

INSTRUCTIONAL COMPREHENSIVE PROGRAM PLANNING AND REVIEW (CPPR) FOR 2021

Only to be completed by those programs scheduled for the year according to the institutional comprehensive planning cycle for instructional programs (i.e., every four years for CTE programs and five years for all other instructional programs), which is produced by the Office of Instruction. Faculty should meet with their dean prior to beginning this process. Training is available to support faculty completing this work.

Program: English **Current Academic Year:** 2020-2021

Cluster: Arts, Humanities, Math, and Sciences

Last Academic Year CPPR Completed: 2016-2017 **Current Date:** Mar. 5, 2021

NARRATIVE: INSTRUCTIONAL CPPR

Please use the following narrative outline:

I. GENERAL PROGRAM INFORMATION

Program Mission

English Program's Mission Statement – Updated and Approved on Feb. 26, 2021

We serve all students at Cuesta College who seek to acquire and develop their reading, writing and critical thinking skills. Our students are taught to plan, write, and revise expository and persuasive essays to help them achieve their academic goals, succeed in their future careers, and contribute to the communities in which they live. In support of this mission, we offer courses that fulfill general education, transfer, and English competency requirements, and we offer an AA-T in English to promote transfer and life-long learning.

Our program mission is to ensure that students who enter our classes will complete our courses as more effective writers, as skilled, close readers of complex texts, and as developing critical thinkers. Through guided discussions and interactive lectures, we seek to give students an understanding of the potency and beauty of well-crafted language and the persuasive power of clearly-articulated ideas. Our program is dedicated to diversity, equity, and inclusion, and our curriculum and course materials are designed to address the social inequities and hegemonic structures of our world's cultures throughout history for women, people of color, and other underrepresented human populations.

For those students who enroll in our literature classes, our mission is to introduce them to the great works of the human imagination in order for them to learn more about themselves, their cultures, other cultures, and the human condition, and then guide them to express their discoveries with carefully constructed verbal and written arguments.

Brief history of the program

Our English program has been the sole discipline in our division since 2007, when the English as a Second Language (ESL) faculty split off to form a new separate division. Before that, until 2001, English was one of 10 disciplines with ESL in the Language Arts Division. Since 2007, the English Division has had three division chairs, Ed Conklin (1995-2007), Dennis Baeyen (2007-2015), and Steve Leone, who started in this position in Fall 2015 and began a second term in Fall 2019. An extensive history of the English program can also be found on the 2011-2012 CPPR.

Include significant changes/improvements since the last Program Review

Since our 2016-2017 English program review five years ago, we have had a few personnel changes. We hired two tenure-track full-time faculty members Sarah Miller and Amelia Marini in Fall 2019, who are currently in their second year of employment and still under tenure-track review. In addition, the following six full-time tenured faculty members retired in the past five years: Amy Mooney, Dennis Baeyen, Ed Conklin, Marilyn Rossa, and Susan Marsala. Our most-senior full-time (FT) colleague Kathryn Zipperian also plans to retire after Summer 2021. Since 2017, six part-time (PT) faculty members have either retired, moved, or are otherwise no longer in our temporary, part-time faculty pool: June Beck, Laurie Ladd, Lindsey Clarno, Allen Dailey, Erin Martin-Elston, Sarah Wiebe, and Lindsey St. John. We have also hired and welcomed three new faculty members into our part-time pool since our 2016-17 CPPR, in the following order: Chris Carroll, Ed Conklin, and Anne Jansen.

One significant change to our program is a major increase in the number of courses and course sections that we offer in the Distance Education (D.E.) modality. In 2011-2012 we offered 9 asynchronous D.E. sections of Engl. 201A and 201C total for the entire year. In contrast, we offered 17 D.E. sections in Fall 2015 and 14 in Spring 2016. In Fall 2019, we offered a total of 22 asynchronous D.E. sections of English 201A, 201B, and 201C and 19 sections in Spring 2021. In mid-March 2020, our entire program went online due to the Covid-19 pandemic. Now, due to the pandemic, all but four of our current faculty members are D.E. certified and have been teaching 97% of our classes as asynchronous D.E. with one faculty member who has elected to teach synchronously with a regular weekly schedule of Zoom meetings. Two of those four are PT faculty who are reportedly completing their D.E. certification training at this time, another is a retired PT faculty member with no interest in teaching online, and the fourth is our newest PT hire, who has not yet taught for us

The most significant change to our program, however, was motivated in part by California legislation -- AB705, which was passed in Oct. 2017. Here is the summary of that assembly bill as stated on the CCC Chancellor's Office website:

The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one-year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average.

Our program phased out Engl. 156 in Spring 2019 and Engl. 099 in Spring 2020, both of which were pre-transfer-level composition courses designed for remediation and preparation for students to take our transfer-level 201A courses. However, the throughput data was clear: only 11% of the students who completed Engl. 99, for example, also completed 201A successfully within a two-year timespan.

