at the next meeting, like syllabi and more on Linguistic Justice.
9. Professional Development and Pedagogical Updates (Richard) The English Department held an all-day Work and Planning Session in May of ‘22 to address equity and success in our 1A and 1AEX classes. Accomplishments included communities of practice for both classes with shared assessments as well as plans to submit updated corequisite courses within a certificate, such as N215, N205, and a sentence-level course. An additional outcome is that 1AEX is under evaluation for this year to determine if it should continue in ‘23-’24.
10. Hypothesis: Katie Eagan worked with Dean Mattern to submit an instructional equipment request to RAC, which was approved and provides access to this digital and social annotation program for unlimited users. The subscription will end in spring 2023, so we have again submitted an instructional equipment request and negotiated the retention of our current price despite subscription price increases. Use in the English department continues to be strong, and Katie has provided orientations in the TLC and for Flex Days to recruit new faculty users and provide professional development to current users. She keeps faculty apprised of Hypothesis-sponsored “partner workshops” and webinars/practitioner panels and interviews. She has worked with Hypothesis and our LPC librarians to implement a new integration with JSTOR.
11. Coordination positions from our department (Richard) In addition to coordinating our department, English faculty continued in their roles as leaders within shared governance, coordinating the RAW Center, Smartshops, MLEA, Puente, the Literary Arts Festival, The Spring Read, and Umoja.
12. The RAW Center offered students reading and writing support for the past two summers online via Penji. Students were able to meet with a tutor virtually or drop off

their papers for review with a 24-48 hour turnaround time. Overall, summer RAW was successful and contributed to equity for summer students.

13. A monthly English Department Newsletter was started in Spring 2022. This newsletter provides information about meetings, professional development, events, and important dates. The newsletter also shares bios and fun facts about faculty and staff as well as web links to their published work or creative endeavors.

Started in Fall 2022, the Read Diverse Books Board highlights published books by various authors. Colorful posters contain authors' bios, book summaries, and images of them and their books. This curated work includes writers of color, disabilities, LGBTQ+, and Veterans.

The English Center (400) now has a section on one of the walls called "Read Diverse Books," honoring authors of varying cultures, religions, and nationalities as well as transgender, neurodivergent, and disabled writers. The works featured are fiction, non-fiction, poetry and short story collection, and young adult. Different books and authors are featured each month and often coordinate to celebrate cultural holidays and events, such as Asian American and Pacific Islander Heritage Month and Transgender Awareness Week.

14. Work to appreciate PT faculty (Richard)

Our part-time faculty suffered quite a bit during the pandemic as enrollment declined. We felt it particularly important to reach out to them with emails and surveys to see how we could support them. In response, we've created a newsletter with a focused section on PT faculty and revised our agendas. Also, as a small token of appreciation, we've instituted holiday gift cards through a commitment to increased sunshine funds from FT faculty.

15. During the pandemic, students on the staff of *Havik* (English 19) produced big, beautiful books filled with creative work from creatives at LPC, in the Tri-Valley, and beyond. Both books were recognized at Associated Collegiate Press Conventions as Best of Show, with the 2020 version, *Homeward*, earning Fourth Place Best of Show, and the 2021 version, *Inside Brilliance*, taking home the First Place Best of Show Trophy. In Spring 2022, the staff produced another edition, *We Are Here*, which we hope has a similar impact on readers. The awards are especially significant because *Havik* was judged against literary journals from two- and four-year colleges from the United States and Canada. Students who work on *Havik* can honestly say that they have been part of one of the best student-run literary arts magazines on the continent! The 2022 Havik Publication and Awards Ceremony was a centerpiece of the 2022 LPC Literary Arts Festival and featured live readings in person and on Zoom from authors and artists from LPC, the Tri-Valley, and around the world. We look forward to being part of the festival again in 2023.

