

Note. Please indicate safety needs with a * in the request name

Publication Review

As part of the program review process, please conduct a review of your department webpage and other publications (e.g., College Catalog) to ensure all information is accurate. Please note any inaccuracies you identified as a result of this review and provide an action plan for implementing the corrections. To request changes to your webpage, contact the Office of Campus Communications, specifically Cari Jorgensen, Web Contact Specialist at cjorgensen@cypresscollege.edu.

22. If there were any inaccuracies on your department webpage and/or publications, please note them below:

23. What is your plan for implementing corrections and/or the continuous review of this information?

Department Planning and Program Review Participation

Department Coordinator (print and sign):

Participating Faculty (print and sign):

Date of meeting when Department Coordinator presented this Department Planning and Program Review form to department faculty:

Division Dean Evaluation

This portion of the Department Planning and Program Review form is to be completed by the Division Dean.

Mission Statement

1. Do you agree with the department's evaluation of that their mission statement supports the college's mission statement? Why or why not?

Department Data Trends

2. Do you agree with the department's evaluation of their five-year enrollment trends? Why or why not? Did the department miss any important information from the table?

3. Do you agree with the department's evaluation of their degree and certificates table? Why or why not? Did the department miss any important information from the table?

4. Do you agree with the department's evaluation of their success rates for both on campus and online/hybrid instruction? Did the department miss any important information from the table?

Room. There is still some question as to why this was not included in the plan for the new SEM building, but its importance to the program must be underscored. If any materials from the old study room can be used in the new space, that would cut some of the initial supply cost.

5. The department is encouraged to continue updating its budget. The supply budget was increased recently, but there is some concern the increase may not have been enough. There were past needs met through One-Time Funding, and there was a question as to whether those materials should have been part of an expanded budget. Costs for maintaining the Anatomy and Physiology Study Room should be included in this budget.
6. The department is encouraged to explore methods and practices to address the achievement gap for African American, LatinX, and students under 24. The 10% guideline provided by IR&P is more applicable to a small data pool where the addition or subtraction of two or three students has the potential to significantly change the percentage of the gaps. But the IPRC believes the pool here is sufficiently large that the gap for African American students should be a focus for the department's efforts in this area.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the **Table Code Key** below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Fulltime faculty (4)	\$100K each	F	D	C	I	RN	2000
2	Laboratory Tech/Clerk	\$46K-\$63K	C	D	C	I	RN	?
3	Student Hourly support	\$20K	C	D	C	I	RR	1500
4	Models, microscopes, slides, etc	\$51K	T	D	O	I	N	1500
5	Anatomy model maintenance	\$15K	T/M	D	C	M	N	1500
6	Muscle Full Body Model	\$7K	T	D	O	I	N	1500
7	Fluorescent Microscope	\$15K	T	D	O	I	N	475
8	Electron Microscope	\$100K	T	D	O	I	N	475
9	Dissection tools	\$1K	T	D	O	I	N	1500
10	Online teaching tool and subscriptions	\$2500	T	D	C	I	N	?

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/ Admin.

T = Technology

M = Maintenance

Need: D = Department

V = Division

C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/Not Received

Impact: # of students impacted

BUDGET COMMENTS:

1. The department has a demonstrated need for fulltime faculty. While the department received high ranking in the 2021-22 faculty Prioritization process, there will be a need for more faculty. A hire in 2018 allowed the department to successfully expand course offerings, and it is believed these new hires would allow the department to do the same. Also, the resolution of a recent grievance regarding lab hours led to a recalculation of the department's Fulltime Faculty Ratio. The IPRC does has some question as to how any grievance is factored into the decision-making process regarding faculty, classified staff, and other funding.
2. The department has a demonstrated need to reestablish the Anatomy and Physiology Study Room. It existed in the old SEM building but was not given space in the new building. Once the space is found, the room needs to be supplied. The IPRC is uncertain as to whether some of the materials from the old study room can be moved to the new one, but, if so, that should be done to offset some of the requested materials cost.
3. The department has numerous requests for supplies that are all part of the regular operation of their program. As much as possible, these items should be part of a right-sized, updated department budget and not left to the One-Time Funding process.

Instructional Program Review Committee Evaluation

Program: English

Presenter: Kathleen McAlister and Joseph Melodia

Date: 11/15/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: The English Department presented a well-written and comprehensive review that reflected a program committed to equity and student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 90.0%	Spring 2018 – 90.0%
Fall 2018 – 68.2%	Spring 2019 – 69.6%
Fall 2019 – 95.5%	Spring 2020 – 100.0%
Fall 2020 – 100%	Spring 2021 – 87.0%

Comments:

The percentage of courses assessed over the last 8 semesters is 94.7%. Although the percentage of courses assessed in Spring 2021 is slightly on the lower side, the English department has shown outstanding CSLO assessment completion rates since Fall 2019. The department noted that a system has been established for reviewing faculty participation reports and sending reminders to Faculty to ensure that assessments are completed. As a result of reviewing the CSLO assessment data, the department is redesigning courses so that larger projects are scaffolded and due several weeks prior to the end of term. Equitable grading practices have been incorporated across the curriculum.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The English department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for English PSLOs. The PSLO data shows that 96.6% of the students assessed are meeting or exceeding the standard for the learning outcome, Equity.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department's coordination and cooperation are particularly admirable. This is made even more impressive by the size of the department and number of fulltime and adjunct faculty. One example of this collaborative nature is the creation of a Canvas site to support all English faculty by providing training material, model curriculum, sample syllabi, and assignments.
2. The department must be recognized for its response to the one-two punch of the passage of AB 705 and the COVID pandemic. The elimination of composition courses below transfer level created an increase in the number of English 100 courses but a decrease in course sections overall. This change created some instability in course fill rates and course offerings, as it was difficult to predict enrollments for pre and transfer level courses.
3. The department should also be recognized for their success rates in the wake of AB 705 and COVID. While there was certainly a decline from the normal success rates of the department, these declines were in line with statewide expectations. The department had a comprehensive plan to address the low student success. They revised the curriculum for ENG 60 & ENG 100, created an "Enhanced College Writing" course (ENG 101), and developed additional support for unprepared students. Key in this was the use of PALS (peer mentors) in coordination with the LLRC and ESC.
4. But, while the overall success rates decreased in transfer-level composition, the number of students completing transfer-level English within the first year has increased. Cypress College is currently #4 in transfer-level completion rates among local Community Colleges with a completion rate 4% higher than statewide average. Aside from the obvious benefit to students, this is also good news considering the metrics of the new state Student Centered Funding Formula.
5. The department has excelled in their efforts to address DEI in their program and curriculum. In fact, in the last five years the program has been entirely transformed to include equity and social justice. They have implemented multiple strategies to addresses equity gaps and promote student success in underrepresented student populations. The department eliminated the developmental composition sequence, supported multiple measures and the California Acceleration Project, and worked with counselors to ensure appropriate student placement in transfer-level courses. The department worked with Title 5 Peer and Data Coaches to implement equitable teaching and learning practices and has placed issues of race and social justice at the heart of their critical