We also phased in a Zoom First Year Initiative (FYI) accelerated 156 course for four semesters (Fall 2016 - Spring 2018) for students who were placed into Engl. 099 with our placement tool at the time: Accuplacer. This accelerated pre-transfer model composition course was developed in large part because of a co-hort of English faculty led by Sean Boling and Matthew Davis began attending California Acceleration Project (CAP) trainings in Fall 2016, and the Student Success Committee sponsored this First Year Initiative, which was funded by a two-year grant to provide embedded tutors, dedicated counseling, curriculum development, and marketing. The development of this accelerated version of the pre-transfer-level Engl. 156 was successful in increasing the success rates of students who took and completed Engl. 201A as a cohort with the same instructor within a one-year timespan. This model then became the basis for the development of our current (and only) pre-transfer Engl. 180 course, which we began offering to students in Fall 2018 before we phased out Engl. 156 completely by the end of the same semester. Due to the impact of the pandemic in Spring 2020, however, our longitudinal two-year data is not entirely helpful to determine whether or not Engl. 180 has responded to the requirements of AB705.

Our program faculty also responded to AB705 with the development of corequisite course curriculum modeled after the recommendations provided by the CCC Chancellor's Office, by CAP leadership and trainings, and by similar offerings at colleges in the state. We also hosted a CAP training at our college on the San Luis Obispo campus in Fall Our new corequisite course, Engl. 101, was approved at the end of Fall 2018 and first offered in the Fall 2019 semester as a pairing with specific sections of Engl. 201A. We also phased out Accuplacer and developed and improved our own district placement mechanism, a guided self-placement (GSP) for new, entering students to complete during admissions and orientation.

As per the guidelines provided by the Chancellor's Office, our recommendation was and continues to be that students who earn a high school grade point average (HSGPA) of less than a 2.6 should sign up for our co-requisite pairing of Engl. 101 and 201A. Unfortunately, we have not been able to get district support to enforce the results of the GSP in Banner and guarantee that students who could use additional assistance and instruction with Engl. 101 will receive it. Our program faculty are currently attempting to ensure that new, entering students are: 1) required to complete the GSP, including the self-reporting of their HSGPA; 2) receiving the results of the GSP and placement recommendations via email or a report; 3) given the opportunity to appeal or contest the results of the GSP; and 4) directed to take the co-requisite pairing of Engl. 101 and 201A if their HSGPA is less than 2.6.

List current faculty, including part-time faculty

Full-time Faculty (in order of seniority)

- Kathryn Zipperian (retirement: Sum 2021)
- Steve Leone
- Stacy Pointer Kimmey
- Matthew Fleming
- James West
- Sean Boling
- Sally Demarest
- Thomas Patchell
- Roland Finger
- Matthew Davis
- Carl Wesley Sims
- Sarah Miller
- Amelia Marini

Part-time Faculty (in order of seniority)

- Bruce Badrigian
- Alyssa Emerson
- Daniel Fahy
- Courtney Brogno
- William Tad Walters
- Paul Portuges
- Tracy Scovil
- Jude Rock
- Aaron Cantrell
- Matthew Hidingar
- Alicia Moretti
- Dustin Stegner
- Colleen Harmon
- Paul Yun
- Emily Shipley
- Tim Farrell
- Rachael Barnett
- Chris Carroll
- Bruce Henderson
- Ed Conklin
- Anne Jansen

Describe how the Program Review was conducted and who was involved

The following faculty members were instrumental in the discussion, data analysis, drafting, and editing of this document as a CPPR taskforce of the English Division: Sally Demarest, Matthew Fleming, Steve Leone, and Jim West. The entire division was presented with the raw program data in Section III via email, and those who attended a division meeting in early February were given an opportunity to analyze the disaggregated student success data, in particular, which informed the material presented in that section of the CPPR. All other program data was evaluated and analyzed by the taskforce, and the results are presented in this document. As division chair, Steve Leone was the primary writer for sections I and II, including the update to the English program's Mission Statement, and as the division Curriculum Committee representative, Sally Demarest was the primary author for sections IV, V, and VI. Matthew Fleming, Jim West, and Steve Leone were the primary authors for the program data analysis segments in section III. Matthew Davis also provided some data analysis for a breakdown of our Student Success data for our co-requisite pairing of Engl. 101 with 201A in section II, measure 4. The final draft was presented to the English Division faculty at large for review at a division meeting in late February and updated accordingly based on feedback from that meeting. The English program's Mission Statement was also approved at that meeting.

II. PROGRAM SUPPORT OF DISTRICT'S [MISSION STATEMENT](#), [INSTITUTIONAL GOALS](#), [INSTITUTIONAL OBJECTIVES](#), AND/OR [INSTITUTIONAL LEARNING OUTCOMES](#)

Identify how your program addresses or helps to achieve the [District's Mission Statement](#).

The discipline of English, particularly the study of literature, is focused primarily on engendering compassion for human beings from cultures similar to and distinct from the reader's own culture, so pedagogy is centered on illuminating issues regarding gender, socio-economic class, sexual orientation, ethnicity, geographical region, education, among others. The very nature of our discipline is to teach the values of diversity and inclusivity, and as a core component of most students' education, English instruction impacts a broad demographic of students at Cuesta. Our focus is to help students develop such foundational skills as reading, writing, and critical thinking, and we offer an AA-T in English to facilitate transfer to four-year institutions and advancement in the workplace.