16. Shifts to Our Schedule and Modalities

Over the pandemic, we've made huge shifts in the to support student needs by offering courses online, through hybrid, asynchronous, Zoom, and now Hyflex modalities. As we've returned to campus, we've worked on balancing students' desires to have both online and face-to-face options, while keeping our focus on retention and fill-rates.
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B. Challenges, Pain Points, and Needs:

What significant challenges or obstacles did your Program face during AY 21-22 especially related to accomplishing program goals/plans? You may want to consider areas in the equity definition on page 2.

_____ N/A

Challenges/Pain Points/Needs

1. Supporting students in transfer-level English who would have been in basic skills/boosting success in transfer-level classes: While we are excited that AB705 has meant that more students are reaching the transfer gate and getting through it, we are acutely aware of lowering success rates and of the lower success rates for all GPA bands in our 1AEX course, which is designed to provide more support. We are working to understand how to best serve students who elect to receive more support (or who pick the class due to their schedule, the modality, or what is still open). It may be that students who choose 1AEX have higher need, no matter their GPA. It is also challenging to serve high-need students in a class that still has a high cap, 25, considering the amount of support needed. Still, we worry that these students would fade away in a 1A class. We are working to devise in-class support options and companion course options that do not violate AB1705.

2. Professional development support for instructors to support students through AB1705 shifts: As mentioned earlier, we are in desperate need of a robust community of practice, where we share challenges and victories, pilot new approaches, host guest speakers, and read critical articles together. We did this, with pay, when we wanted to improve our teaching of critical reading, and it has had long-lasting effects on our program. Even with financial support to pay faculty, however, time is hard to find for this kind of professional development, particularly given the challenge of teaching our courses and our department's heavy involvement in shared governance. A sixteen week semester with a Flex week at the beginning and perhaps even a break in the middle, which SEA has

discussed, might provide faculty (and students!) with the bandwidth to push teaching and learning to the next level.
3. Professional development support for success in other modalities: A number of English teachers completed the HyFlex training, and we continue to be asked to learn to teach in new modalities. Training is not a “one and done” affair, however, and online classes need continual updating and adaptation to the challenges and potential of the modality. As is the case for the professional development needed to respond to AB1705, more Flex time and financial support for communities of practice is needed.
4. Enrollment and FTEF As it did the entire campus, the pandemic hit English hard. According to the institutional research page, total course enrollments in English dropped about 13% from Fall ‘20 to Fall ‘21 and 16% from SP ‘21 to SP ‘22. We anticipate enrollment to bounce back as the pandemic eases and we need to be prepared. We had a reduction of 3 FTEF for the ‘22-23 year and have been told there will be much deeper cuts this coming year. On the bright side, we added a summer creative writing course for the first time, and it filled right away.
5. Need more instructional assistants We hired two replacement instructional assistants over the summer. Because of AB705 and AB1705, we’ve had declining success in our 1A and 1AEX classes. We’re planning to pilot embedding IAs in our 1A courses, which have many more sections. To do so, we are going to request additional IA hours, to increase our 24 hour to 30 hours. If successful, we foresee the need to add at least one more full-time instructional assistant.
6. Need more FT faculty. Two FT faculty are retiring this year. We have been ranked 8th for a single replacement. As a department that sees basically every student, we have to be central in decision making. We are leaders or participants in nearly every major committee and project on campus because we must be a part of the decision making process for our students and for curriculum decisions. Because of this we have instructors with release time and on sabbatical, but that is not presently factored into the FTEF %s when considering hiring prioritization. Because of our outsized role in student pathways and shared governance, we need additional FT faculty.
7. Students need to be full time for financial aid. This becomes a barrier to promoting their success, especially in a post-AB705/AB1705 environment.

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C. Reflecting on your program’s experiences from 2020 - to 2022, what innovations or new processes did you integrate that you would like to continue?