thinking, film, and literature classes. The commitment to developing OER is a further testament to the department's commitment to DEI.

6. The department deserves recognition for its commitment to providing faculty with opportunities to participate in equity trainings/projects. They have faculty who have participated in the Cultural Curriculum Audit and Ascend Project. They have faculty who are Title 5 Peer and Data Coaches and others who serve as faculty coordinators for the Puente and Legacy Programs. English faculty have been influential in creating conversations about DEI at the campus, the district, and in the broader community.
7. The department has great commitment to Distance Education (DE) and has used it to help create flexible pathways for students. Having the DE Coordinator within the department is certainly a plus, but all the faculty have embraced DE, are encouraged to participate in professional development opportunities, and promote best practices through the faculty evaluation process. Some department members completed the @One (OEI-CVC) Peer Online Course Review (POCR) training to help faculty align their courses with the OEI Course Quality Rubric. The department's goals to join the CVC and create fully online certificates and degrees further reflect this commitment to DE.
8. The department is consistent in awarding certificates and degrees and plans to promote them further post pandemic.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department is encouraged to continue working on aligning their courses with the OEI CVC (California Virtual Campus). The IPRC feels this would support student transfer pathways and optimize fill rates in online sections. There are English courses not offered elsewhere that would be appealing to students in the CVC Course Exchange. This involvement may then be used as means of attracting other departments and courses to the CVC.
2. Related to the above, the IPRC supports the department's efforts to develop a fully online CVC degree. The department is encouraged to reach out to other departments for courses to help fulfill the GE requirements of such a degree.
3. The department is encouraged to continuing the development of the PALS program. It has the potential to be scaled up for broader use, and the department is encouraged break down the specific costs and resources needs. The English Success Center (ESC) should be part of this planning process as it will assuredly play a role in the effective administration of the program.
4. Because the ESC offers important services for students in the English Department, it is strongly recommended that the Instructional Program for English should coincide with the Specialized Instructional Program Review of the ESC.
5. The department is encouraged to create an accurate, detailed budget that reflects the true cost of running the program. This budget should include any costs for marketing and outreach, including the publication of "Sole Image" and other literary endeavors.
6. The program is strongly encouraged to include other departments with interests in Gender Studies and Social Justice in any conversations about the development of introductory course curriculum in those areas within the English Department.
7. The department is encouraged to continuing its work promoting English 101, the certificate in Creative Writing, and the reestablishment of the ACCESS Program.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further

explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Staff ENG 100/101 w/PALS	?	C	D	C	I	N	3000+
2	PALS Faculty Coordinator	\$15K	C	D	C	I	N	3000+
3	Fulltime Faculty (Retiree Replacement)	\$70K	F	D	C	I	N	200+
4	“Sole Image” Faculty Coordinator	\$8800	C	D	C	M	N	All
5	English Majors Recruitment Video	\$6600	T	D	O	I	N	?
6	Annual English Department Social Event	\$500	?	D	C	I	RR	?
7	Funding to Revive ACCESS	\$6600	?	D	O	I	N	?

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Need: D = Department

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C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

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G = Prog. Growth

Age: N = New Request

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Impact: # of students impacted

BUDGET COMMENTS:

1. The department has shown the importance of the PALS program for success in ENG 100 and 101. The IPRC would like clarification as to what the costs for funding 100% of the classes would be. This should also be a part of a detailed, right-sized budget outlining the total costs of the program. This would aid in scaling the program across campus.
2. The department has a demonstrated need for faculty coordinator for PALS Program. This cost should also be factored into the overall budget of the PALS program. There is a first-year cost of \$36K that should be seen as an investment in the program as a pilot for others to potentially follow.
3. The department has the need for fulltime faculty due to retirements.
4. The IPRC supports a faculty coordinator for the department’s literary publication “Sole Image.” It serves as a showcase for student talent as well as a means of promoting the program and college and needs a coordinator to oversee it.
5. The English Majors Recruitment Video would aid in program outreach.
6. The IPRC sees the value in this activity, but it also sees it as something that would be covered by the department’s right-sized budget and not left to One-Time Funding.
7. The IPRC supports reviving the ACCESS program but would like the costs clarified.

