DATA ANALYSIS FOR ENGLISH LANGUAGE ARTS Please complete for each course reviewed as part of the Developmental English Language Arts, Cross-Disciplinary Review. Provide the most recent 5-year longitudinal data available.					
COURSE TITLE	Accelerated Learning: Reading and Writing ENGL 1422				
COURSE DESCRIPTION	In this accelerated course, students will be introduced to college reading and writing skills and principles, including the abilities to think critically, to organize clearly both paragraphs and essays, and to use information literacy and research skills. Students will also be introduced to rhetorical principles and the writing process.				
	YEAR 1	*YEAR 2*	*YEAR 3*	*YEAR 4*	*YEAR 5*
NUMBER OF STUDENTS ENROLLED	90	133	7	0	53
CREDIT HOURS PRODUCED	180	266	14	0	106
SUCCESS RATE (% C OR BETTER) AT THE END OF THE COURSE, EXCLUDING WITHDRAWALS AND AUDIT STUDENTS	85%	77%	86%	-	81%
REVIEW RESULTS					

Rationale Provide a brief summary of the review findings and a rationale for any future modifications.	It's important to note that this course has gone through two phases. When we first began offering ENGL-1422 as a corequisite to ENGL-1613 as part of a newly designed ALP program in Fall 2015, it was initially treated more as a workshop-style class where students received supplemental support on the papers they were writing in ENGL-1613. The original course description was "In this accelerated course, students will receive additional instruction twice weekly on English I composition assignments and learn to think clearly and critically, organize paragraphs and essays, and use research skills. Computer and information literacy skills will be developed and honed." After years of course assessment, we came to realize that this initial approach wasn't requiring enough original work from students and so the English department proposed a revision to the ALP course: We would change it from a 2-credit class to a 3-credit class (and therefore renumber it as ENGL-1423), add in more direct instruction on study skills and reading skills, and require more original work in the class. Students in ENGL-1423 would still be enrolled into a section of ENGL-1613 on a concurrent basis but the class would become more than just a "study hall" or "writing lab" for these students. As a result of this decision, we began offering ENGL-1423 instead of ENGL-1422 in the Fall 2020 semester. After a few years of offering ENGL-1423 in lieu of ENGL-1422 and assessing this change, in Spring 2022 the English department decided to return to ENGL-1422 with some major revisions to the ALP model. (For more on the rationale behind this decision,

	please refer to the review of results for ENGL-1423 below.) Although this change is a recent one and we'll need to evaluate the data as we continue to offer this revised ENGL-1422, the initial results are promising. The success rate in Year 5 (the first year of the new model) is notably higher than the success rates of the alternative ENGL-1423.
	This second iteration of the course would return to being a 2-credit hour class (and therefore less expensive for students). The instruction on study skills would be removed (in large part because students would be receiving this instruction in the college's First Year Experience course - Foundations for Student Success ORIN 1541). Students would no longer be completing the class at the same time as ENGL-1613. The revised ENGL-1422 is still a corequisite with the transfer-level English class but now students would take ENGL-1422 in the first 6 weeks of the Fall or Spring semester and then take a linked section of ENGL-1613 in the remaining 10 weeks of the same semester. This reduces the stress placed upon the students and resolves many scheduling problems we faced with the ENGL-1423 model.
Intended Action Steps Please detail action steps to be completed in the future based on this review with a timeline and/or anticipated dates.	It's critical that we continue to assess the success of the revised version of ENGL-1422, both in terms of the 6-week/10-week corequisite model it follows as well as the instructional materials and activities used within the course. We will continue to assess student retention and success rates in both ENGL-1422 and ENGL-1613 on a bi-annual basis. We may decide that we need to adopt common assignments in ENGL-1422, but that will be based on the results we identify as we follow this model. One major issue we quickly discovered with this new model is that it doesn't work well in the 8-week summer terms. While the 6-week/10-week lengths are sufficient for the two courses in a regular 16-week semester, reducing them to a 3-week/5-week length to fit into the 8-week summer term did not work well at all the first time we tried it in the SU23. As a result, we're planning to adjust the summer ALP program to offer an 8-week version of ENGL-1422; successful completion of this course in the summer would then enable students to enroll into any section of ENGL-1613 in the following fall semester.
Program Objectives If program objectives are not being met, what action steps will be taken to achieve program objectives?	In terms of the program objective to reduce the time spent in the DE sequence, this course is a success. In terms of preparing students for college-level reading and writing, it is an overall success, but we will need to continue performing course-level assessments to determine if improvements could still be made.
Performance and Equity To what extent are action steps being implemented to address equity gaps, including racial equity gaps?	Because of the major redesign done to this course during this program review cycle, only the most current year's data (Year 5 or AY23) is pertinent to our analysis of performance and equity gaps since that is the model with which we will be moving forward. However, since only one year's worth of data is directly applicable in this analysis, it may not be a perfect reflection of ongoing trends. More can be determined after multiple years of data-