_____ N/A

- Expansion of Next Level English and Linguistic Justice (LJ) curriculum/pedagogy
- Leaning into the Statement time to discuss equity and LJ at each dept. meeting
- Digital and social annotation tools (Hypothesis) for students
- Community building with and gratitude expressions for part-time faculty
- AB705/AB1705 representative to deal with Herculean effort to respond to this law

D. Explain one way that your program is connected to the College Mission and/or Educational Master Plan. Identify the specific elements.

- [College Mission](#)
- [Educational Master Plan](#) (see pages 72-76)

_____ N/A

While we connect to many of the goals and strategies of the Educational Master Plan, particularly those under Goal A, we'd like to emphasize our connection to Strategy E4: Nurture a campus-wide culture of rigorous attention to equity and anti-racist practices. Our department has made a commitment to equity and anti-racism through our departmental statement on linguistic justice, our use of this statement as a cornerstone of all of our planning and curriculum development, our regular discussion of equity and linguistic justice practices at our monthly department meetings, and our development of anti-racist and LJ teaching materials including those in Next Level English.

E. Planning: What are the most important plans, either new or continuing, for your Program?

_____ N/A

Plan	New	Continuing	Short term	Long term
1. Communities of practice to support student success and retention		x	x	
2. Possible co-requisite curriculum and changes to 1AEX	x			x
3. Changes to schedule due to changing pandemic conditions and state mandates/laws including AB1705	x		x	
4. Hire another FT faculty member to replace position lost through retirement	x		x	
5. Professional Development for online and hy-flex modalities and for AB1705 response.		x	x	

6. Access to digital and social annotation (Hypothesis)		x		x
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F. If you have outreached to students in your department, program, or classes, please share information about what you discovered and how you have used the feedback.

__x__ N/A

Describe student outreach used to gather feedback. For example, through surveys, conversations, etc.	
What did you learn?	
How will you use the feedback?	

G. Are there institutional barriers to the equity work that your program would like to engage in, and what suggestions do you have for minimizing or eliminating these barriers? (See page 2, for the equity definition)

_____ N/A

Barrier	Suggestions
Instructional assistant hiring—we have faced long delays in hiring. We need instructional assistant to pivot to supporting more English 1A sections due to severe drops in success rates post-AB705.	The district should speed up the hiring process. We also support our IAs and all our classified colleagues in fighting for the fair contract and wage increases that they deserve.
Students need to be FT to get financial aid. This is a state issue, but we will need college support to solve this problem. We are working to develop sidecar supports to our composition classes due to AB1705, but these courses won't count towards students' FT schedules.	The college can help us find creative solutions as to how to support students in maintaining their full load while also getting the support they need in their English classes. We also need to make emergency drops more accessible so students don't withdraw from classes prematurely due to fear of not passing.

While we have been diligently working to address the mandates of AB705 (which we support as a department), AB1705 will cause much more confusion and disruption for students.	Need for marketing budget to make informational videos on AB705/1705 and what they mean for students. In-reach to connect students to supports and send the message that they have a greater likelihood of completing their English with these laws, but they must persist. Need to institutionalize in-reach to students who have NGR'ed and dropped. Need for curricular options for students to keep their learning going after they drop. Need to reintroduce learning skills courses for DSPS students and redesign them according to current best practices. . Need to identify students coming to us without a U.S. high school diploma and place them in ESL courses, perhaps an ESL 1A, unless they challenge.
AB705 does not seem to have benefited students of color as much as we had hoped. White students were much less negatively affected by the grade drops experienced by English students compared to students of color, especially Black and Latinx students.	The college should increase funding for academic supports including RAW, Smartshops, Umoja and Puente. These programs are sorely needed in our current environment and failing to fund them will likely lead to continued lowering of success rates, which will fall disproportionately on Black and Brown students.

Section Two: Data Analysis – Quantitative and Qualitative

A. IR Data Review: Discuss any significant trends in the data provided by the Office of Institutional Research and Planning (or any other data you use for decision-making and planning).

