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Page 1: I. Program Overview and Update

Q1 Department(s) Reviewed:

English

Q2 Lead Author and Participants: Please list any person who participated in the preparation of this report.

Lead Author: Lauren Halsted

Participants: Mary Graham, Carmen Cox, Lindy Brazil, Marvelyn Bucky, Kristin McGregor, Tania Jabour, Karen Marrujo, and Bri Kuhn

Q3 Dean/Manager:

Alicia Munoz

Q4 Program Update: Please summarize the changes, additions, and achievements that have occurred in your program since your last program review was submitted. To access your 2019 program review, visit the Program Review webpage.

There have not been significant changes to the English department since the 18-19 Comprehensive Program Review. Primarily, the department has been focused on continuing the work detailed in the 18-19 Comprehensive Program Review. That said, a couple of items are worth note and are described below.

In terms of changes, the English department has been working to include Guided Pathways practices in our courses. Specifically, in Spring 120 we revised the COR for English 120, and added a new thread called "Career Connections," which is meant to help students understand how the English course will help prepare them for professional careers. We plan to use this same framework to review our other core composition course outlines.

For additions, there is not much to speak of in terms of curriculum or SLOs. However, we did hire a new tenure-track faculty member, Bri Kuhn, and she brings a wealth of information and experience with online teaching to our program.

For achievements, the English department played a role in two great honors the college received. For our work implementing acceleration and multiple measures of placement, the college was awarded the Dr. John W. Rice Diversity and Equity Award in 2018, as well as listed as a finalist for the Excelencia in Education award in 2019. The English department was featured in a study conducted by Public Policy Institute of California (PPIC), an article by the California Acceleration Project, and will be part of an RP Group study examining the implementation of AB 705.

Page 2: II. Assessment and Student Achievement

Q5 1. Do you have a course Student Learning Outcome (SLO) assessment plan on file with the Student Learning Outcome and Assessment Committee (SLOAC)? If you have not already done so, you can submit your program's assessment plan to SLO Coordinator, Tania Jabour, at tania.jabour@gcccd.edu. **Yes**

Q6 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**

Q7 2. Please provide an analysis of your Student Learning Outcomes (SLO) findings and what changes, if any, were made as a result.

In Fall 2017, the English department piloted a common final exam across all sections of ENGL 120 in order to holistically assess student learning and to better align faculty expectations for outcomes in this course. At the end of the Fall 2017 semester, all ENGL 120 instructors participated in a day-long group grading activity to score the finals, assess SLOs, and offer feedback on the exams. Since then, we have continued with the practice of using the common final exam to assess SLOs in English 120 and English 120/020, making slight modifications to the final prompt and scoring rubric each semester in light of results from the previous semester.

In the Fall 2018 through Fall 2019 semesters, the department used "lessons learned" from the common final scoring and SLO assessment to inform professional development activities during the semester in order to support further alignment on instructor expectations for student work and teaching methods.

Since the English department eliminated the basic skills sequence and adopted a corequisite model, we have been using the SLO assessment process to monitor the integrity of our corequisite courses. Since all student in English 120 (in both corequisite supported and stand-alone sections) take the common final exam, and all exams are blind-graded without differentiating between corequisite and stand-alone courses, the process is a powerful way to see how students in the corequisite supported sections are doing at the end of the semester, as compared to those in stand-alone English 120.

Consistently, we have seen no significant different between the quality of writing, as determined by the common final/SLO assessment results, between students in stand-alone English 120 and corequisite supported English 120. The table below shows this comparison in SLO assessment results, determined through the common final scoring process, for the Fall 2019 semester.

	English 120/020	English 120
SLO 1	75%	75%
SLO 2	74%	77%
SLO 3	75%	76%

In the Spring of 2020, the English department is going to slightly change 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 learning around specific aspect of the SLO we see as needing improvement. We will fully implement this new approach in Spring 2020.

Q8 3. Does your department or discipline offer any degrees and/or certificates? **Yes**

Page 3: II. Assessment and Student Achievement

Q9 4. How are you currently assessing your PLOs?

