- none

GOAL #5: Learn from our COVID experience about how to better serve students, which students are vulnerable, and how to build more flexibility into our course offerings.

SLO assessment: What aspect of student learning has been more effective over Covid? What has been less effective? Can we retain pedagogy or practices that improve student learning?

Equity/Anti-Racism: Which student populations have been adversely affected by Covid? How much of this disadvantage preceded and will outlast Covid? What can we do about it?

Equity/Modality: What can we learn from our enforced shift to DE? What should we retain?

- Description: For almost two years, both we and students will have been studying online. As we return to campus, student expectations will likely have changed; they may want to retain some of the flexibility offered by online teaching, even as they are glad to return to the classroom. Meanwhile, a good number of students likely fell off our radar (the high rate of success and completion suggests that EWs accounted for a lot of our withdrawals). These students may also need more support and encouragement to come back. We want to be clear, as a department, that we're learning from the Covid experience about how to better deliver instruction, and serve our students.
- Actions: Develop new ways to incorporate flexibility into our curricula; gain a clearer understanding of which students need to be brought back.
- Outcomes: Innovative ways to accommodate students through DE / re-engage students who may have lost touch with college.
- Timeline:
  - Spring 2022: Research student attitudes to returning to campus / needs for flexibility
  - Fall 2022: Frame some potentially innovative ways to include more flexibility
  - Spring 2023: Assess success or otherwise of different modalities etc.
- Responsible party: English faculty
- Support:
  - PRIE (this is part of the hy-flex, hybrid effort)

[English Department Program Review example of assessment goal]