(Note: Not all Programs have IR data available; if your program does not have a data packet or dashboard data, you may note that in the response box.)

- IR Data packets are available here (posted Fall 22): <https://bit.ly/2IYaFu7>
- Course Set Standard Overview & Success Rates Dashboard can be found in the middle of this page: <https://bit.ly/2Y9vGpl>

English 1A and 1AEX are facing a retention crisis as up to 25% of students are withdrawing each semester and success rates are the lowest they have been in decades. With English 1A being required for all associate's degrees, it would be wise for the college to invest in measures to bolster retention and success in 1A/1AEX. These include:

- The possible creation of sidecar support courses
- Increased learning communities
- Hiring more instructional assistants
- Support for a second Puente cohort
- Expansion of learning communities
- Support for communities of practice
- Increased support for RAW and Smartshoops
- Ability to schedule flexibly based on the success of particular modalities
- Ability to respond to changing pandemic conditions and students' needs
- Supporting the mini-mart and other efforts to meet students' physical needs

B. Program-Set Standard (Instructional Programs Only):

The program-set standard is a baseline that alerts programs if their student success rates have dipped suddenly. There are valid reasons a program does not meet the Program Set Standard; when a program does not meet this standard, they are simply asked to examine possible reasons and note any actions that should be taken, if appropriate.

[Program-set standard data can be found on this page](#)

- Did your program meet its program-set standard for successful course completion?
____ Yes ☒ No
- If your program did not meet your program-set standard, discuss possible reasons and how this may affect program planning or resource requests.

Our course success rates have dropped steadily over the past five years. After implementation of multiple measures placement in 2016, we expected course success rates to drop in 104 (as over-prepared students were removed) but remain fairly constant in 1A (since all students placed in 1A were predicted to perform strongly there). Our predictions were correct. However, AB705 was very different; it moved students who were not predicted to perform strongly in 1A into that course (or 1AEX), on the premise that the students would do just as poorly in basic skills courses but with worse throughput. Since AB705 implementation, our success rates have dropped steadily in all courses. 1A was the most negatively impacted, while the new course 1AEX has never had above a 55% success rate.

These challenges have been complicated by the Covid-19 pandemic which happened near the beginning of AB705 implementation. Success rates in 1A steadily declined starting in 2019 when AB705 took effect, mainly driven by a massive spike in withdrawals. These withdrawals indicate a lack of support that could make students feel resilient to stick with classes during times of struggle and challenge, an issue that was most certainly compounded by the pandemic.

We will need to do careful studies of throughput to determine if eliminating the basic skills “pipeline” is a net positive, with so many students (up to 25%) withdrawing from their 1A courses. We need to study our assumptions about behavior of students in a no-remediation era; for example, do those who don’t pass 1A usually return and pass the next semester?

We are also troubled that the changes of AB705 did not seem to significantly increase equity for DI groups.

Given the extremely high success rates experienced in the Puente program, it would be wise to expand this program to include a second cohort and also investigate how to provide some of the same supports to all students.

C. SLOs/SAOs: Assessment of Student Learning and Support

Program Review is our major source of data on student learning for the college and is therefore regularly reviewed. *Each year programs must discuss how their PSLOs, CSLOs, or Service Area Outcomes (SAOs) support the College Mission. This helps us to see how our students are progressing in their learning.*

For assistance with these questions and instructions on how to run the necessary reports in eLumen, [click here](#).

You should complete at least one of the following three sections. Please choose the option(s) below that are appropriate for your program - Go directly to the section(s) you chose.