At this time, the department has assessed its PLOs in the sense that the SLOs map to the PLOs and all of the program's SLOs have been assessed. However, the department is working with Dr. Tania Jabour to create ACP PLOs. The department chair met with Dr. Jabour and chairs for the other department in our ACP (languages and communications), and we agreed upon PLOs for our ACP. We will continue to work with Dr. Jabour and other departments in our ACP to implement and assess our area's PLOs.

Q10 5. Are your PLOs in the catalog an accurate reflection of the department or discipline's current learning objectives? To access the College Catalog Associate Degree Programs and Certificates section, [click here](#). **Yes**

Q11 6. Are the PLOs mapped onto the course SLOs? If you require assistance, please contact Madison Harding in the IESE Office at madison.harding@gcccd.edu **Yes**

Page 4: II. Assessment and Student Achievement

Q12 Referencing the last 5 years of data, discuss the changes in course success rate since the last program review (annual or comprehensive) report.

In terms of retention rates, the English department averages have remained between 85%-88% during the past five years, with Fall 2018 being 88%. We have seen the highest retention rates in our English 120/020 courses (the corequisite supported freshman composition course which is open access), at 94% in Fall 2018. That compares to a 90% retention rate in stand-alone English 120. We are encouraged that some of our most at-risk students, who earned the lowest high school GPAs or have been absent from education for over 10 years, are remaining in our classes at high rates.

In terms of success rates, the English department averages have remained between 72%-73% over the past five years. This is highly encouraging to the department, as it shows that despite the numerous programmatic changes we have made, namely eliminating the basic skills sequence and placing all students into freshman composition (with and without support), our success rates have remained consistent. Furthermore, after we significantly broadened access to English 120, and directly placed students into that class who would have been previously placed into basic skills, the success rate in English 120 has actually increased slightly, from 70% in Fall 2016 to 74% in Fall 2017 and 75% in Fall 2018. Many folks skeptical about acceleration predicted that success rates in freshman composition would fall once students were no longer required to complete remedial work. However, our data show the opposite. To us, the data show that if we give students access to college-level work, they can be successful.

Q13 Considering the college's 2024 goal of increasing course success rates to 77%, discuss how your department/discipline will help meet that goal.

As I said above, the English department's average success rate has remained between 72%-73% over the past five years, which is slightly below the college goal. As we continue to refine our new composition sequence and engage in ongoing professional development, we hope to see our success rates continue to climb.

Q14 Please describe any equity gaps, in which specific groups (e.g., by gender and ethnicity) have success rates lower than that of the department or discipline overall.

In terms of gender, female students outperform male students in English classes in course success outcomes (about 75% versus 70%). However, retention rates are comparable between females and males (86% versus 87%).

In terms of ethnicity, in last year's program review, we wrote that the equity gaps have decreased during the past five years, and currently the difference in course success rates between White, Hispanic, and African American students are within 5 percentage points of each other. However, Fall 18 data show considerable gaps between the success rates of different ethnic groups: 71% of Latinx students successfully completed English courses; 77% of White students successfully completed English courses; 57% of African American students successfully completed English courses. We are noticing that the success rates for African American students fluctuate from year to year significantly, which may be explained by the small sample sizes. However, the English department is concerned about these equity gaps and is taking concrete (and hopefully meaningful) steps to mitigate them.

Q15 What department/discipline (or institutional) factors may be contributing to these lower success rates for these groups of students?

In last year's program review, we wrote that we suspected initial placement was a dramatic contributor to equity gaps, especially for African American students. For students who began in Fall 2016, 42% of African American students completed of transfer-level English in one year, as compared to 53% for Latinx students and 67% for White students. African American student were disproportionately placed into basic skills, which certainly affects the ability of students to complete transfer-level English. However, when we opened up access in Fall 18 and placed all students into English 120 (with and without support) we saw the course success rates for African American students drop (this still does not look at throughput, though). We have also been engaged with our Equity Project since Spring 18 and have been consciously examining and implementing equity-minded teaching practices. Thus, the drop in success rates for African American students in disappointing. However, we are learning just how deep and insidious institutional racism is. We understand that changing long-standing history does not happen overnight, or in only a couple of semesters, so we must be vigilant and persistent with our efforts.

Q16 What specific steps will the department of discipline take to address these equity gaps in the 2020/21 academic year?