Instructional Program Review Committee Evaluation

Program: ESL

Presenter: Alison Robertson, Jill Bauer, Jenelle Herman, Samantha Simmons, Kathy Wada

Date: 11/01/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: ESL presented a well-written, comprehensive, and collaborative review that reflected a program committed to providing a supportive pathway for students.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 100%	Spring 2018 – 100%
Fall 2018 – 71%	Spring 2019 – 80%
Fall 2019 – 78%	Spring 2020 – 100%
Fall 2020 – 100%	Spring 2021 – 100%

Comments:

The percentage of courses assessed over the last 8 semesters is 91%. Although the percentage of courses assessed in Fall 2019 is on the lower side, the ESL department has shown great improvement over the semesters since then and has been doing an outstanding job of assessing CSLOs over the past several semesters. The ESL department reviewed the Faculty CSLO assessment reflections in eLumen and discussed methodologies for continuous improvement. The ESL department has noted that for completion of SLO work, they would like information from Human Resources on how faculty can access support and accommodations for documented neurodiversity and/or differently abled people who may face increased obstacles to perform duties effectively and efficiently in specific areas.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The ESL department has completed the PSLO mapping in eLumen. The learning outcome, Communicating, showed the highest success rate for students meeting the standard. As a result of the CSLO and PSLO review process, the ESL department adjusted their writing skills at the upper levels of the program to include more prep and practice with using sources in writing.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

5. The department has undergone transformative change since their last review. They have placed themselves at the intersection of the college Guided Pathways efforts and the work being done to promote diversity, equity, and inclusion on campus and in the community. All their goals and objectives, past and present, are directly focused on student success and equity for English Language Learners (ELL).
6. The department has been especially successful in clarifying the ESL pathway. There are six core ESL courses, all transferable in some form and three of which fulfill GE requirements.
7. Similarly, the department must be applauded for the creation of the ESL Milestone Certificates. There are nine certificates, comprised of transferable ESL courses and courses in other departments, representing important milestone ESL students achieve as the move through the program. It is hoped these certificates will also result in an increase in transfer rates. For her work in creating these certificates, in addition to her work advocating for ESL at the state level, Kathy Wada received the Charger Award, and the department has become a statewide model receiving recognition from PPIC and the RP Group.
8. The department has done extensive work promoting DEI. They have implemented elements of the Cultural Curriculum Audit in the revision of syllabi and other course materials and added cultural competencies to course objectives. In addition, they have used Universal Design for Learning in the revision of their online courses. There are extensive departmental discussions as well as opportunities to have these conversations with a broader pool of people in off-campus organizations and meetings.
9. ESL presented a collaborative review that reflected input from the entire department.
10. The department also should be recognized for their response to both AB 705 and the COVID pandemic. They took quite a double punch and weathered the storm.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

11. The department is encouraged to continue their work breaking down the “Just ESL” stereotypes in education and the community. The IPRC is committed to helping the department in these

efforts. There is a recognition that this is a larger issue than just Cypress and requires united action.

12. A key part of the above is including ESL as an equity group, as recognized by the state, like Puente or Legacy in our campus conversations and efforts. The ELL population goes beyond those who take ESL classes. The IPRC is committed to helping the department in these efforts.
13. The department is encouraged to work with AB705 data, the campus, and Institutional Research and Planning to capture data on ELL not in their program.
14. The department is encouraged to create a plan for addressing equity gaps for two or more races and DSS student populations. This may include addressing questions as to how students select race.
15. The department needs to provide approximate cost of their budget requests.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	ESL Learning Community	\$60K	F	D/C	C	I	N	400
2	Ensure Core sequence	\$12K	F	D/C	C	I	N	75
3	Norming	\$2-4K	F	D	C	I	N	400
4	ESC as Load	\$18K	F	D	C	I	N	400
5	Certificate outreach	See #1	F	D/C	C	I	N	400
6	Advise for US HS diploma holders	See #1	F	D/C	C	M/I	N	300
7	Student-centered materials	\$10K	T	D	C	I	N	400
8	Conference attendance	\$12K	F	D	C	M	RR	400
9	Potluck	\$500	M	D	C	M	N	75
10	ESC ESL + Nursing Workshops	\$9K	M	D	C	M	N	160
11	Prerequisite Challenge Project	\$1-5K	M	D	C	M	N	100

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Purpose: CN = Critical Need

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Age: N = New Request

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Impact: # of students impacted

BUDGET COMMENTS:

2. The IPRC strongly supports the department’s goal of creating a Learning Community and of ensuring the Core sequence each semester. The cost for Item #2 is variable and may be lower than the stated \$12,000.
3. The IPRC also strongly supports Items #3-6 and see them as an integral part of supporting the

ESL learning Community. It should be noted that the estimated cost stated in the table reflects a high estimate and not the actual anticipated the cost. It is believed that the cost of paying adjunct to fill the ESC Load will be offset, at least in part, by increased apportionment when students are using the ESC on a weekly basis. Also, the costs of Items #5 and #6 will be included in the cost of Item #1.

4. The department has a demonstrated need for many resources and materials. The requests for student-centered materials, conference funding, the potluck, and others are certainly appropriate, but they should also be part a right-sized department/division budget and not left to the One-Time Funding process.
5. The department has a demonstrated need for the ESC ESL + Nursing Workshops and the Prerequisite Challenge Project.

Instructional Program Review Committee Evaluation

Program: Ethnic Studies

Presenter: Danny Lind, Steven Estrada, and Gio Huerta

Date: 11/22/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

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 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: Ethnic Studies presented a well-written and comprehensive review that reflected a program committed to equity and student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 77.8%	Spring 2018 – 85.7%
Fall 2018 – 100.0%	Spring 2019 – 100.0%
Fall 2019 – 100.0%	Spring 2020 – 83.3%
Fall 2020 – 100%	Spring 2021 – 100.0%

Comments:

The percentage of courses assessed over the last 8 semesters is 100%. The Ethnic Studies department is doing an excellent job of assessing CSLOs. As a result of assessment, the department discussed the goal to continuously revisit and revise teaching methodologies as appropriate. As noted by the department, Faculty discussed using scaffolded assignments, using equitable grading practices, spreading out points with low-stakes student assignments, creating alternative assessments and exams, employing varied modalities (online and hybrid, synchronous and asynchronous), and having more varied student-centered and interactive activities and assignments.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The Ethnic Studies department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Ethnic Studies PSLOs. One of the highlights from the PSLO data is that 78.4% of the students assessed are meeting or exceeding the standard for the learning outcome, Communicating.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department has undergone great growth since the last review and has created several new courses and certificates. The department has had four ADTs approved by the state in the past two years. The recent legislation (AB-1460) creating the CSU Ethnic Studies requirement and the creation of the CSU Area F breadth requirement in Ethnic Studies should result in an increase in course sections and enrollment.
2. The department has done extensive work in clarifying the pathway for students interested in transferring to the CSU system. In addition, like many programs in the Social Sciences Division, Ethnic Studies helps students on pathways in other departments achieve their certificate, degree, and transfer goals.
3. The department did an excellent job meeting the challenges brought by the pandemic and the move to remote instruction. They rethought pedagogy and found new ways to evaluate student achievement. These included spreading out assignments to help students meet the CSLOs, scaffolding assignments for student success, and moving away from the midterm, final, and paper model. They also embraced online instruction. After the pandemic, the department plans to continue many of these practices and offer multiple modalities of instruction.
4. The department has undertaken extensive work to promote DEI. In fact, the areas and issues related to social justice and social equity are central to the discipline of Ethnic Studies. The department's Mission Statement, pedagogical approaches, course content, and assignments are centered on equity. There have also been efforts to implement elements of the Cultural Curriculum Audit in revising syllabi and Canvas pages, instituting more equitable grading practices, and focusing more on low stake and targeted assessments versus traditional higher risk forms of assessments.
5. Faculty within the department must be commended for their participation in campus committees and shared governance. They are represented in Academic Senate, Curriculum, United Faculty, and the Title V Completion Teams.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The IPRC understands the department’s need for validity and legitimacy in their field, but that can’t be a barrier to working with other departments on curriculum. Perhaps there could be more flexibility in their stance on cross-listing courses. The new state regulations are sure to create a demand for Ethnic Studies classes, and there is concern that the demand for Ethnic Studies instructors across the state will create a competition for instructors that cannot be fulfilled and may only be mitigated by allowing qualified faculty in very closely related disciplines to help shoulder the burden. This could and should be done with full oversight from Ethnic Studies faculty so as not to have their discipline cross-listed into oblivion. The department is encouraged to have ongoing discussions on the issue as the parameters of the new requirement evolve.
2. The IPRC is also concerned the department may be taking the gatekeeping role too far and thereby closing off relationships and resources that could better serve our students. For example, Ethnic Studies does not want to open its classes up to cross listings in history but wants to offer classes that are, in many ways, history classes. (African American History - ETHS 130, 131, Chicana/o/x History – ETHS 151, 152, Native American History – ETHS 160, 161, Asian Pacific American History – ETHS 171).
3. The department is encouraged to consult with other departments on campus regarding any Gender Studies classes. Gender Studies is inherently multidisciplinary, and, perhaps because of this, has faced questions of legitimacy and validity as a discipline. The IPRC supports interdepartmental conversations in the creation of any classes focusing on gender.
4. The department is encouraged in its plans to work with the Title V Career and Transfer Coaches to develop materials, workshops, and videos to better help provide resources for Ethnic Studies majors. Similarly, the department is encouraged to continue its work improving its advertising and recruitment of Native American and Pacific Islander students into their classes and program.
5. The department is encouraged to collaborate with other departments and programs across campus in hosting events and speakers to help in the promotion of DEI on campus and in the community. There may be the potential to pool resources on campus to meet the need.
6. The department is encouraged to work to resolve the inadequacies of the department web page. This is seen as a one central way to promote the discipline and program.
7. The department is encouraged to create a plan for addressing equity gaps for African American, American Indian, LatinX, and Pacific Islander students.
8. The department needs to have an accurate, detailed budget that reflects the true cost of running the program. This budget should include any marketing and outreach materials and any upgrades for lab materials.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Fulltime faculty (2)	TBD	F	D	C	I	RR	???
2	Guest Speakers	\$20K	?	D	C	I	N	???
3	Conference/Field Trip Funding	\$10K	?	D	C	I	N	???
4								

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/ Admin.

T = Technology

M = Maintenance

Need: D = Department

V = Division

C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/Not Received

Impact: # of students impacted

BUDGET COMMENTS:

1. The department has a need for fulltime instructors. They have already received one hire through the Faculty Prioritization process, and changes in state regulations may certainly justify the need for one or two more.
2. The department has made the case for increasing funding for the Supplemental Instruction program. This is a need expressed by several departments participating in review this cycle. The IPRC strongly supports increased funding for SI across the campus.
3. The department has a demonstrated need for funding to attend conferences and to host events and speakers. These costs should be part of the right-sized department/division budget. This could be an area where collaboration with other departments and programs across campus may be beneficial, and there may also be DEI funding that could aid in meeting this need.

Instructional Program Review Committee Evaluation

Program: Foreign Language

Presenter: Alex Herrera and Karen Le Cornet

Date: 11/08/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: Foreign Languages presented a well-written, comprehensive, and collaborative review that reflected a program committed to student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 21.4%	Spring 2018 – 50%
Fall 2018 – 57.1%	Spring 2019 – 52.6%
Fall 2019 – 85.7%	Spring 2020 – 83.3%
Fall 2020 – 100%	Spring 2021 – 85%

Comments:

The Foreign Language department strives for 100% CSLO assessment completion and has shown improvement over the semesters since Fall 2017. The department has reviewed the CSLO assessment data and discussed strategies for continuous improvement. The department mentioned that one obstacle to reaching 100% CSLO assessment completion is the lack of a Full-Time Chinese Faculty member.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The Foreign Language department has completed the PSLO mapping in eLumen. The program learning outcomes Reading, Presenting, and Research showed the highest success rate for students meeting the standard. The Foreign Language department has thoroughly discussed the data results for program learning outcomes as a department for continuous improvement. During the PSLO and CSLO review process, the department discussed adding two separate program learning outcomes of Speaking and Listening. Currently, both speaking skills and listening skills map to Communication, but the department is considering separating the data for more meaningful results.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department should be recognized for the collaborative way they work together. This includes a concerted effort to communicate with and support their adjunct faculty. Even though they are working with several different languages, they have found common instruction methods that have had a positive impact on students.
2. The department has seen an increase in success rates and are now just below the college average. This increase has been attributed to different reasons. First, and perhaps most important, they hired fulltime faculty members to teach French and Japanese. They have stabilized the programs and implemented plans for growth. In addition, DLAs and have been created for French, videos with embedded quizzes have been recorded, and all the language courses utilize the tutoring services of the LLRC. Standardized lessons have been created for all classes of the same course which helps ensure student success and a smoother transition to higher-level courses. Similarly, a fulltime faculty lead for Japanese created a ready-to-use Canvas shell and Zoom instructions for adjunct use.
3. The department should be acknowledged for its creative approach in linking language and culture. This gives students a feeling of belonging to the local and global community. The department recognizes that a key factor in student success is having students feel a sense of belonging and connection to each other, the program, and the wider campus and community.
4. The department deserves recognition for their work in promoting DEI on campus and in the community. To address equity gaps and to counteract what the department sees as the implicit bias in the American education system, the department encourages their faculty to attend professional development training opportunities, workshops, and conferences. Through participation in these events, the department has learned about more inclusive practices such as developing culturally relevant curriculum and pedagogy, instituting more equitable grading practices, and using less punitive language in their syllabi. They have implemented elements of the Cultural Curriculum Audit, Universal Design for Learning, and Growth Mindset in revising course syllabi and Canvas pages. The efforts to encourage and support a more diverse and equitable environment have been nothing but positive. These revisions help their students understand what to expect from the class and what is expected of them regarding respectful questioning, tolerance, and inclusion.

5. The department created two new Certificates of Achievement. Their goal is to acknowledge students' completion of required courses and to distinguish two levels of competency in their linguistic and sociocultural skills. The certificates are relatively new and haven't had the time to produce awardees. They have also greatly increased their number of AA-Ts in Spanish since their last review.
6. The department should be recognized for its efforts to reduce the cost of textbooks and other materials. They have implemented a Zero Textbook Costs for all Japanese courses, French is working on using an OER textbook, and other languages have worked with publishers to lower costs and tailor textbooks to course instruction. Such efforts have a great impact on students and are truly a means of addressing issues of equity.
7. The department has relatively consistent section offerings and fill rates. Offering hybrid and fully online options has helped in this area. The department also created a new collaborative Foreign Language brochure to help attract students to their program.
8. The department should be commended for its ability to adjust to the challenges of COVID. The availability of students to use Chromebooks and have access Wi-Fi was essential in this. The department also created an online request form for safe study space.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department needs to be more diligent in assessing their CSLOs. The committee recognizes that a lack of full-time faculty forces the department to rely on adjunct faculty to teach many classes, and in the past, this placed limitations on departments ability to collect and assess CSLO data. But the Adjunct Faculty Evaluation Form now contains language specifically regarding CSLO data input, and the department should make a greater effort to involve their adjunct faculty in the process. The program's Compliance Status is not being impacted by the low CSLO completion rate at this time, but the percentage of courses assessed must increase by their next review cycle.
2. The department is encouraged to continue developing DLAs for all the language courses. They have proved successful in promoting student success.
3. The department is encouraged to continuing developing cultural events such as the International Film and Food Festival and World Language Cultural Event, Japanese Fair, and others.
4. The department is encouraged to create a plan for addressing equity gaps for African Americans, American Indians, Pacific Islanders, and DSS students. Title V Peer and Data Coaches may be able to help isolate existing gaps and prepare strategies for addressing them.
5. The department needs to have an accurate, detailed, right-sized budget that reflects the true cost of running the program. This budget should include the costs for conferences, cultural festivals, student clubs, and other marketing and outreach efforts. Related to this, the department needs to prioritize and clearly define their budget and resource requests to help the IPRC better advocate for its needs.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	2 Fulltime Spanish Instructors	\$165K	F	D	C	M/I	RN	420
2	Fulltime Chinese Instructor	\$83K	F	D	C	M/I	RN	210

3	Conference Funding	\$10K	?	D	C	M/I	RR	630
4	Adjunct Compensation	\$2500	C	D	C	M/I	N	?
5	Foreign Language Film & Culture Festival	\$5K	?	D	C	I	N	?
6	Japanese Club – Events/Outreach	\$1K	?	D	C	M/I	N	460

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

Need: D = Department

Length: O = One-Time Need

Purpose: CN = Critical Need

Age: N = New Request

Impact: # of students impacted

C = Classified/ Admin.

V = Division

C = Continuing/ On-Going

M = Prog. Maintenance

RR = Repeat/Received

T = Technology

C = Campus

I = Prog. Improvement

RN = Repeat/Not Received

M = Maintenance

G = Prog. Growth

BUDGET COMMENTS:

1. The department has a demonstrated need for 2 fulltime Spanish faculty and one fulltime Chinese faculty. They have lost 3 fulltime faculty and are facing the retirement of a fourth. This has negatively impacted their Fulltime Faculty ratio. It is difficult to find adjunct faculty as this is a specialized area of teaching that requires individuals with the specific knowledge of each language. Much of the department's success since their last review has been the direct result of hiring fulltime faculty. It is believed this will be replicated in other parts of the department by hiring more fulltime faculty.
2. The department has a demonstrated need for conference funding to stay relevant in the field and to continue their work promoting DEI. These expenses should be part of a right-sized departmental budget.
3. The department has a demonstrated need for funding to host various cultural events like the Foreign Language Film and Food Festival. These expenses should also be part of a right-sized departmental budget.
4. The IPRC supports the efforts of the department to fund the Japanese Club. These expenses should also be part of a right-sized departmental budget.
5. The IPRC would like more clarification as to the use of these funds. The IPRC does not support the department's request if the stipend is for adjunct faculty to participate in CSLO data collection and entry. The Adjunct Faculty Contract currently states that adjunct faculty are required to participate in the collection of CSLO data and its entry into Elumen. The IPRC and SLO Committee have suggestions for how to engage adjunct faculty in this work. If the stipend is for other reasons, the department needs to spell that out more clearly.

