

Program Review 2021-2022

English

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General Information (Program Review 2021-2022)

2021/22 Program Review

2021/22 PROGRAM REVIEW FORM

Form: 2021/2022 Program Review (See appendix)

Reference Section

MESA2030 COMPREHENSIVE MASTER PLAN

ROADMAP TO MESA2030: STRATEGIC PLAN 2021-2026

MESA DATA DASHBOARDS

Requests Forms

REQUEST PORTAL

Appendix

A. **2021/2022 Program Review (Form)**

Form: "2021/2022 Program Review"

Created with : Taskstream

Participating Area: English

2021/2022 Program Review

(REQUIRED) Name of Lead Writer and Manager/Service Area Supervisor

Chris Sullivan

(REQUIRED) In what ways (if any) did changes to an online/remote modality due to COVID-19 impact student success and equity in your area/program? Please provide evidence.

I focused on retention and success in English 101, English 101X, and English 205, focusing on the terms of Fall 19, Spring 20, Fall 20, and Spring 21. I looked at department averages and then focused on the retention and success of Black/African American students, and Latinx students. Here are some numbers for you (all values will be presented chronologically, from Spring 2020 to Spring 2021):

Retention:

Department average saw an overall dip to 78% in Spring 20 and then a rebound to 86% a year later.

ENGL101: 72% retention in Spring 20; up to 82% in Spring 21.

ENGL101X: Spring 20 - 79%; Spring 21 -- 89%.

ENGL 205: a move from 80% to 85% from Spring 20 to Spring 21.

Black/African American:

ENGL101: 74% => 76%

ENGL101X: 81% => 89%

ENGL205: 80% => 85%

Latinx:

ENGL 101: 71% => 78%

ENGL 101X: 73% => 83%

ENGL 205: 78% => 89%

Success:

Department average saw an overall gain, from 65% in Spring 20 and then to 67% a year later.

ENGL101: 58% success in Spring 20; 57% in Spring 21.

ENGL101X: Spring 20 - 63%; Spring 21 -- 71%.

ENGL 205: a move from 72% to 75% from Spring 20 to Spring 21.

Black/African American:

ENGL101: 52% => 49%

ENGL101X: 67% => 56%

ENGL205: 60% => 68%

Latinx:

ENGL 101: 54% => 47%

ENGL 101X: 58% => 68%

ENGL 205: 65% => 70%

The usual puzzle of the relationship of retention to success remains evident here. Student motivation to remain enrolled in courses that they may not be successful in took a new cast during the pandemic, as the report from the research office (the one sponsored by the RP group) suggests. More troubling, though, are the drops in success in English 101 across the board. This is definitely something that the department will be puzzling over.

It must be mentioned, as well, that the abrupt transition to online instruction had a lasting effect on both students and faculty. There are possibly anomalies in the data that the selected metrics can not reveal.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to improve/continue? Identify impacts on student success and equity.

We have omitted English 47A from our schedule. While an important stopgap in the days before co-curricular legislation became the rule, the course remains coded for basic skills. And, while a student could still successfully complete English 101 within the prescribed timeline after having taken English 47A, the pedagogical stigma surround the course made it difficult to justify. And... we were only offering 2 or 3 sections of the course.

(REQUIRED) What practices has your area/program implemented since the last program review cycle that you would like to change/discontinue? Identify impacts on student success and equity.

To be honest, I think that we are just going to continue the way we've been going. The corequisite course is gaining on its counterpart (something like 63% success rate in 101X as opposed to something like a 66% success rate in 101), so the peda- and andragogical "experiments" we have been working on (contract grading, decolonizing the syllabus, work-based and problem-based learning) will continue. I know that, in spite of the seriousness of disproportionate impact in some of the classes, we are working toward a more equitable department. As mentioned in the first response, though, we still have a lot of work to do as we transition back to our more familiar learning environments.

(REQUIRED) What college-wide practices implemented since the last program review cycle have affected your area/program positively or negatively? Identify impacts on student success and equity.

As mentioned directly above, departmental branching out into areas of assessment and curriculum modification/development innovation have, in my estimation, created opportunities for other departments and programs to see that it's OK to take risks in those specific areas, if those risks result in a better student experience. Maybe someday soon, we can remove the training wheels of ENGL 031 and actually trust student ability to succeed in 101 without any legislative intervention.