



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:

Printed Name: Ziza Delgado Noguera

Date: November 27, 2023

Dean Signature:

Printed Name: Jorge Gamboa

Date: 12-4-23

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.

After August 15, you will be able to access PDF copies of your program's ISS data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. The instruction document will also provide more context about how these standards are calculated. If you have any questions, please reach out to the Office of Institutional Effectiveness at ie@fullcoll.edu.

For the 2022-23 AY, our department's average success rate was 72.2% compared to the campus set rate of 62%, and our average completion rate was 88.1 % compared to the campus completion set standard of 74.1%. We exceeded the campus aspirational goal of 86.7% completion. The average completion rate for all student populations in the EHS program is above 86%, which is more than 10% higher than the set standard and meets the completion aspiration goal. With the appropriate support, our department is determined to maintain and exceed these completion and success rates.

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.

As a department, we take pride in our high-touch approach to education. Our praxis is guided by mentorship and education of students of color, first-generation students, and other underserved populations to ensure retention and success. Our faculty actively seek out best practices and improve our pedagogy through ongoing professional development. We meet as a whole department before the start of every semester to discuss aligning our courses, grading practices and to share resources and best practices we have learned from the previous semester.

We expect that all our faculty will adopt the following equitable classroom practices: connecting students with library staff to ensure they can check out laptops, tablets, wi-fi hotspots, and headsets, accepting late assignments without penalty, building extensions into assignments (eliminating the need for students to make requests), honoring all requests for extensions, not requiring a DSS letter to get accommodations, implementing UDL principles into course design, not timing exams or quizzes and having them be open notes/open book, thoughtful considerations around accessibility, organizing Canvas modules to have less clicking/be less cumbersome, provide students different modalities to access content (articles/reading, multimedia, audio/visual materials, music, etc.), assigning shorter assignments and readings, reducing lecture times (15-30 minutes), posting slides and running them through accessibility checkers, sharing engaging materials like music playlists and podcasts, using OER, JSTOR, and other free online materials, low-stakes assignments, collaborative and creative assignments, structured but flexible assignments, using Pronto, Canvas, Zoom, Padlet and other relevant distance ed technology to stay connected, well-being check-ins, constructing care webs, inviting students to relevant campus events offered by the community, and more.

We continue to prioritize assigning low-cost or no-cost materials that can be accessed digitally, ensuring accessibility of all materials, teaching with more empathy and tenderness, and staying up-to-date about campus resources to share with students. Our faculty are intentional about inviting representatives from campus resource centers like the UMOJA program, PUENTE, DSS, Student Health Center, Cadena Center, and more, and more to our classes. We do this to ensure students know about the ample support services available on campus, and we believe these practices impact student success and completion.

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

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?

After August 15, you will be able to access PDF copies of your program's ISLO data here: [ISS ISLO Documents](#). The folder will also include instructions to access Tableau dashboards with the same information. Please reach out to your SLOA representative if you have questions.

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?

Although our department has not yet completed our 2022-23 SLO analysis, we can still glean important findings from the student success and completion data. For example, we found that one of our Africana Studies classes (ETHS 129) had very low success rates for five of the six student demographic populations, despite above average completion rates. This is indicative of our constant change in adjunct faculty for that course since we lost Professor Smith as our full-time area expert in Spring 2022. Increasing Black student success rates has been a program priority since our 2021 Program Review, but we have yet to meet our goal of increasing their success by 1% annually. Although the success rate of Black students in our program (67.3%) is still above the success set standard (62%), we continue to collaborate on new strategies and pedagogies that can positively impact our Black students. We are eager to hire a new full-time colleague in Africana Studies to provide consistent instruction, which is essential to enrollment and success, but also to mentor and support our Black students so that we can close the wide success gap for this important student population.

Part 2: Additional Resource Request Reasoning and Support

For each separate resource request, complete steps A, B, and C.

Step A: Briefly describe the request.

Step B: Answer the following questions:

1. Is it imperative that this resource request be processed now rather than during the next comprehensive program review? Why?