In the 2020/2021 academic year, the English department will continue with and refine the specific steps it has already begun. In terms of structural change, the English department has eliminated remedial courses, completely transforming its composition course sequence. We have also changed placement, ending our reliance on the standardize placement test Accuplacer and now using high school GPA as our placement metric. Both of those changes revolutionized the English department and are leading to significant gains for all student groups. The one-year completion of transfer-level English has increased tenfold for African American students between 2011 and 2016, and threefold for Latinx and White students. The department will continue to assess and monitor these structural changes. We are also taking a deep dive with how English 120/020 is structured (in terms of units and class max), and we hope to make changes to the structure of the class to further increase student success.

In terms of cultural change, the English department will continue with its professional development program, the Equity Project, which begins with instructors analyzing their personalized, disaggregated classroom data and culminates with faculty members using equity-minded principles to create new curriculum or develop new teaching practices. The English Department has worked closely with the Associate Dean of Equity as the college has implemented the Equity Minded Teaching and Learning Institute (EMTLI), and in Spring 2020, we are beginning a regular "Teaching Dialogues" series, which will give faculty how have already participated in a version of the EMTLI (as English has) an opportunity to continue to meet and share effective teaching practices.

Q17 How do these steps inform the long-term department or discipline goals that you are setting in this annual program review?

These activities were created intentionally to address the long-terms program goals discussed in this annual update.

Q18 In what way does your department/discipline work across instruction and student services to advance the college's student success & equity goals?

The English department has met regularly with the counseling department to keep communication lines open and ongoing as we fully implemented AB 705. We have tried to keep counselors current on our many programmatic changes, and we have also reflected on the feedback our counseling colleagues have offered. The English department has also participated in the ACP student orientations organized by our counseling colleagues.

We would like to work more closely with our counseling colleagues to better support individual students who may be struggling in our classes. We have had initial meetings with a few counselors about this, but capacity is always an issue, as our counseling staff is limited and it takes time to reach out to specific students. This is an area we wish to explore further in 2020/2021.

Q19 OPTIONAL: If you would like to attach any charts or additional documentation (aside from the program review report prepared by the IESE Office), please upload it using the button below.

Chart-Success Rates.docx (100.3KB)

Page 5: II. Assessment and Student Achievement

Q20 Do you offer distance education (online) courses? **Yes**

Page 6: II. Assessment and Student Achievement

Q21 Are there differences in success rates for distance education (online) versus in-person sections? **Respondent skipped this question**

Q22 If there are differences in success rates for distance education (online) versus in-person sections, what will the discipline or department do to address these disparities?

For English courses, there are differences in success and retention rates for online versus in-person classes. In terms of retention rates, in Fall 2018, 91% of students were retained in on-campus classes versus 83% in online classes. In terms of success rates, in Fall 2018, 77% of students were successful in on-campus classes versus 64% in online classes.

The English department is addressing these disparities in a number of ways. The department chair is using the faculty evaluation process to identify instructors who could benefit from additional training in online teaching pedagogy and is requiring they complete the training or work with campus experts before they are given another online teaching assignment. The department is working with the distance education coordinator to make sure that faculty have completed the required training and preparation before they are given online teaching assignments. The department used grant funding to develop a container "shell" for each course in the composition sequence, which faculty can copy into their own course containers and add their specific curriculum. These "shell" containers ensure that all online English classes taught meet a minimum standard in terms of course structure.

However, the above efforts do not seem to be having much impact on the course success rates, and we have a few ideas we will soon implement to try and increase the success rates in our distance education courses. In the Spring 2020 semester, the department will create an online learning workgroup to study this issue and present recommendations for increasing success in online courses to the department. The English department is cognizant of the fact that a greater percentage of our course offerings are online each semester, and that students are increasingly enrolling in online classes. We want to ensure the integrity of our program and maintain our high standards for student success in our online courses. Also, an English faculty member, Bri Kuhn, is developing a professional development course for online instructors at Cuyamaca College. The course will center around the CVC-OEI Course Design rubric and the Peralta Equity Rubric. Each of the modules will contain information on the rubric criteria, best practices for aligning a course to those criteria, and an activity which asks folks to apply this learning to design a component of their own course. Module topics will include course navigation, course design, interaction, and assessment. The English department anticipates that this faculty training will result in higher quality online learning environments, which will lead to increased retention and success rates.

