

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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1. Number of full-time faculty in the program.

14

2. Number of part-time faculty in the program.

>16

3. Number of staff in the program.

1

4. Do the above numbers reflect any staffing changes?

We recently hired one new full-time faculty member as of Fall 2023. We continue to hire part-time faculty to the active pool to respond to student need and to replace those who find employment at other colleges

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Actions for Improvement from 2020 Comprehensive Program Review & Annual Review (2022-2023):

Professional Development: Language Arts curriculum retreat to deepen current discussions--including equity in curriculum, equity in online instruction, honors courses;

improve curriculum within the department while in collaboration with the ESLL department.

Request data trends of students pursuing English, literature, and creative writing disaggregated by ethnicity.

Promote creative writing and literature courses within composition courses, as well as the English major and career option.

Encourage more tutoring in all forms--WLC, embedded, Pass the Torch

Continue to work with learning communities with English faculty instruction and support.

Continue to work on onboarding processes through orientation with Umoja and Puente.

Work with Guided Pathways to grow English Bridge, collaborate on ESLL Bridge

Discuss DI, equity, and online learning;

New Actions:

First-year English: enrollment, retention, and success

English Bridge - offered summer, fall, and winter to increase percentage of students taking English in their first year

AB705 review. New discussions about an FYE and alternative supports for the coreq, NCEN 401A, EPS, expanding Pass the Torch and embedded tutoring.

Reflection on success data and discussions/activities to test new models for the corequisite.

Department grade norming activities

Linguistic Justice (13-55 activity): Space approved and in process with anticipated launch Winter. Advisory committee forming to include faculty, students, staff, administrator to define 24/25 programming.

Contextualized English for Apprenticeship

Journalism - continue to refine structure for sustainability, including collaboration with WLC/Script Advisor and hiring of editor-in-chief as embedded tutor for journalism classes. Dual Enrollment Journalism offered at PAUSD, with discussions to expand.

Learning Communities: Puente, Umoja

Linking Literature courses in English to Ethnic Studies Series.

Creative Writing, Journalism, and Literature Courses: Develop and promote new courses (i.e. Journalism); Work with

Marketing to develop a campaign for English classes (including t-shirts); Work with campus programs--The Script, Journalism classes,

Student Clubs, WLC, and RSLs--to promote student engagement in writing practice;

Collaboration with PUENTE and UMOJA

Expansion of pilot program with embedded tutoring and counseling, especially within ENGL 1A +Co-Req classes, to improve student retention and success.

Create a Creative Writing/Ethnic Studies learning community: shared texts, supplemental contexts, joint events

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

Work with Guided Pathways to produce student-facing videos describing literature, creative writing, and English courses

Professional Development: Language Arts curriculum retreat to deepen current discussions--including equity in curriculum, equity in online instruction, honors courses, SLOs, textbooks assigned in Engl 1A, AI awareness;

improve curriculum within the department.

Promote creative writing and literature courses within composition courses, as well as the English major and career option.

Encourage more tutoring in all forms--WLC, embedded, Pass The Torch

Continue to work with learning communities with English faculty instruction and support.

Continue to work on onboarding processes through orientation with Umoja and Puente.

Work with Guided Pathways to grow English Bridge, collaborate on ESLL Bridge

Generate videos describing 1A, and 1A + co-requisite to assist students in selecting courses

Discuss DI, equity, and online learning; engage with (formerly) COOL

Developing more welcoming spaces for students of color (i.e. Multicultural Center, Umoja)
Linguistic Justice event through Latinx Heritage Month; Linguistic Justice Training for English Faculty
Linking Literature courses in English to Ethnic Studies Series.