Program: History

Presenter: David Halahmy, Carol Lewis, Vincent Rome, and Bryan Seiling

Date: 11/15/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: The History Department presented a review that reflected the input of all the fulltime faculty and demonstrated a commitment to student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 90.0%	Spring 2018 – 100.0%
Fall 2018 – 100.0%	Spring 2019 – 88.9%
Fall 2019 – 100.0%	Spring 2020 – 90.0%
Fall 2020 – 100.0%	Spring 2021 – 90.9%

Comments:

The percentage of courses assessed over the last 8 semesters is 100%. The History department is doing an excellent job of assessing CSLOs. After reviewing CSLO assessment data, Faculty in the department have implemented more resources in the class to improve student learning and retention.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes ___ No ___ Other _____

Comments:

The History department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for History PSLOs. It is recommended that the History department create new or edit existing CSLOs for courses, or revisit the PSLO mapping, so that the PSLO data is more distinct and meaningful.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department opened their presentation by having former students speak to the quality instruction they received while taking courses within the History department and about how the program impacted them. The students spoke of the faculty professionalism, enthusiasm, and skills teaching the material. Perhaps most important, they underscore how faculty were invested in their success as students in and out of the classroom.
2. The department has done a good job in increasing enrollment and fill rates, even during the COVID pandemic. Some of this has been attributed to the department's effort to offer classes to better accommodate students schedules and needs. This has also resulted in the department expanding its online and hybrid class offerings. In addition, participation Dual Enrollment is also believed to play a small role in this increase.
3. The department has worked to increase their success rates since their last review. While the numbers still lag college averages, they are trending in the right direction. Part of the reason for this is a change in fulltime faculty and the hiring of new, talented adjunct instructors.
4. The department has made a commitment to offering OER to their students. With some courses already at zero cost, the department plans to greatly expand those offerings and has several stated goals in that area. This is also part of a larger commitment to DE that seeks to have the department participate in the California Virtual College (CVC). One faculty member completed the @One (OEI-CVC) Peer Online Course Review (POCR) training to help faculty align their courses with the OEI Course Quality Rubric.
5. The department has clarified the pathway for History majors. Central to this was the creation of a Canvas page for History Majors that provides students with information and support, offers a medium through which students can interact with the instructors and each other, and helps in outreach of the program. The department also recognizes the role it plays in fulfilling the GE requirements of students on different pathways and make a conscious effort to schedule courses that meet students transfer needs.
6. The department has done some work promoting DEI. Most notable is the work in the production and promotion of OER. Their written review states that the department sees the "E" in OER as reflecting Equity. The History of California (History 275) is now being offered with zero textbook cost, and other courses are in the process of moving completely to OER. In addition, some members of the department are implementing elements of the Cultural Curriculum Audit to revise course syllabi and Canvas pages to contain less punitive language, to develop culturally relevant curriculum and pedagogy, and to institute more equitable grading practices. The department is also creating curriculum for courses in the History of Latin America, Africa, and Asia, and courses focusing on the experiences of marginalized populations in the History of the United States.

7. The program's report and presentation do show a fundamental difference of opinion within the department regarding DEI, however. Faculty within the department are willing to have healthy discussions about these disagreements. But, the IPRC does have some concern that there appears to be some reluctance within the department to embrace the campus approach to DEI.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department needs to work on aligning with the college's mission of fostering equity. At a recent planning meeting, Dr. Schilling underscored that all college decisions will be rooted in equity. Particularly, the department is urged to demonstrate understanding of equity as it applies to student success. This aligns with Title 5 and ACCJC standards (I.B.1. and II.A.7), as well as the College mission. While the department does promote DEI in various important ways, its stated position on equity and answers to the DEI questions in the report raise concerns about the department's commitment to that mission. The department is asked to consider that equity is far more than equality or colorblindness. It is one thing to recognize the individuality of people's experiences, but it must be tempered by the recognition that those who have been marginalized in our society have not had a choice in how they've been viewed, treated, and discriminated against. Colorblindness essentially erases the marginalized experience and invalidates the legitimate pain of those traumatized by marginalization while distracting from the larger systems of oppression impacting our students. All these messages are a profound disservice to our students of color.
2. The IPRC defends the right of all faculty to express their opinions, particularly when they may differ from the predominant views being expressed. But the committee also defends the right to offer rebuttals to those opinions. The IPRC also rejects the assertion that race is the primary focus of the college efforts regarding equity. It also disagrees with the notion put forth in the review that academia has taken an extreme turn. Academia is often the tip of sword for social change and justice.
3. The department is encouraged to continue its work on OER and its efforts to join the CVC. The IPRC sees both as ways to promote equity.
4. The department is encouraged to continue finding ways to make their classes more welcoming to students outside of the curriculum. The IPRC supports the existing efforts to implement elements of the Cultural Curriculum Audit and encourages the department to expand those efforts to all its courses.
5. The department is encouraged to consider offering more non-European centered history courses to give students more options and perspectives. Similarly, the department is encouraged to continue developing curriculum to fulfil the program's stated mission of providing "in-depth and specialty courses".
6. The department is encouraged to create a plan for addressing equity gaps for African American, American Indian, Latinx, and Pacific Islander student populations. While there is merit in looking for multiple variables in assessing a student's preparedness for college, metrics such as race, ethnicity, and gender are certainly important and widely recognized variables of focus when looking at gaps in achievement.
7. The department is encouraged to communicate to the Library about any requested databases and materials.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further

explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Fully fund new DE Plan	TBD	C/T	C	C	CN	N	All
2	Adjunct OER stipends	\$10K	C	D	O	I	N	3000
3	Library Databases	TBD	T	V	C	I	N	3000
4	Instructional Designer	\$100K	C	C	C	I	N	All
5	Close Captioner	TBD	C	C	C	I	N	All
6								

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/ Admin.

