Instructional Annual Program Review and Planning Update Form Fall 2023

BACKGROUND:

Program review is an integral part of the campus planning process. As programs and areas monitor their progress on the current comprehensive four-year program review, changes in need and scope can be expected. This Annual PR Update form is designed to outline and request modifications to the current program review that occur between comprehensive four-year review cycles, as needed.

Examples of a requested change include new information such as action plans, outcomes modifications, personnel changes, technology needs, and capital expenditures requirements. As programs and areas monitor their progress on the previous comprehensive four-year program review, the form provides the basis to suggest a change in plans and processes to improve student success and institutional effectiveness.

DIRECTIONS:

This form shall be completed annually by **all** programs.

- Instructional programs must submit their Annual Program Review Update form to their dean by 5pm on Monday, November 27, 2023.
- Deans will forward the completed form to the Program Review and Planning Committee Chairs by 5pm on Monday, December 4, 2023.
- Questions or concerns?
  - Committee contacts:
    - Co-chairs Mary Bogan (mbogan@fullcoll.edu) and Bridget Kominek (bkominek@fullcoll.edu)
    - Division representatives on the Program Review and Planning Committee
  - Office of Institutional Effectiveness

SUBMISSION:

Program: Division: Date:

■ We have reviewed our most recent self-study and **have not identified** any significant changes that necessitate resource requests for the upcoming academic year. *(Complete part 1 only)*

☐ We have reviewed our most recent self-study and **have identified** significant changes that necessitate additional resource requests, which are attached in our submission. *(Complete parts 1 and 2)*

Principal Author Signature: Kevin C. Sampson   Printed Name: Kevin C. Sampson

Date: 11/01/23

Dean Signature: Printed Name:

Date:

Part 1: Review of Data

Institution Set Standards (ISS)

1. Use the data provided by the Office of Institutional Effectiveness (OIE) to review your course completion and success rates and provide a comparison to the Institution Set Standards for course completion and success rates.

Completion Set Standard	Completion Aspirational Goal	Success Set Standard	Success Aspirational Goal
74.1%	86.7%	62.0%	78.3%

Course Success and Completion by Program

Subject	Enrollments	Avg. Success	Success Standard	Avg. Completion	Completion Standard
AJ	2,266	68.5%	∗	84.4%	∗

2. If your program meets or exceeds the standard for completion and success, to what do you attribute your success? If your program does not meet this standard, please examine the possible reasons, and note any actions that should be taken, if appropriate.

   Course Success examines the percentage of students who receive a passing/satisfactory grade (Examples: A-C, Pass). The Administration of Justice Department's Course Success rate <u>exceeds</u> the *Institutional-Set Standards* with a rate of 68.5%. This is due to faculty providing students with study guides for quizzes, exams, and course discussions, along with organizing study groups and student mentoring sessions.

   Course Completion/Retention examines the percentage of students who do not withdraw from class and who receive a valid final grade (Examples: A-F, Incomplete, Pass/No Pass). The Administration of Justice Department's Course Success rate <u>exceeds</u> the *Institutional-Set Standards* with a rate of 84.4%. This is due to increasing the frequency of student mentoring, providing academic/career pathways, and coordinating student use of campus-wide support services (e.g., tutoring, health center, food bank, on-campus jobs, etc.)

Institutional Student Learning Outcomes (ISLOs)--Global Awareness ISLO-3.

1. Describe your program's participation in assessment of Institutional Student Learning Outcomes (ISLO's). Specifically, how does your CSLO attainment, for the courses that are mapped to the Global Awareness ISLO, compare to Fullerton College's ISLO attainment?

The Administration of Justice Department completed 1,979 ISLO-3 assessments during the 2022-2023 academic year (723 + 1,136 + 69 + 51 = 1,979). Of these assessments, 1,859 met expectations (93.9%).

Overall by Term for ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	0	0.00%	723	91.29%	0	0.00%	69	8.71%
Spring 2023	0	0.00%	0	0.00%	1136	95.70%	0	0.00%	51	4.30%

Fullerton College reviewed 30,663 ISLO-3 assessments during the 2022-2023 academic year (51 + 26,279 + 4,333 = 30,663). Of these, 85.9% met or exceeded expectations.

ISLO: Analyze the interconnectedness of racial, cultural, political, social, economic, and environmental issues from multiple perspectives and recognize the individual agency and collective responsibility necessary for positively influencing those systems.

	Greatly exceeds expectations.		Exceeds expectations		Meets expectations		Does not meet expectations but developing		Does not meet expectations	
Fall 2022	0	0.00%	41	0.25%	14330	85.89%	0	0.00%	2314	13.87%
Spring 2023	0	0.00%	10	0.07%	11949	85.48%	0	0.00%	2019	14.44%
Overall	0	0.00%	51	0.17%	26279	85.70%	0	0.00%	4333	14.13%

For this report, here were some important findings related to the Administration of Justice Program and ISLO-3:

- The Administration of Justice Program students were much more likely to meet expectations on ISLO-3 than the Collegewide average (93.9% vs. 85.7%, respectively).
- Students in the Administration of Justice Program were less likely to meet expectations during the Fall 2022 term than the Spring 2023 (91.29% vs. 95.70%, respectively).
- The Administration of Justice Program's 2022-2023 overall ISLO-3 percentage (93.9%) exceeded all other comparable AJ Program ISLO percentages (ISLO-1 = 93.8%, ISLO-2 = 93.4%, ISLO-4 = No Data, ISLO-5 = 93.7%).
- The Administration of Justice Program ISLO-3 percentage rates exceeded the program's Course Success rates (93.9 % vs. 68.5%, respectively).

2. Does the SLO data show significant achievement gaps among demographic groups in your program? If so, where are the gaps and what steps can your program take to shrink them? If not, to what do you attribute your success in minimizing the achievement gap?

- When reviewing ISLO-3 for the 2022-2023 academic year, all Administration of Justice demographic groups exceeded the overall Department percentage (93.9%), except two: Hispanic (-0.64) and Unknown (-0.72), which both fell just below the average. Compared to the overall College-wide average of 85.7%, all AJ Department demographic groups displayed significantly higher ISLO-3 percentages.
- Filipino, Asian, and Pacific Islander students demonstrated the highest overall ISLO-3 rates during 2022-2023 (98.08% vs. 97.10% vs. 97.06%, respectively). These percentages were 3%-4% higher than the AJ Department average, and 11%-12% more than the overall College average.
- The Hispanic demographic group made up the largest single category of the review (65.23%). White/Non-Hispanic students made up the next largest group (16.98%).
- The largest gap found during this review was in the Hispanic group ISLO-3 assessment during Fall 2022. This group showed a -1.47% gap compared to the Fall 2022 semester AJ Department average (91.29%). The group's fall percentage of 89.82% was the only score that fell below 90% during the AJ Department's entire ISLO-3 Fall/Spring assessment. Nonetheless, the Hispanic student group percentage increased 5.62% in the Spring 2023 semester to 95.44, an increase of 9.89% to the College-wide Spring 2023 percentage of 85.55%.
- The AJ Department re-visited their 2021 Comprehensive Program Review to further identify any equity gap concerns and their relationship to agreed upon Strategic Action Plans (SAP). Department faculty found no discrepancies between SAP and current equity gaps.
- Program faculty are meeting to create low-cost textbooks/materials, and the participation in professional development projects such as the College's Dual Enrollment program.