- [C1: Instructional Programs with PSLOs \(disaggregated PSLOs\)](#)
- [C2: Instructional Programs with CSLOs \(Departments without degrees, non-major courses, and/or other courses up for assessment\)](#)
- [C3: Non-Instructional Programs \(SAOs\)](#)

C1: Instructional Programs with PSLOs (disaggregated PSLOs)

- 1) To assess PSLOs, CSLOs must be correctly mapped to only one PSLO within eLumen and every mapped CSLO must have assessment data. Please insert a checkmark in one of the following options that correctly describes your data and move on accordingly.
 - a. If the CSLOs are mapped correctly and there is data for each CSLO, then continue to question 2.
 - b. If the CSLOs have assessment data and the mapping needs to be completed, then complete the mapping within eLumen ([See SLO Handbook, p. 7](#)) and continue to question 2.
 - c. If not all of the mapped CSLOs have assessment data, then you cannot assess the PSLO. In this case, continue to question C2.

2. Based on your current [3-year plan](#), list the PSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

The following PSLOs were scheduled as part of our rotation:
Students are able to write a research paper using credible sources and correct documentation.
Students are able to write a research paper using credible sources and correct documentation.
Students are able to write a research paper using credible sources and correct documentation.

2) What percentage of faculty completed the planned assessments for the selected PSLO? ([run Faculty Participation report](#) from last year). 30%

3) Non-disaggregated Analysis of PSLO(s): In general, what conclusions can be drawn about student learning in your program?

Our SLO scores are lower for spring than fall, indicating that we should invest more effort in learning support for our spring students.

4) Disaggregated Analysis of PSLO(s) to identify potential inequity: Disaggregation allows you to examine inequities in student learning outcomes within sub-populations in your program. [See the Guide](#) for instructions on how to disaggregate PSLO data.

Which variables did you use to disaggregate the data? Mark all the apply.

- | | |
|-----------------|--------------------|
| ● Gender x | ● First Generation |
| ● Age | ● DE |
| ● Ethnicity x | ● Online |
| ● EOPS | ● Hybrid |
| ● Veteran | ● Fact-to-Face |
| ● BOG Recipient | |

5) Did your data reveal any patterns of inequity? If so, please explain those patterns.

We disaggregated by gender and race/ethnicity to determine if the declines in success from Fall to Spring were disproportionate for any group. We found that all genders and ethnic/racial groups had similar drops of about 25-30%, with the exception of African American students, who had a

smaller drop of only 12%. This may be due to a smaller N of only 10 African American students in spring.

- 6) Identify any challenges facing your department that may contribute to inequitable outcomes as revealed by your disaggregated PSLO data. (Refer to section 1B if needed)

N/A

- 7) Based on discussion with others in your program, explain potential changes that will improve student learning and address inequities identified through analysis of disaggregated PSLO data.

We need to do a more serious inquiry project to determine why success is so much lower in spring.

- 8) The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☒ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

- 9) Are you planning on updating any CSLOs or PSLOs?

☐ YES ☒ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

- 10) If you experienced any challenges in completing your PSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

The reports are challenging to run and analyze.

C2: Instructional Programs With CSLOs - Departments without degrees, non-major courses, and/or other courses up for assessment

1. Based on your current [3-year plan](#), list the CSLO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of faculty completed the planned assessments for the selected CSLO? (run [Faculty Participation](#) report from last year). _____%

3. [Using the CSLO data and reflection questions](#), what are some conclusions?

4. List changes that you plan on making to improve student learning.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. [Please review your 3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

____ Yes ____ No

If not, please update your 3-year plan to include any courses you missed or if you plan to revise your 3-year plan, then send your updated plan to the [Curriculum and SLO Specialist](#), and the [SLO Chair](#).

6. Are you planning on updating any CSLOs?

____ YES ____ NO

(If yes, then you may do this through eLumen, see the [SLO Handbook](#) if you need instructions on how to do this.)

7. If you experienced any challenges in completing your CSLO assessment process please list those in the box below along with any items that would help you improve this process in the future.

C3: Non-Instructional Programs (SAOs)

1. Based on your current [3-year plan](#), list the SAO(s) for the academic year 2021-2022 that your program selected to review and explain why these were chosen.