T = Technology

M = Maintenance

Need: D = Department

V = Division

C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/Not Received

Impact: # of students impacted

BUDGET COMMENTS:

1. The department’s most important resource is for the college to fully fund the new DE Plan. They made the case that it would have direct and positive impact on every department at the college.
2. The department has demonstrated the need to provide funding to train adjunct in the use and creation of OER. The IPRC agrees that this is significant way to promote equity. The department should have a clear plan showing how the money will be used.
3. The department has a demonstrated need to increase the Library Database for History. They have referenced JSTOR, American Mosaic, Gale in Context, World Scholar, and Kanopy. These are all quality resources, but the department is encouraged to have conversations regarding the current database and options for adding to it. Once determined, the department should give an estimate of the cost of the resources.
4. The IPRC believes the request for an instructional designer and close captioner at the departmental or divisional level is excessive. However, there is a demonstrated need for these positions at the campus level.

Program: Library

Presenter: Monica Domain, Leslie Palmer, Joyce Peacock, and Annette Young

Date: 11/01/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

 X **In Compliance** – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

 Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

 Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: The Library presented a well-written and comprehensive review that reflected the team approach of a department committed to student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes X No Other

Courses Assessed:

Fall 2017 – 100%	Spring 2018 – 100%
Fall 2018 – 100%	Spring 2019 – 100%
Fall 2019 – 100%	Spring 2020 – 100%
Fall 2020 – 100%	Spring 2021 – 100%

Comments:

The percentage of courses assessed over the last 8 semesters is 100%. Library is doing an excellent job of assessing CSLOs. As a result of assessment, the Library faculty updated their course to be more inclusive. These changes were made after completing the Cultural Curriculum Audit at Long Beach City College.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The department has completed the PSLO mapping in eLumen. The highest success rates for meeting the standard showed in Reading, Writing, and Communicating. To facilitate student learning, Library is in the process of building online tools such as videos, tutorials, and research guides.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department must be recognized for its contribution to campus instruction. While they only have one course, LIB 100, they have a direct impact on every other department and program of the college. Truly, all Cypress students are potentially students of the department.
2. The department took a team approach to the review, and it was obvious the whole department participated in the process.
3. The department has done extensive work in promoting DEI. The department Mission Statement was revised to include a greater emphasis on DEI, and the members of the department have participated extensively in conferences and workshops. Principles of the Cultural Curriculum Audit were applied to the redesign of LIB 100 with a focus on creating a more equitable syllabus. Each Librarian is also a member of a Title V Completion Team. Of special note are the efforts undertaken to acquire more DEI titles and resources and to review all databases for potentially offensive material and supporting changes in language such as “undocumented” v. “illegal aliens” and “non-citizen” v. “alien.” This led to a deactivation of the CQ Researcher due to its failure to respond to calls for more equitable language. Joining the California Consortium has been useful in magnifying the influence of the college voice in this regard.
4. The department has greatly expanded its online presence over the past several years, which better positioned them to meet the challenges of COVID restrictions. The department was able to offer new online tools and implement Zoom appointments.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department is encouraged to consult with Legacy, Puente, and other learning communities about potentially expanding LIB 100 sections. Pairing LIB 100 with ENG 100 demonstrated an increase in success rates for ENG 100. Similar success may be found in other pairings.
2. The department is encouraged to continue working on the development of their Blog.
3. The department is encouraged to continue developing a right-sized departmental budget that reflect the costs of running the department. The budget should include any yearly subscriptions or other database costs.
4. The department is encouraged to work with the IPRC to schedule the Library’s Instructional Program Review to occur the fall following the Specialized Instructional Program of the English Success Center, Math Learning Center, Supplemental Instruction, and Tutoring the previous spring. The full impact of the LLRC is best seen by looking at both.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the *Table Code Key* below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Wi-Fi & power outlets	\$100K	M	C	O	M	N	All
2	System/Database Librarian	?	F	V	C	I	N	All
3	Classified Staff	?	C	V	C	M	RN	All
4	Leganto	\$30K	T	C	O	I	N	All
5	Database budget increase	\$7500	T	C	O	M	N	All
6								

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/ Admin.

T = Technology

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Need: D = Department

V = Division

C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/Not Received

Impact: # of students impacted

BUDGET COMMENTS:

1. The department has a demonstrated need for improved Wi-Fi and electrical outlets. The IPRC sees this as an extremely high priority with broad campus impact. These costs should be part of the regular maintenance and upgrade budgets of both the Facilities Master Plan and the Technology Master Plan and not be left to the department's budget.
2. The department has a demonstrated need for a System/Database Librarian. This would be a benefit to all students using the LLRC and would allow existing faculty to teach more classes.
3. The department has a demonstrated need for Classified Staff. There has been an increased demand for library services that has strained the existing support.
4. The IPRC supports the departments plan to add services to the existing Library Service Platform. Adding Leganto would allow the library to align the selection and provision of course materials with learning objectives and promote successful student outcomes by removing barriers to accessing course reserves and electronic materials. An Alma integration would allow student access to library materials through a locker system.
5. The department has made a strong case for having the budget for the database increased by the requested \$7,5000. Database costs and related materials have been increasing by about 10% annually, and the department's budget needs to be able to account for that.

Program: Music

Presenter: Gary Gopar

Date: 11/15/2021

Instructional Program Review Committee Summary

The goal of the IRPC is to help faculty accentuate the most positive aspects of their programs, meet instructional requirements, communicate challenges, share useful practices, and substantiate the need for resources to continue supporting student success.

Program Compliance Status:

The Program Compliance Status is based on a thorough review of the Department Planning and Program Review form submitted by the program. The highlights of the report are included in this summary. A program has the right to appeal their status to the IPRC.

In Compliance – The program review adequately covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals. Having met all of the requirements of Instructional Program Review, the program may apply for all available funding. (See comments below.)