Q23 What mechanisms are in place to ensure regular and effective contact within online courses across the discipline or department?

Currently, we use 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, we understand the limitations of this approach. We will have our online learning workgroup consider this issue.

Page 7: III. Previous Goals: Update (If Applicable)

Q24 Would you like to provide an update for your previous program review goal(s)? **Yes**

Page 8: III. Previous Goals: Update (If Applicable) continued

Q25 Previous Goal 1:

Promote ties between the English Department and the larger community

Q26 Which College Strategic Goal does this department goal most directly support? **Organizational Health**

Q27 Please describe how this goal advances the college strategic goal identified above.

Promoting literary events in San Diego continues to be a goal of the English department. Currently, there are few events sponsored by the college that promote the arts in San Diego. This goal of the English department the college achieve its strategic goal of "organizational health" because helps it expand the students' and staff members' experience beyond the classroom as they engage in the arts off campus and recognize the vibrant and thriving arts and culture in San Diego.

Q28 Goal Status

In Progress - will carry this goal forward into next year

Page 9: III. Previous Goals: Update (If Applicable) 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 10: III. Previous Goals: Update (If Applicable) continued

Q31 Please describe action steps for the year:

English Work Experience: In the 19-20 academic year, the English department created a new class, Work Experience in English, to give English majors the opportunity to gain work experience before transferring or graduating. The department is working with local businesses, nonprofits, and education sectors to identify internship opportunities for students. We will also work with the career center to promote this class and identify internships. Building these relationships will strengthen the relationship between the English department and the local community and show local employers that Cuyamaca students bring exceptional skills to professional environments.

Night at the Theater: This event allows students and faculty to purchase discounted theater tickets through the Cashier's Office. Each semester they are given access to one play at the Old Globe Theater or another theater in San Diego. Faculty are given professional development credit for participating. This event sells out quickly and is the first time many of our students attend a play.

English 120/Humanities 115: Arts and Culture in San Diego Learning Community. The instructor, Lindy Brazil, will arrange field trips to a variety of arts and cultural destinations in San Diego: Chicano Park, Balboa Park, Old Town, Central Library, UCSD, and the Heritage of the Americas Museum. Busses are arranged through the Student Affairs office. Speakers are also invited to visit the classroom. In addition, a Student Reader with published articles about these and other culturally significant people, places, and events will be duplicated for students, thereby providing this enriching learning experience at no-cost. With discounted prices, two other culturally activities are schedule: the Night at the Theater, which is described above, and Evening at the Symphony. Scholarships are available for students who cannot afford the cost of the tickets. Also, students will be recruited through the Pathway Academy, which has worked successfully in the past. With the positive student feedback stated above, final action steps will be: Make it a priority to market the program to students, faculty, and counselors; Make it a priority to offer the learning community at a time that works successfully with students' schedules; Make it a priority to NOT cancel the learning community.

Q32 How will this goal be evaluated?

English Work Experience: Our goal is to grow enrollment in this new class each semester. We will also survey students and employers about their experiences so that we can engage in continuous quality improvement.

Night at the Theater: While this is an ongoing goal of the department, each event can be evaluated by looking at the participation rate. In the fall of 2018, the Night at the Theater event featured Shakespeare's Much Ado About Nothing at the Old Globe Theater. This event was determined to be successful, as evidenced by the fact that all of the tickets sold out and 65 students and faculty attended the event.

English 120/Humanities 115: Arts and Culture in San Diego Learning Community. Based on the results of the fall 2018 Learning Community Student Survey created and administered by the Institutional Effectiveness, Success, and Equity (IESE) division, questions relating directly to English 120 reveal that 90% of the students said the English 120 course materials are relevant in their lives, 100% of the students were satisfied and very satisfied with the class, 95% of the students would recommend the English 120 course to other students. Questions relating directly to Humanities 115: Arts and Culture in San Diego reveal that ALL students surveyed indicated their experiences in the humanities class, specifically field trips, were helpful in building a sense of engagement in the San Diego Community and within the class itself, ALL students indicated they would be likely or very likely to recommend the course to another student, and 85% said they would be likely or very likely to enroll in another humanities course. ALL students surveyed indicated the humanities course improved their college experience.

