Instructional Annual Program Review and Planning Update Form Fall 2024

## 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.**

## SUBMISSION:

**Program:**

English

**Principal Author(s):**

Roger Perez

**Dean:**

Jeanette Rodriguez

**Submission Date:**

11/25/2024 10:56:58 AM

**Author Signature:**

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| Electronically signed by Roger Perez on 11/19/2024 6:13:17 PM |

**Manager Signature:**

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| Electronically signed by Jeanette Rodriguez on 11/25/2024 10:56:58 AM |

# Part 1: Review of Data

## Use the data provided by the Office of Institutional Effectiveness (OIE)--[available in August 2024](https://fullcolledu-my.sharepoint.com/:f:/g/personal/dberumen_fullcoll_edu/Ejn54PAVVhJLqimOjiLWBBYBPkPdoZEFZxZtScvvyibo6A)--to review your program completion and success rates and compare them to the Institution Set Standards for course completion and success rates. Then, answer these questions:

1. **Where your program meets or exceeds the college-wide standard for completion and success, to what do you attribute your success?**

Overall, the English program is at the institutional set standard. The English department is engaged in a number of campus-wide programs and initiatives that are centered on equity. Since there are disproportionate impacts on certain student groups in our ENGL 100 and ENGL 101 courses, it is unclear if our overall program success is attributed to the many efforts, programs, and initiatives the English department is engaged in, but here are some of the efforts the English department has made over the past year: AB 1705 Successful Placement & Completion Grant Work-FIGs were created that address the objectives of the grant; Queer and Ethnic Literature Course Offerings-an array of ethnic literature and a queer literature classes have been offered over the last year and continue to be offered; FYE Engagements in Comp Classes--FYE is under the Guided Pathways Office, FYE courses showed increased persistence, particularly Black/African American Students.

1. **Where your program does not meet this standard, please examine the possible reasons and note any actions that should be taken, if appropriate.**

When disaggregated by race and ethnicity, the following student groups do not meet the program-level standard: Black/African American, Latinx, and Pacific Islander. The reason these particular student groups do not meet the program-level standard is because they are disproportionately impacted in ENGL 100 and ENGL 101 courses, where our main equity gaps exist. Once these student groups successfully complete this course, they meet the standards in subsequent ENGL composition and literature classes. The “possible reasons” can be a long list with some anecdotal reasoning, as has been discussed in department and committee meetings, and some conjecture.

Aggregate data attained by the department suggests that the more units a student takes, the more successful they are likely to be in their coursework and in their English classes. This data has not yet been disaggregated by race and ethnicity, analyzed, and discussed—this is an action that should be taken.

1. **Compare your data analysis in questions 1 and 2 to the review of data in your 2023 Annual Program Review update (available on the** [**Program Review and Planning Committee**](https://committees.fullcoll.edu/program-review/) **website). Are there significant changes? Do you notice any patterns from year to year?**

Analyzing data from 2023 to this year, the following changes have occurred with a couple of metrics showing significant changes: Native American-increased success and now meets institutional set standard. At the program level, this year’s disproportionately impacted groups are

o Black/African American - 6.1% decrease in success from 2023 to 2024

o Latinx - .3% increase from 2023 to 2024 but still below institutional set standard

o Pacific Islander - 8.6% decrease in success from 2023 to 2024

ENGL 100 success significantly decreased for Black/African American (-13.6%) and Pacific Islander (-4.5%) from 2023 to 2024. while Latinx remained consistent at its disproportionately impacted rate.

ENGL 101 success decreased for Latinx, while success significantly increased by 15% for Black/African American, though the raw number was smaller from 2023 to 2024.

# Part 2: Additional Resource Request Reasoning and Support

**We have reviewed our most recent self-study and have not identified any significant changes that necessitate resource requests for the upcoming academic year.**

**We have reviewed our most recent self-study and have identified significant changes that necessitate additional resource requests.**