Compliance – Needs Improvement – The program review covers all of the topics and provides a detailed plan with dates and people responsible for achieving stated actions/goals; however, there are areas the program needs to address and show improvement on for the next review cycle. The program may apply for all available funding, but additional information may also need to be provided to support future funding requests. (See comments below.)

Not In Compliance – The program has failed to comply with the requirements of Instructional Program Review and will only be allowed to apply for emergency funding. The program may apply for early review at any time before the next review cycle to update their compliance status. If the program fails to improve its compliance status in the next cycle, it may be recommended for Program Discontinuance. (See comments below.)

General Comments: The Music department presented a thoughtful review. It is apparent from the presentation that the department is passionate and focused on student success.

Program CSLOs:

Is the eLumen CSLO summary report included? Yes No Other

Courses Assessed:

Fall 2017 – 93.1%	Spring 2018 – 87.5%
Fall 2018 – 80.0%	Spring 2019 – 53.1%
Fall 2019 – 60.0%	Spring 2020 – 70.3%
Fall 2020 – 71.9%	Spring 2021 – 77.1%

Comments:

The percentage of courses assessed over the last 8 semesters is 87.0%. It is recommended that either the Department Coordinator or Course Coordinators follow up with Faculty by sending email reminders to complete CSLO assessments each semester. The Department Coordinator expressed the need for more Full-Time Faculty.

Program PSLOs:

Is the eLumen PSLO summary report included? Yes No Other

Comments:

The Music department has completed the PSLO mapping in eLumen. The majority of students assessed are meeting or exceeding the standard for Music PSLOs. The PSLO data shows that 96.7% of the students assessed are meeting or exceeding the standard for the learning outcome, Global Citizenship.

Commendations:

The IPRC finds the following work of the program to be noteworthy and commendable:

1. The department works collaboratively to accomplish their goals and serve students. This was essential when the department only had two fulltime instructors.
2. The department has increased their success rates and they are now above college averages. There are various reasons for this. The department added much needed fulltime faculty, updated their curriculum, and created a revised syllabus template for their courses.
3. The department should be recognized for its response to the COVID pandemic. All the instructors, both fulltime and adjunct, were trained online, and the department had a tenfold increase in online course offerings.
4. The department has done exceptional work creating and clarifying pathways for students. They cut offerings in performance-based courses in favor of IGETC ones to help students meet their transfer objectives. This has increased the number of Music AA-Ts. But they have also built CTE pathways in technical training and copywriting for students interested in a career in the music industry.
5. The department has excelled in their efforts to address diversity and equity in their program and curriculum with courses that include social justice topics. It's not just about talk, but what can be done about it. They have made their department about inclusion. Elements of the Cultural Curriculum Audit have been applied to the revision of syllabi content, and there has been a conscious effort to decentralize whiteness in their curriculum. The creation of the History of Hip-Hop course is just one example of these efforts.

Recommendations:

The IPRC makes the following recommendations to aid the program in its action plan:

1. The department needs to be more diligent in assessing their CSLOs. The committee recognizes that a lack of full-time faculty forces the department to rely on adjunct faculty to teach many classes, and in the past, this placed limitations on departments ability to collect and assess CSLO data. But the Adjunct Faculty Evaluation Form now contains language specifically regarding CSLO data input, and the department should make a greater effort to involve their adjunct faculty in the process. The program's Compliance Status is not being impacted by the low CSLO completion rate at this time, but the percentage of courses assessed must increase by their next review cycle.
2. The department is strongly encouraged to develop a department website to market the program and promote events. The Music Department is a "front porch" that serves as a public face of the college. The department and college need to invest in tapping this potential.
3. The department is encouraged to consider adding another section of History of Hip-Hop class due to its popularity and ability to foster equity and inclusion. Any other developments in

- curriculum and pedagogy in the area of DEI are also encouraged.
- The department is encouraged to continue its curriculum. There are a high number of courses needing to be revised. While many have been pre-launched, the department is reminded of the importance to keep curriculum up to date.
 - The department needs to have an accurate, detailed budget that reflects the true cost of running the program. This budget should include the costs for replacement and maintenance of instruments and equipment and funding for ensemble performances and other events that help the department showcase talent and promote the program and college.

Identified Resource and Budget Needs:

The IPRC supports the department in the resource and budget needs identified in the table below. The program has provided evidence and data, including but not limited to student success/retention rates, FTES targets, and SLO outcomes data, to support their request. The requests are ranked based on their overall need to the program, and the both the department and the IPRC agree to that ranking. The comments that follow the table further explain the need for each request. (*Use the **Table Code Key** below to help in reading the chart.)

#	Name of Request	Amount	Type	Need	Length	Purpose	Age	Impact
1	Ensemble performance funding	\$25K		D	C	I		450
2	Classified Support - Marketing/Community Outreach	TBD		V	C	I		2300
3	Advance AVID learning partnership	\$100K		D	O	I		450
4	Classified - Technician/Maintenance	TBD		V	C	I		2300
5	Music Instruments and Equipment	\$25K		C	C	I		All
6	Concerts, lecture series, and festivals	\$25K		C	C	I		All
7	Commercial Voice/Instrumental Certificate	0		D		I		450

TABLE CODE KEY

Amount: Total \$ amount for request

Type: F = Faculty

C = Classified/ Admin.

T = Technology

M = Maintenance

Need: D = Department

V = Division

C = Campus

Length: O = One-Time Need

C = Continuing/ On-Going

Purpose: CN = Critical Need

M = Prog. Maintenance

I = Prog. Improvement

G = Prog. Growth

Age: N = New Request

RR = Repeat/Received

RN = Repeat/Not Received

Impact: # of students impacted

BUDGET COMMENTS:

- The department has a demonstrated for funding for ensemble performances at conferences, workshops, festivals, and community events. As mentioned elsewhere in this Summary, the Music Department, like others in the Fine Arts, can play an important role as the public face of the campus. The IPRC supports the campus increasing support for these activities. This funding should be part of their right-sized departmental budget.
- Several departments have expressed the need for Classified support for marketing and