Q33 Do you have another goal to update?

Yes

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

Q34 Previous Goal 2:

Recruit, hire and retain diverse faculty members

Q35 Which College Strategic Goal does this department goal most directly support?

Student Validation and Engagement

Q36 Please describe how this goal advances the college strategic goal identified above.

Our college demographic data show that our faculty does not represent the diversity of our student population. The English department consists of primarily white, female faculty members. Historically, it has been a challenge to hire diverse faculty; however, there are mechanisms in place, such as the SDICCCA internship program, to train and recruit new faculty of diverse backgrounds. We would like to take advantage of these resources so that our students are encouraged to see themselves in their teachers, thus helping students feel welcome and better connected with their teachers and to the college.

Q37 Goal Status

In Progress-will carry this goal forward into next year

Page 12: III. Previous Goals: Update (If Applicable) continued

Q38 Please describe the results or explain the reason for deletion/completion of the goal:

Respondent skipped this question

Q39 Do you have another goal to update?

Respondent skipped this question

Page 13: III. Previous Goals: Update (If Applicable) continued

Q40 Please describe action steps for the year:

This goal has been difficult to work towards because the English department has not hired any new part-time faculty recently due to the reduction in course offerings (AB 705 and overall decline of the college) and high retention of current part-time faculty. However, when we are in a position to hire new part-time faculty, these are the action steps we will take:

1. Recruit diverse faculty through communication with other department chairs in the region and work with the SDICCCA internship program.
2. Identify excellent candidates and recommend qualified and experienced individuals to the dean's office for hire.
3. Mentor new faculty members so that they grow as professionals and have successful teaching careers at Cuyamaca College. English served as a pilot for a new faculty mentoring program created by the student success and equity committee. We will continue to help develop and refine that program.

Q41 How will this goal be evaluated?

This goal will be evaluated by analyzing the demographic data of the faculty in the department. The English department has made some initial progress towards this goal. The English department chair has been able to recruit and recommend for hire diverse part-time faculty. Specifically, between fall 2017 and fall 2018, five Latina, one Latino, and one Native American part-time faculty were hired to teach in the English department. Also, in the fall of 2018, the college hired a Latina full-time faculty member in the English department. The department is making strides towards greater equity in terms of faculty ethnicity; however, the department still struggles with recruiting and retaining male faculty members. The recruitment, hiring, and mentoring of part-time faculty is an ongoing issue, as the turn-over rate of part-time faculty can be high. Looking forward, we need to hire more male faculty, especially men of color. The English department will continue to review the demographic information of our faculty members and work to better represent the diversity of our students among our faculty ranks.

Q42 Do you have another goal to update?

Yes

Page 14: III. Previous Goals: Update (If Applicable) continued

Q43 Previous Goal 3:

Close equity gaps and increase student success in English Courses

Q44 Which College Strategic Goal does this department goal most directly support?

Basic Skills Acceleration

Q45 Please describe how this goal advances the college strategic goal identified above.

Now that our efforts to transform basic skills have been realized, the English department has turned its attention to our transfer-level English class, English 120. Due to acceleration and placement changes, the student population in English 120 is dramatically different than it was previously, which was the goal of acceleration. Student who were previously considered under prepared are now enrolling in transfer-level English. Furthermore, significantly more student of color are enrolling in and completing college English. This is an important development because research from the Research and Planning (RP) group suggests that half of all equity gaps in terms of college-level student outcomes are determined by inequities in placement into math and English courses. Thus, we are already on our way to addressing equity gaps. Before our efforts were focused on making changes in basic skills, but we have realized that now we must focus our efforts on adapting the teaching environment in English 120 so that we can effectively serve our students. Thus, our new goal is to close the remaining equity gaps in our transfer-level courses so that our initial goals of achieving equity can be realized.

Q46 Goal Status

In Progress-will carry this goal forward into next year

Page 15: III. Previous Goals: Update (If Applicable) continued

Q47 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q48 Do you have another goal to update?