2. What percentage of staff completed the planned assessments for the selected SAO(s)? (run [Faculty Participation report](#) from last year). _____%

3. Based on discussion with others in your area: Using the [SAO data and reflection questions](#) or other sources of data, what conclusions can be made?

* If you used other sources of data, briefly explain below.

4. List changes that you plan to improve outcomes in your service area.

5. The 2022-2023 Academic year is the last year in our 3-year assessment cycle. Please review your [3-year plan](#) and verify that all of your courses will be assessed by June 2023.

Will all of your courses be assessed by June 2023?

☐ Yes ☐ No

If not, please update your 3-year plan to include any courses you missed, or if you plan to revise your 3-year plan, then send your updated plan to the Curriculum and SLO Specialist, and the SLO Chair.

6. Are you planning on updating any SAOs?

☐ YES ☐ NO

(If yes, then you may do this through eLumen, see the SLO Handbook if you need instructions on how to do this.)

7. If you experienced any challenges in completing your SAO assessment process please list those below, along with any items that would help you improve this process in the future.

Note: There is an opportunity to give feedback on the PR template on the last page if you won't be completing the next sections

Section Three: Guided Pathways & Curriculum Review

(Programs with Courses Only)

For assistance with these questions, contact the [Curriculum Committee Chair](#)

Part One: Guided Pathways: Your program's work with guided pathways

A. Program Maps - [The Program Maps \(degree and certificate course sequences\) are found in Academic & Career Pathways](#)

Up-to-date Program Maps are used by students in your pathway, for data collection to support in-reach to students in your Pathway, predictive scheduling recommendations for Discipline Plans, and may influence the allocation of FTEF.

Please compare each Program Map to your current course offerings and course sequencing. Pay close attention to prerequisite information and to classes that may only be offered particular terms.

1) Are your Program Maps accurate?

- Yes, all of my maps are accurate X
- No. The Program Map for _____ (degree/certificate name) _____
Requires an update
 - Requires a **non-curricular change** (ie: course sequencing) Please consult your [Pathway counseling faculty liaison](#)
 - **Curricular Change** (Program modifications) - Modifications are initiated through the Curriculum Committee. For mapping support contact the [Curriculum & SLO Specialist](#).

Part Two: Curriculum Review

For assistance with this section, contact the [Curriculum Committee Chair](#).

The following questions ask you to review your program's curriculum. To see the last outline revision date and revision due date follow the directions below:

1. Log in to CurricUNET
 2. Select "Course Outline Report" under "Reports/Interfaces"
 3. Select the report as an Excel file or as HTML

A. Title V Updates [Curriculum Committee]: Do you need to update any courses to stay within the 5-year cycle? List courses requiring updates below.

Reminder: updates to course title or units, and course deactivations, will require updating any program they are associated with. List programs requiring updating in question (C).

x

_____YES _____No

Course Name & Number
English 1AL, English 29

B. Degree/Certificate Updates [Curriculum Committee]: Do any programs require modification in this cycle? If yes, list them below.

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____x_____No

Certificate or Degree

C. Are there any courses or programs for which a non-mandatory update is planned?

Reminder: Program modifications sent to the Curriculum Committee for approval require an updated Program Map. For mapping and curriculum support please contact the [Curriculum & SLO Specialist](#).

_____YES _____x_____Not at this time

If yes, explain details, rationale, or any support that might be helpful to the committee.

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D. Does your program plan to create any new courses or programs this year?

Reminder:: New program proposals require a Program Map for Senate approval. Please **contact the Curriculum & SLO Specialist** if you are planning a new program.

_____ YES ☒ _____ No

If yes, please provide details and the rationale

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E. Are there any courses that you plan to deactivate or sunset?

_____ YES ☒ _____ No

Course Name & Number

Program Review Suggestions (optional): What questions or suggestions do you have regarding this year's Program Review forms or process?

For the question about faculty SLO participation percents, it seems the instructions on the SLO help sheet should say "far right" column rather than "far left."
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