

Foothill Annual Program Review 2023

Annual Program Review Template 2023

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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):

- 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, and using CourseLeaf;
- 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
- 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, 1A + co-requisite, and 1S/T pathway to assist students in selecting courses
- Survey students to understand tutoring, financial, housing, mental health, and technology needs
- Develop department-wide strategies to connect students with services, consider OER
- Outreach to Puente
- RSLs presentation on meditation benefits
- Discuss DI, equity, and online learning; engage COOL

New Actions in Response to 13-55:

- 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
- Collaborate with ETHN for Ethnic Studies Summit
- Linking Literature courses in English to Ethnic Studies Series.
- Pilot Program focused on retention of students of color
- Labor-based grading workshops: faculty organized workshop/campus presentations on contract grading as response to inequity in existing assessment
- Faculty involvement in Culturally Responsive Pedagogy towards retention of students impacted disproportionately
- Explore meditation for mitigating student stress

New/Future Strategic Goals (2023-2024) and Beyond

- Promotion of 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; Work with Guided Pathways to produce student-facing videos describing literature, creative writing, and other English courses
- Collaboration with PUENTE and UMOJA
- Outreach to Filipinx student club for collaborations towards student success
- 13-55 Actions: 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

- Collaborate with Ethnic Studies faculty to host poets and writers visits to campus: for readings and/or workshops, as well as "open mic" opportunities
- Host and/or co-sponsor CRWR workshops for Puente/Umoja students
- Use CRWR 25A as a model for creating community reading and workshops
- Revise CRWR curriculum (CORs) for Title 5 and to meet new IGETC Humanities GE requirements, using CRWR 25A COR as a guide for revision
- Bolster CRWR student-led club activities by integrating with CRWR courses and on-campus publication opportunities
- Journalism has been working on 13-55 goals, by creating a welcoming physical space and creating a Web/Print that reflects Foothill diversity. While the Script paper and Website will continue to support diverse voices, the physical space is not conducive to this work, so we are developing a genuine 13-55 space in the WLC computer room, a space students have imagined as a 'political action space' or a "political maker space' or a ['dreamscape.'](#)
- Journalism hopes to be a student voice platform, like the RSLs, where students can publish their authentic voices to the school community. In this regard, journalism supports community building on campus through an inclusive approach to creating news for the campus.
- As a CTE program, Journalism hopes to engage students in considering journalism as a career choice, connecting English and Creative writing students with this publishing platform.

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?

- Developed a pilot program to improve success rates for ENGL 1A + Co-Req, focusing on students of color: sufficient extra time for workshop; Includes dedicated (embedded) counseling and embedded tutoring; textbook cost is covered for students; retention improvements
- Collected data from pilot program students to understand tutoring, financial, housing, mental health, and technology needs
- Active integration of equity principles and language into CORs; contributed to campus-wide action on integration of equity into ALL CORs across disciplines.
- Formalized mentorship of English students within the PUENTE and UMOJA Learning Communities.
- Continued development of courses within PUENTE and UMOJA Learning Communities--ENGL 1A, NCEN 401A, ENGL 1B, and rotating literature course offerings.
- Developed more welcoming spaces for students of color (i.e. Multicultural Center, The Village Space)
- Linguistic Justice event through Latinx Heritage Month (F 23); Linguistic Justice Professional Development for English Faculty
- Collaborated with ETHN for Ethnic Studies Summit
- Linked Literature courses in English to Ethnic Studies Series.
- ENGL Bridge Development: ENGL & ESLL Bridge faculty cohort collaborated with a series of workshops; English Bridge reinstated Summer 2023 with new configuration; Worked with Marketing to reconnect ENGL, ESLL, & Math Bridge Programs; updated the COR for 2024
- Faculty Retreats in Fall, Winter, Spring 2022-2023: Curriculum, SLOs/Program Values/Next Steps, Canvas/Online Learning
- Promoted Creative Writing, Journalism, and Literature Courses through campus programs--The Script, Principia, Student Clubs, WLC, and RSLs
- Generated videos for Guided Pathways describing 1A, 1A + co-requisite, and 1S/T pathway to assist students in selecting courses
- Collected data from pilot program students to understand tutoring, financial, housing, mental health, and technology needs
- Continued to evaluate ongoing labor-based grading as response to inequity in existing assessment.
- Continued to provide integrated mindfulness/meditation practices within courses for mitigating student stress
- Labor-based grading workshops: faculty organized workshop/campus presentations on contract grading as response to inequity in existing assessment
- Outreach to Umoja "Teaching Tuesdays" discussions: focused on incorporating guided pathways and mechanisms for connecting students to tutoring
- Co-requisite discussions: faculty meet weekly to assess and refine corequisite practices
- Division retreats address improving equity in curriculum