Respondent skipped this question

Page 16: III. Previous Goals: Update (If Applicable) continued

Q49 Please describe action steps for the year:

In the spring semester of 2018, the English department began its Equity Project, the goal of which is to cultivate equity-minded practitioners who actively work to eliminate equity gaps. The project is data based, collaborative and supportive. In collaboration with the campus research office, English faculty members analyzed their practitioner-level data which showed each faculty member the retention and success rates of their own classrooms over the past two years, disaggregated by ethnicity. After a series of meetings featuring expert guest speakers, faculty designed inquiry projects to address the gaps they find in their own teaching practice. The department developed new teaching practices and curriculum, that is available for shared use within the department.

While the initial stage of this project is complete, the work is ongoing. In Spring 2020, the English department is working with the Institutional Effectiveness, Success and Equity to implement monthly "Teaching Dialogues," which are opportunities for faculty who have completed some initial equity-minded teacher training to continue to meet and share the changes they have made to their courses. We will continue these efforts in 2020/2021.

The English department is currently exploring ways to connect individually with student who are struggling in our classes. We would love to collaborate with our counseling colleagues on this project. We intend to have a finalized plan by the end of Spring 2020.

Furthermore, an English faculty member, Bri Kuhn, is developing a professional development course for online instructors at Cuyamaca College, the principles of which can be applied in both online and in-person learning environments. The course will center around the CVC-OEI Course Design rubric and the Peralta Equity Rubric. Each of the modules will contain information on the rubric criteria, best practices for aligning a course to those criteria, and an activity which asks folks to apply this learning to design a component of their own course. Module topics will include course navigation, course design, interaction, and assessment.

The English department's goal of closing equity gaps and increasing student success 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.

Q50 How will this goal be evaluated?

The department will continue to review and analyze its student success data, disaggregated by multiple categories, on an annual basis so that we can better understand what is happening with our students. We will also conduct focus groups and/or surveys so that we can begin exploring why we see performance gaps between groups of students.

Q51 Do you have another goal to update?

Yes

Page 17: III. Previous Goals: Update (If Applicable) continued

Q52 Previous Goal 4:

Grow the English major

Q53 Which College Strategic Goal does this department goal most directly support?

Guided Student Pathways

Q54 Please describe how this goal advances the college strategic goal identified above.

While the department has been working hard at transforming our basic skills sequence, we have admittedly neglected our major even though growing the major has been a long-time department goal. Our data show us that in the past five years, our students have earned three certificates and 4 degrees. We are not satisfied with how unpopular our English major is and are committed to promoting our program of study. We suspect that one of the reasons why our major is not popular is that students do not understand how studying English is relevant to their lives, either personally or professionally. This goal advances the college's strategic goal of Guided Student Pathways, as much of the pathways work involves clarifying major pathways and using the ACPs to help engage students with specific degree programs.

Q55 Goal Status

In Progress-will carry this goal forward into next year

Page 18: III. Previous Goals: Update (If Applicable) continued

Q56 Please describe the results or explain the reason for deletion/completion of the goal: **Respondent skipped this question**

Q57 Do you have another goal to update? **Respondent skipped this question**

Page 19: III. Previous Goals: Update (If Applicable) continued

Q58 Please describe action steps for the year:

The English department has taken initial steps to grow the major and plans on further developing those activities by doing the following: Literature courses: 1. Each full-time faculty member has chosen a literature class, for which they will be responsible and will work towards creating a truly excellent class experience. 2. The department recently created two new classes (English 236 Chicano/Chicana Literature, and English 238 Black Literature) which will allow the English department to offer culturally-relevant curriculum for our students, hopefully making our major more personally relevant to their lives. Career Competencies: 1. Following a guided pathways framework, the department will continue to work to align our program goals and course goals in our literature classes with employable competencies (such as critical thinking, strong communication, attention to detail, etc.) so that students can better understand how the English program can help them develop the skills that employers look for. 2. We will continue to revise our course outlines to highlight career/professional skills, and communicate those skills in our courses, through our assignments. Marketing: 1. The English department has also updated, and will continue to update, its webpage in order to help market the program and its course offerings. 2, The English department will also use the English Lab Aide to create a presence on social media. Campus Engagement: 1. Each semester, every literature course will require an assignment which tasks students with creating a campus event related to the course material. 2. We will continue to run, 6-word story contests, which are a fun way to encourage students to write and be creative. 3. We are in the very early stages of creating a literary journal for the campus community so that students have the opportunity to publish their creative writing. We hope that by communicating the relevancy of the English program, students will be more attracted to our major.