Fall 2022 marked the 50th anniversary of Ethnic Studies at Fullerton College and coincided with the most significant expansion of Ethnic Studies since the founding of our discipline. The last three years have ushered in statewide legislation requiring Ethnic Studies courses across numerous educational institutions. In 2020, [AB 1460](#) made Ethnic Studies a general education requirement for the California State University (CSU). In 2021, AB 1040 and AB 101 were approved. The former established an Ethnic Studies graduation requirement for the California Community College (CCC) system via Title 5 revisions, and the latter made it a graduation requirement for high school students. A University of California (UC) Ethnic Studies requirement is currently underway, which would include the addition of an Area "H" to the existing A-G requirements. As the nation's most extensive higher education system and the most prominent feeder system to the CSUs (where 51% of CSU graduates started at a community college), CCCs will play a vital role in ensuring students meet these new requirements.

Given these demands, we would like to provide an update from our 2021 Program Review to reflect an increase in our request for full-time tenure track faculty. In our 2021-22 program review strategic action plan we requested three full time tenure track faculty. This need has recently been met as of fall 2023 when we were granted our third hire, however given the statewide expansion of ethnic studies and the boom in our enrollment (even prior to the CCC requirement going into effect, we now require three additional growth hires: one in American Indian and Indigenous Studies, one in Chicax/Latinx Studies, and one in Queer Ethnic Studies. We need faculty to take on these critical roles for the department and college. Per our program review and the stated goals of the college, we must optimize our ability to teach courses popular with Chicax/Latinx, American Indian and Indigenous, LGBTQIA2S+ students to recruit, retain, mentor, and support their academic success. Hires in AIIS and queer ES would be historical hires—the first in these areas, which our students deserve.

With the 2021 passage of the Title 5 Ethnic Studies graduation requirement for the entire CCC system and the addition of Area 6 (Ethnic Studies) in [UC CalGETC requirement](#), our department is about to experience an unprecedented increase in our enrollment. Unlike other graduation or transfer requirements that can be met with courses from numerous departments, Title 5 and Area F can only be met with a course offered by our department. With Title 5 revisions going into effect in Fall 2024, we must continue to hire growth faculty to meet current demands and prepare for the enrollment surge. The growth of our department is necessary to meet the demands of our students in completing the courses they need to graduate and transfer. This will also significantly increase enrollment across our campus and the district. Within the next five years, we expect our department will need to scale to the size of other similarly required departments like math, which has 38 full time faculty.

Consistent with national trends in Ethnic Studies, our department has experienced rapid, steady growth over the last five years. Tableau data shows that our enrollment grew 22% during the 2022-23 academic year. During this same period, the Social Science division saw a drop in enrollment of 1%, and the campus grew enrollment by less than 1%. To meet rapidly rising enrollment rates in our department, we have increased the number of course offerings as much as possible with our current

staff. Between Fall 2018 and Fall 2023, we have increased the number of sections from 18 to 35 sections, representing a 94% growth. In Summer 2023, we offered 13.5 sections, a 200% increase from the 4.5 sections provided in Summer 2021. It is important to emphasize that this enrollment surge began before the CSU Area F implementation started in Fall 2021 but has increased in AY 2022-23 in our Area F-approved classes. Considering the forthcoming Ethnic Studies graduation requirement that community colleges must start requiring in the 2024-2025 academic year, we anticipate an even more significant increase in enrollment rates and course demands to meet those needs. We know through inquiries conducted in our classes that many current and incoming students on track to transfer into the CSU system are already enrolling in our courses to meet the [AB 1460 /Area F graduation requirement](#). and the [UC CalGETC requirement](#). Additionally, with local CSU and UC ethnic studies courses impacted, more students are returning to FC to complete this requirement to earn their degrees at the CSU and UC.