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 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 2023-2024 and will continue through 2024 and onwards. The Department English Success Pilot program in embedded tutoring and counseling, a program begun in 2023 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 / counseling with the English Success Pilot. According to Disproportionate Impact numbers for ENGL 1A courses, the ENGL 1A + co-requisite has proven particularly effective for foster youth and black students. 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. Attention to labor-based / contract grading and other forms of equitable assessment and pedagogy will persist and flourish, all with an eye towards increased success across all student groups, including those identified as most impacted disproportionately. The Linguistic Justice space is already in planning stages, 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/EctjgGNEurtMlb1n6ZQ5k3kBNTEjiE9G_kGSHMhfM1tsrA?e=yDcC7c

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.

Disproportionate Impact in Most Recent Year - ENGL

Student Group	Percentage Point Gap	# Successes Needed
Latinx	-8	116
Foster	-54	11
Low Income	-14	210

Disproportionate Impact in Most Recent Year - CRWR

Student Group	Percentage Point Gap	# Successes Needed
Asian	-14	2
Low income	-13	4

Disproportionate Impact in Most Recent Year - JRNL

Student Ethnicity	Percentage Point Gap	# Successes Needed
Black	-23	4
Low income	-12	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 cultivate lifelong learning, continuing exploration of language and its contexts.
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.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=C1fFMU

End of Annual Program Review Template 2023

Annual Budget

Click on the link below and you will be taken to the Annual Budget Smartsheet Form. **Only one designated person from each program will have access to Annual Budget Form. If you are not the designated person for your program, you will not have access to the form.**

<https://dynamicview.smartsheet.com/views/7e0871bb-f3aa-412f-9ab8-6bb7a979714f>

If you already have a Smartsheet account, log in using your fhda email and your Smartsheet password. If you do not have a Smartsheet account, click on "Create one" and follow the directions. Note, you must use your fhda email address to access this form.

Once you've opened the form, please click the link below and watch the video to learn how to complete the form and for a description of eligible expenses. When completing the Annual Budget Form, only new items (equipment, software, etc.) should be requested. Do not include routine items, ongoing purchases, or lottery-funded items (office supplies, instructional material supplies, etc.).

End of Annual Budget

This form is completed and ready for acceptance.

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 for the English department highlights the breadth and depth of the faculty's work in, and the program's importance to, equity and retention across the campus. In particular, this is evidenced by the various collaborations referenced: Ethnic Studies, the Writing and Language Center, Counseling and the Office of Retention, the Learning Communities, the BIPOC Center, and the Villages. The department's work on equity in the COR, labor-based grading, and linguistic justice have had reverberations into other disciplines. In addition, the department's increased collaboration with other departments/programs within the division, including ESL and Ethnic Studies, is one I'm particularly pleased to see and support. One additional collaboration not mentioned: the outreaching within the Puente student population for our Spanish Language Peer Conversation Leaders directly supports the student in the Spanish program. Given the department's work in the existing learning communities, I encourage its participation in the Asian American Native Hawaiian Pacific Islander student achieve program in which the college is engaging.

Threaded throughout this program review, I see the ways in each activity and goal interrelates with others. I am interested in learning more about the extent to which the department was able to accomplish the ambitious goals from the 2020 comprehensive program review, what some barriers were, and in what ways the new actions and future goals are next steps, alternate paths, and/or a narrowing of focus for some of those activities. I'm also interested in how the department is measuring some of the outcomes, what results have emerged, and how new actions/future goals are tied to the intended outcomes. These are things that I look forward to hearing about and supporting on an ongoing basis during the remainder of the year and next year.

This annual program review reflects increased cohesion between and among the many different projects and activities of the department's faculty, and I continue to support that. I also see the department thinking about the relationship between the two "sides" of its program - composition and literature. The updated Program Learning Outcomes are much improved in terms of capturing what students learn and experience in the program. I could see ways that the PLOs could be condensed and/or reframed to capture the interrelationships between/among them and more strongly center the program's values of

student agency, voice, empathy, community, and belonging at the core of the skills-based outcomes. For example: Students will apply a deep understanding and appreciation for the diversity of written texts, and the global impacts of language, to their reading, analysis, and writing of and about written and multimedia texts. Or: Students will develop a sense of their own voice and writing style, and they will recognize the place and power of that voice within scholarly discourse (connects with the PLO on voice to the PLO on scholarly research AND reflects the department's ethos/values).

This form is completed and ready for acceptance.