Q59 How will this goal be evaluated?

We will look at the number of certificates and degrees awarded every year. We will also survey students enrolled in our literature and composition courses to get feedback which can be used to continuously improve the quality our programs.

Q60 Do you have another goal to update? **No**

Page 20: III. Previous Goals: Update (If Applicable) continued

Q61 Previous Goal 5: Respondent skipped this question

Q62 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q63 Please describe how this goal advances the college strategic goal identified above. Respondent skipped this question

Q64 Goal Status Respondent skipped this question

Page 21: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q65 Please describe the results or explain the reason for deletion/completion of the goal: Respondent skipped this question

Page 22: Copy of page: III. Previous Goals: Update (If Applicable) continued

Q66 Please describe action steps for the year: Respondent skipped this question

Q67 How will this goal be evaluated? Respondent skipped this question

Page 23: IV. New Goals (If Applicable)

Q68 Would you like to propose any new goal(s)? No

Page 24: IV. New Goals (If Applicable) continued

Q69 New Goal 1: Respondent skipped this question

Q70 Which College Strategic Goal does this department goal most directly support? Respondent skipped this question

Q71 Please describe how this goal advances the college strategic goal(s) identified above. Respondent skipped this question

Q72 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 data: **Respondent skipped this question**

Q73 Action steps for this year: **Respondent skipped this question**

Q74 How will this goal be evaluated? **Respondent skipped this question**

Q75 Do you have another new goal? **Respondent skipped this question**

Page 25: IV. New Goals (If Applicable) continued

Q76 New Goal 2: **Respondent skipped this question**

Q77 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q78 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q79 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 data: **Respondent skipped this question**

Q80 Action steps for this year: **Respondent skipped this question**

Q81 How will this goal be evaluated? **Respondent skipped this question**

Q82 Do you have another new goal? **Respondent skipped this question**

Page 26: IV. New Goals (If Applicable) continued

Q83 New Goal 3: **Respondent skipped this question**

Q84 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q85 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q86 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 data: **Respondent skipped this question**

Q87 Action steps for this year: **Respondent skipped this question**

Q88 How will this goal be evaluated? **Respondent skipped this question**

Q89 Do you have another new goal? **Respondent skipped this question**

Page 27: IV. New Goals (If Applicable) continued

Q90 New Goal 4: **Respondent skipped this question**

Q91 Which College Strategic Goal does this department goal most directly support? **Respondent skipped this question**

Q92 Please describe how this goal advances the college strategic goal(s) identified above. **Respondent skipped this question**

Q93 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 data: **Respondent skipped this question**

Q94 Action steps for this year: **Respondent skipped this question**

Q95 How will this goal be evaluated? **Respondent skipped this question**

Page 28: V. Resources Needed to Fully Achieve Goal(s)

Q96 Is the program requesting resources this year to achieve this program goal(s)? (Faculty Resource Needs, Classified Staff Resource Needs, Technology Resource Needs, Supplies/Equipment Resource Needs, Facilities Resource Needs or Other Resource Needs) **Yes**

Page 29: VI. Faculty Resource Needs

Q97 Are you requesting one or more Faculty Positions to achieve this program goal(s)? **Yes**

Page 31: VIII. Classified Staff Resource Needs

Q98 Are you requesting one or more Classified Positions to achieve this goal? **No**

Page 33: X. Technology Resource Needs

Q99 Are you requesting technology resources to achieve this goal? **Yes**

Page 35: XIV. Supplies/Equipment Resource Needs

Q100 Are you requesting supplies and/or equipment resources to achieve this goal? **Yes**

Page 37: XVI. Facilities Resource Needs

Q101 Are you requesting facilities resources to achieve this goal(s)? **No**

Page 39: Final Check

Q102 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**