	gathering, in the next program review cycle.
	Nonetheless, based on the AY23 disaggregated success data, Black/African American (at the average grade value of 3.3 out of 4.0, in the B range) and Asian (at 3.0) students are outperforming the White (at 2.7, in the C range) and Hispanic (at 2.5) students in ENGL-1422. This year's data also shows that on average female students are outperforming male students (3.3 grade average versus 2.2 respectively). Finally, the data suggests that students in the age group of 25-54 are underperforming (at 2.1 grade average) compared to students age 17-24 (at 3.1) and students over 55 (at 3.0).
	As a department, we need to further investigate why White and Hispanic students, male students, and the age group 25-54 are underperforming compared to the other students.
	The English department very recently developed a new developmental course that may be particularly useful for some of KCC's Hispanic student population: ENGL-1513 Communication for English Learners. Because it is so recent, it is not part of this program review cycle. However, we may find that providing this optional course may help us better serve Hispanic students for whom English is not their first language.
	The college as a whole recognizes the need to better study equity and inclusion on our campus. To that end, we created an EDI Center in 2020 and formed a committee of faculty, staff and administrators to construct a campus-wide equity plan. The plan is guided by the four-phased framework from the Center for Urban Education's (CUE) racial equity toolkit. KCC's equity plan has a distinct focus on quantitatively measurable benchmarks, goals, and outcomes.
	The college also began offering professional development in EDI in the Spring 2021. Many of the full-time English faculty have been taking advantage of these opportunities. We will continue the work of applying what we're learning and sharing research-based best practices with part-time instructors as well.
	In the Fall 2020, the college licensed software to address digital accessibility in our Learning Management System, Blackboard's ALLY. Since then, we have offered numerous in-service sessions and peer-led workshops on UDL, accessibility, and the use of ALLY in improving our classes for all students. ALLY also offers multiple formats to students within our LMS, improving student access, thereby increasing student success and retention.
Resources Needed	The English department needs to continue performing course-level assessment in ENGL-1422, particularly comparing the ENGL-1613 success rates of students who place directly into ENGL-1613 to the students who are taking the corequisite ENGL-

	1422. Adjustments to curriculum may be needed, perhaps even the development of common assignments across all sections of ENGL-1422. More professional development (including that related to equity) is required for the instructors who teach the course, including the part-time instructors.
Responsibility Who is responsible for completing or implementing the modifications?	The English department is primarily responsible for implementing the ongoing assessments and modifications of this course, but they will do so within a network of support by working with the LAS division dean, student support services like the library and tutoring services, fellow faculty at KCC as well as English colleagues at community colleges in the region, and so forth.

Course Grade Average by Ethnicity

STC_COURSE_NAME	ENGL-1422

Average of Grade Value	Column Labels				
Row Labels	**2019**	**2020**	**2021**	**2023**	**Grand Total**
American Indian/Alaska Native					
Asian	3.0	4.0		3.0	3.3
Black/African American	2.8	2.5	3.5	3.3	2.9
Hawaiian/Pacific Islander					
Hispanic	2.5	2.7	2.7	2.5	2.6
Nonresident/Alien		4.0		4.0	4.0
Other/Unknown Primary	4.0	0.0		0.5	1.8
White	3.5	3.1		2.7	3.2
Grand Total	**3.1**	**2.9**	**3.1**	**2.9**	**2.9**

STC_COURSE_NAME	ENGL-1422

Average of Grade Value	Column Labels				
Row Labels	**2019**	**2020**	**2021**	**2023**	**Grand Total**
F	3.2	3.1	3.7	3.3	3.2
M	2.9	2.5	0.0	2.2	2.5
Grand Total	**3.1**	**2.9**	**3.1**	**2.9**	**2.9**

Course Grade Average by Meeting Time

Average of Grade Value	Column Labels					
Row Labels		2019	2020	2021	2023	Grand Total
Day		3.1	2.9		2.9	2.9
NoTime				3.1	3.0	3.1
Grand Total		3.1	2.9	3.1	2.9	2.9

Course Grade Average by Course

Average of Grade Value	Column Labels						
Row Labels		2019	2020	2021	2022	2023	Grand Total
ENGL-0964				1.7	2.6	3.0	2.2
ENGL-1422		3.1	2.9	3.1		2.9	2.9
ENGL-1423				2.2	2.4	2.6	2.4
READ-0963		2.1					2.1
Grand Total		3.0	2.9	2.2	2.4	2.8	2.6

Course Grade Average by Modality

STC_COURSE_NAME | ENGL-1422

Average of Grade Value	Column Labels					
Row Labels		2019	2020	2021	2023	Grand Total
FaceToFace		3.1	2.9		3.0	3.0
Hybrid					2.9	2.9
Online				3.1		3.1
Grand Total		3.1	2.9	3.1	2.9	2.9

Course Grade Average by Age Range

STC_COURSE_NAME	ENGL-1422

Average of Grade Value	Column Labels				
Row Labels	**2019**	**2020**	**2021**	**2023**	**Grand Total**
Age17-24	3.1	2.8	2.7	3.1	2.9
Age25-54	3.7	3.3	3.5	2.1	3.0
AgeOver55				3.0	3.0
AgeUnder17		3.0		1.0	2.0
Grand Total	**3.1**	**2.9**	**3.1**	**2.9**	**2.9**

Average Grade Value using these numbers associated with these grades

4.0	A
3.0	B
2.0	C
1.0	D
0.0	F