When [AB 1040/CCC Ethnic Studies requirement](#) takes effect in AY 2024-2025, our department must be prepared to offer enough courses for every student to take at least one class to meet the new requirements discussed above. With the passing of Ethnic Studies legislation and the ongoing high demand for courses, the FC Ethnic Studies Department has an opportunity to contribute to helping our campus recover from overall enrollment drops. To do this, we must adequately support the needs of our students. A necessary step is increasing the number of full time tenure-track Ethnic Studies faculty. Student success is equally dependent on the quality of instruction, academic support, and campus climate. Given the overall contributions that full-time faculty make to initiating, planning, and facilitating institutional projects across campus, hiring more tenure-track faculty of color will positively impact student recruitment and retention. Students prefer to take all their classes at one institution.

2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?

Community colleges are at the forefront of combating socioeconomic inequities by making higher education more accessible for working-class and middle-upper-class families. New data since our 2021 program review reflects the increase in students attaining Ethnic Studies degrees and job growth for people in our discipline. Additionally, it speaks to the general increase in enrollment, degree attainment, and careers requiring Ethnic Studies expertise in California higher education institutions. This growing interest in Ethnic Studies presents an exciting opportunity for our campus to recover from some of our declining enrollment. To support this growing need, we will require additional full-time faculty members to be involved with teaching, advising, and mentoring students. The quantity of FT faculty in the Ethnic Studies department must increase to mirror other required disciplines like Chemistry, English, Math, and Communication Studies. We request your support to begin this process with enough time to provide our current and incoming student population with the Ethnic Studies courses now required for graduation from FC and successful matriculation to the CSU and UC system. This effort benefits not only students and our current faculty but, notably, all faculty at FC because attracting and retaining students is essential to increasing enrollment across our campus and district.

Currently, we have 14 adjuncts, and in Fall 2023, 56% of our classes are taught by adjuncts, up 9% from 2022. Per our 2021 program review, we anticipated the loss of many adjuncts who we predicted would seek full-time employment due to the hiring spree across Ethnic Studies

departments in California’s academic institutions. Our predictions were correct, and we have continued to experience losses and an inability to hire and retain as many part-time faculty as we need. Currently, 100% of courses taught in two of the five AA programs we offer (Africana Studies and American Indian & Indigenous Studies) and one of the programs we oversee (Introduction to LGTBQ Studies) are taught by part-time faculty. It is imperative to have full-time tenure-track faculty in each area to support students and maintain and grow these programs.

Our three proposed full-time hires are meant to address multiple ongoing disparities at institutions of higher education across the country and at Fullerton College: the disproportionate representation of Chicanx/Latinx and Native American/Indigenous students and full-time faculty. Successful recruitment and retention of students of color in higher education relies on a continued commitment to eliminating racial inequities and improving their campus racial climate experience. One step towards ensuring that the aforementioned populations successfully access and attain postsecondary degrees and/or credentials is to continue hiring racially and ethnically diverse faculty.

3. How will this additional resource allocation help you serve the college mission or strategic initiatives, and/or your program’s goals for improvement, as stated in your last program review?

Fullerton College’s current [Mission, Vision, and Values](#) statement reads that the college will use “inclusive and race-conscious approach[es] to address persistent equity gaps”. The first objective states that the college will “Eliminate disproportionate impact for Black students in successful enrollment... fall to spring persistence, degree/certificate completion, and transfer attainment.” In Ethnic Studies, we prioritize hiring faculty that have a proven track record and commitment to serving Black students. Additionally, granting us three FT hires will allow our department to contribute significantly to the six educational initiatives outlined in the [NOCCCD Educational Master Plan for 2021-2030](#). If approved, these hires will give our department and campus the necessary support to meet district recommendations for improving student success, equity, and completion rates. The projected shifts and departmental changes outlined above present both an exciting potential for growth and an urgency for support. With proper support, we are confident that our department and discipline can help our district make meaningful strides toward statewide and nationwide recognition.

Step C: Complete this chart with details of the request:

Type of Resource	Requested Dollar Amount	Potential Funding Source It is only necessary to list potential funding forces if you are aware of specific grants/program funds appropriate to the request, such as Strong Workforce.
Personnel	TBD by human resources	
Facilities		
Equipment		

Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:	TBD by human resources	