Faculty involvement in Culturally Responsive Pedagogy towards retention of students impacted disproportionately
Explore meditation for mitigating student stress

Student Clubs, WLC, and RSLs--to promote student engagement in writing practice; Work with Guided Pathways to produce student-facing videos describing literature, creative writing, and other English courses

Collaboration with PUENTE and UMOJA

New LA lounge promoting community engagement in writing through safe spaces and interactive tools for exploring authentic expressions of voice and creativity
Language Arts

Expansion of pilot program with embedded tutoring and counseling, especially within ENGL 1A +Co-Req classes, to improve student retention and success.

Integrate Culturally Responsive Pedagogy into our classes via Department faculty participating in a year-long Culturally Responsive Pedagogy cohort.

Create a Creative Writing/Ethnic Studies learning community: shared texts, supplemental contexts, joint events

7. Explain your implementation timeline and if there have been any changes or updates.

Goals such as development of a Linguistic Justice space, essential to student retention and success, will be implemented by the end of 2024-2025. Goals such as curriculum and SLO assessment equity; collaborations with Ethnic Studies, Umoja, Puente, Guided Pathways, ENGL Bridge, and other campus and community groups; marketing of degrees and courses have been ongoing through 2024-2025 and will continue through 2026 and onwards. Embedded tutoring, All year English Bridge, to supplement the ENGL 1A corequisite, will continue and expand through 2024-2025 forward

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

The Department has examined student success rates across English courses, with particular attention to supplementary programs designed for students with basic skills needs, including the co-requisite program and embedded tutoring.

According to Disproportionate Impact numbers for ENGL 1A courses, the ENGL1A + co-requisite has proven particularly effective for foster youth and black students (90% success rate in English). The Department will continue to monitor those success rates, with special attention to the retention of students of color and those students of disproportionate impact, including low-income and foster students. The Linguistic Justice space is near completion, a place to support student engagement, academics, and voice, particularly for students whose histories have not previously allowed such a space.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b/g/personal/20078222_fhda_edu/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

DISPROPORTIONATE IMPACT ALL ENGLISH

Some analysis:

- While a smaller sample size of 19 students, success was disproportionate for Foster Youth students (-54%), so English will need to consider how to improve the success rates of this student population across English coursework.
- While also a small sample size of 18 students total, success was disproportionate for Native American students (-20%), so English will need to consider how to improve the success rates of this student population across English coursework.
- With a large sample size of 1633 students, Low-Income students' success was disproportionate (-14%), so English will need to consider how to improve the success rates of this student population across English coursework.
- With a large sample size of 1369, Latinx students' success was disproportionate (-9%), so English will need to consider how to improve the success rates of this student population across English coursework.
- Pacific Islander (69 students) and Veteran (54 students) success are both down respectively (-6%) & (-5%)...

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

The Department continues its work towards student success and retention and beyond. Updated Program Learning Outcomes outline these Department goals:

1. Students will demonstrate critical thinking, reading, and writing skills through analysis of written and multimedia texts.
2. Students will understand written works within historical and cultural contexts, including race, ethnicity, gender, sexual orientation, ability, and socioeconomics.
3. Students will conduct scholarly research using a variety of resources, demonstrating the ability to locate, evaluate, and synthesize information, with particular attention to information literacy.
4. Students will demonstrate creativity and originality in their written work, towards developing a personal writing style and voice.
5. Students will think critically about their role as citizens who must engage with the economy (in their vocations and as consumers), their society, the justice system, and politics.
6. Students will imagine, create, and implement service learning projects towards empathy and community building.
7. Students will explore and understand the diversity of written texts, cultivating awareness of the global impacts of language.

Click on the link below to view the Annual Program Review Rubric.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The Annual Program Review makes clear the wide-ranging and commendable work in which the department faculty are engaged. The activities address curriculum, pedagogy, and outcomes from a range of perspectives - course, program, and structures. The program review could include the department's ongoing efforts to engage part-time faculty in these discussions/activities.

It makes sense for the program to unpack the data between its composition program and its degree/literature program. And the department's attention on the DI data for low-income in general is understandable. I'm wondering if there are ways to focus some of the activities specifically for these demographics?

This form is completed and ready for acceptance.