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)*
X	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: Roger Perez

Date: 30 November 2023

Dean Signature: Printed Name: Kim Orlijan

Date: 30 November 2023

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.

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.

When disaggregating by race and ethnicity, and across all of our courses, there are significant gaps among Black and Latinx student populations in ENGL 100 and ENGL 101. These disproportionately impacted (DI) student groups are under the institutional set standard by three to nine percentage points. When looking at success rates disaggregated by ethnicity across different modalities, Black students were under the standard in online class and exceeded the standard in in-person classes, while Latinx students were under the standard in both modalities but fared better (by six percentage points) in the online modality.

The 2022-2023 academic year was the first full year where the English program (and college?) had the most in-person classes since before the pandemic (Spring 2020). The success numbers in ENGL 100 for the DI groups are starting to creep up from the two pandemic years, showing a *slow,* possible return to pre-pandemic success rates. It is important to note that many first-time freshman who currently take English 100 and 101 were in their freshman year of high school when the pandemic started. They have weathered a hard pivot to online learning, return to campus, and subsequent "covid learning loss." Concurrently, college English instructors, who were online teaching certified, spent the better part of two years teaching online, synchronously (via Zoom) and asynchronously. Though there was a "pivot" to online teaching and learning accompanied by institutional support, there may be a gap in the same level of support in returning to campus, for both faculty and students. In essence, a global pandemic had a major impact on all institutions and we are (and will continue to) experiencing effects from it. These effects may have compounded results on DI groups. It is important for students to experience some semblance of consistency; with disconnect that came from the pandemic and the lack of a strong online practitioner community, there may be some inconsistencies among teaching and learning that impact DI groups. Having space, opportunities, and resources to share pedagogical approaches and teaching strategies, now in at least three different modalities, could benefit this major department that houses one of the biggest "gateway" courses.

To reiterate, the success rates for DI student groups in the English department are abysmal, the lowest we have had in recent memory, and we take the implications of these numbers seriously. Along with the programmatic goals and strategic plans in our primary program review, and the marketing efforts needed that we included in last year's APRU, we plan on getting back to some of the basics and with an equity-centered lens. A few course outlines, including those for ENG 100/101/103/104 are currently being or have been recently updated. The department faculty will be investing time and efforts in rethinking course design, pedagogical approaches, and teaching strategy as it pertains to these updated CORs.

As English department faculty start their second full academic year post-pandemic teaching (many with a hybrid schedule, consisting of at least 1-2 in-person classes), there have been a number of changes in curriculum, program mapping, and innovations in technology that have impacted instruction and learning. As mentioned above, a number of our course outlines, including those for ENGL 100 and 101, have been updated recently (during the pandemic) or are under revision to be offered in their respective, updated versions by Fall

2025. Additionally, the department decided (and voted) to recommend for English majors to take ENGL 104 to satisfy the critical thinking requirement; this course, too, has been updated recently. As a program, we will strategize how to increase the number of sections of this course, as we work to diversify and increase the number of declared English majors and those who graduate with an English AA or AA-T.

Additionally, the advent of more robust AI tools, like ChatGPT, Bard, and QuillBot, have greatly impacted the English classroom. While many instructors have a variety of ways in addressing the use of AI in their classrooms, there are much needed opportunities for faculty to explore, research, and discuss the innovations and rapid (sometimes daily) developments of AI.

Though there are some significant changes and developments in higher education that have impacted the English classroom and program, the English department is engaged in a number of new projects that are tied to Guided Pathways, grants, and funds from our primary program review from 2021. Programs like the First-Year Experience (FYE) Program and grant resources from AB 1705 are focused on critically analyzing systemic inequities within curriculum and how to support faculty in pedagogical best practices for increasing student success and creating a sense of belonging so student's feel connected to the college. A faculty inquiry group (FIG) that engaged in academic and action research regarding hybrid teaching and learning just concluded. The results and resources that the FIG produced will soon be presented and implemented next semester. Theoretically, the efforts that have already started (FYE and Hybrid FIG) may have had an impact on the creeping increase in success for DI groups and will continue to do so. The faculty team affiliated with the AB 1705 grant, made up of English and E.S.L. instructors, will continue the work of examining teaching and learning at this time by looking outside of the college to other college English course outlines, along with other equity-minded objectives and goals.

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?

The English department's CSLOs are not yet fully mapped through to the ISOs. The English department coordinator and the SLOA division representative are coordinating time and efforts to complete a full mapping of the SLOs through to ISLOs within the next three semesters.

Part 2: Additional Resource Request Reasoning and Support

For <u>each</u> 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?
2. How will this additional resource allocation specifically enhance your program's services, activities, processes, etc. to continue or improve student learning and achievement?
   - Is the resource request personnel-related? If so, please provide evidence to justify the requested positions such as retirements, program growth or curricular demands, full-time/adjunct ratios, etc.
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?

This resource request follows a previous, similar request for a Student Hourly from last year's Annual Program Review Update. Ultimately, the previous request was denied by the Dean of Humanities, based on the lack of resources to oversee and train a student hourly. Subsequently, negotiations between the Dean of Humanities and the English Department Coordinator resulted in this resource request. This resource request will still meet with the needs and goals of the program and align with the college's mission and strategic goals.

The English Department would like to request a Program Professional Expert to assist with the marketing and outreach of our program over the next three academic years (Fall 2024-Spring 2027). Additionally, there should be a second professional expert, who is a full-time English Instructor, to guide and support the Program Professional Expert. English is the largest program on campus and it includes several "sub-programs": composition, literature, creative writing, professional writing. The composition program is so large—and so important to FC's overall mission—that faculty and staff must devote most of their time outside the classroom solely to it. The proposed Professional Expert's duties by contrast would include the following:
- Creating marketing materials, both paper and digital, to help promote our literature and creative writing classes, as well as the professional opportunities that our program provides: editing our campus literary journal, working as a tutor in the writing center, etc.
- Helping promote and staff the events that our program hosts every semester (at least two each semester): Open Mic night, English Majors social, EnglishCon/Bookachella, faculty readings and/or visiting writer events.
- Creating and maintaining a social media presence on behalf of the English Department.
- Visiting classes and other campus events to serve as an ambassador for the program.

This resource request needs to be processed before the next comprehensive program review cycle because the English program intends to grow and diversify its declared English majors and graduates, which aligns with the college's mission of "advance[ing] student learning and achievement by developing flexible pathways for students from our diverse communities." The college's immediate goals of boosting enrollment align with this request. Additionally, the initial results of the Professional Expert's work can be used for the next comprehensive program review, making it data-informed and a proactive approach to planning. The resource allocation will enhance the program services and activities through the promotion of events and activities in which the Professional Expert will engage. The professional expert will provide a fresh perspective in creating a strategic approach to the program's online and social media advertising that speaks to the college's diverse student population. The results of such strategy and approach will boost attendance in events and engagement with the program. Finally, the work of the Program Professional Expert will support connection, a sense of community, and inclusivity that is asserted in the college's mission.

We're requesting enough funding to pay the Program Professional Expert for 10 hours per week, at $20.00 per hour (Project Expert), for six semesters (Fall 2024-Spring 2027): $19,200 total for the three years combined and funding for the Professional Expert that guides the Program Professional Expert for 2 hours per week, at $55.00

per hour, for six semester (Fall 2024-Spring 2027): $10,560 total for the three years.

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	$29,760	General Funds
Facilities		
Equipment		
Supplies		
Computer Hardware		
Computer Software		
Training		
Other		
Total Requested Amount:		