Identify how your program addresses or helps to achieve the [District's Institutional Goals and Objectives](#), and/or operational planning initiatives.

Institutional Objective 1.1: Increase student success in Basic Skills, English as a Second Language, Career Technical Education, degrees, and transfer programs.

Measure 1: Percent of First-Time Students who place into Transferable English

Since we began implementing measures to respond to AB705 in Fall 2018, all first-time students are eligible to enroll in transfer-level Engl. 201A. Other than recommendations provided for students once they complete the Guided Self Placement (GSP), we no longer place students.

Measure 2: Percent of First-Time Students placed in Basic Skills English who complete Transfer Level English within two years

We no longer place students and only offer one pre-transfer level course. However, we have improved the 201A completion rates for those students who have chosen to enroll in our sole pre-transfer course Engl. 180, especially during the two years we offered First-Year Initiative (FYI) accelerated pre-transfer instruction supplemented with a dedicated counselor, embedded tutors, and the cohort model. However, after the funding went away for our FYI program, we do not yet have valid two-year longitudinal data for Engl. 180 since the pandemic forced us to move all of our courses online in Spring 2020. Online instruction is not an effective modality for underprepared students, not to mention pandemic-based anxieties.

For more on this, and our efforts to increase student completion rates, please read our response to Measure 4 below.

Measure 3: Percent of students who complete ESL099E and complete a Transfer Level English Course within two years

We do not have this data.

Measure 4: Successful Course Completion (C or better) in Basic Skills, English and/or Degree and Transfer designated courses

Since AB705 was implemented in Spring 2018, our program faculty have been attempting to increase our completion rates for our transfer-level composition course Engl. 201A with the use of co-requisite model instruction, which was recommended by the Chancellor's Office, the California Acceleration Project, and various faculty leaders in other districts in the California Community College system. Unfortunately, although we are offering a co-requisite pairing of our Engl. 101 with 201A, we have only received approval and support to recommend and not require this pairing, and we have only in the past year been able to hardlink sections of 101 with designated paired sections of 201A. Unfortunately, we have not received support for our efforts to require enrollment in the corequisite pairing of 101 with 201A for those students with a high school GPA (HSGPA) below 2.6, which was the standard metric recommended for corequisite courses by the Chancellor's Office and the California Acceleration Project, a standard currently used and enforced by a number of college districts in the state.

Our current registration process asks students to complete a Guided Self-Placement (GSP) during their orientation to Cuesta to direct students into the most appropriate transfer-level English course following the Chancellor's Office recommendations (English 201A for students with HSGPA of 2.6 and higher; English 201A + English 101 for those with high school GPA of 2.59 and lower). However, since the GSP is 1) not required of all students and 2) the results are not binding (or hard-wired to be enforced through either the Guided Self Placement tool or through Banner), 22% of the students in Fall 2019 did not take the course that would best serve them. For those who should have been in 201A + 101 based on their HSGPA, 92% of those ended up taking 201A without co-requisite support. Additionally, 8% of those who should have taken 201A without additional support unnecessarily took 201A + 101. For that 8%, it is not all bad news as their likelihood for success with the additional support increased from 67% to 73%; however, for the majority who were misplaced and did not receive the co-requisite support they needed, their success rates dropped from 55% to 40%. Moreover, those students who were properly placed into 201A + 101 showed higher success than those who only took 201A: 52.38% vs. 45.02%; concurrently, those who should have but did not take 201A + 101 saw their success rate drop from 44% to 40%.

In our research, many other CCC districts (Cuyamaca, Moorpark, Las Positas, Skyline, and Columbia) have successfully hard-wired the enforcement of their first-year students' self-reported HSGPA from CCCApply to their English placement and only required GSP for those students either without a HSGPA (such as homeschooled students) or with a HSGPA from ten or more years ago. If we were to hard-wire our registration to HSGPA as reported in CCCApply, and make the default placement English 201A + 101 for those without a GPA, approximately 12% would be affected. Such a process would require an appeals process (which many other colleges currently employ), as clearly not everyone without a HSGPA would need or want to take English 201A + 101. However, such required enforcement of HSGPA results would significantly decrease our numbers of "misplaced" students from 22% (for Fall 2019) or 26% (for Fall 2020) to 12% or less (12% assumes that *all* students without a HS GPA would not need 201A

+ 101; in practice, the number would be even less as some students without a HS GPA ought to be directed to 201A + 101).

Finally, the current misplacement of students likely has strong equity implications, as students with GPA < 2.6 include a larger percentage (59% for Fall 2019; 61% for Fall 2020) of students who report to be American Indian or Alaska Native, Asian, Black or African American, Latinx, Hawaiian/Pacific Islander, or 2 or more races versus those who report to be white (40% for Fall 2019; 39% for Fall 2020); those numbers are also higher than for those with GPA >= 2.6 (44% American Indian or Alaska Native, Asian, Black or African American, Latinx, Hawaiian/Pacific Islander, or 2 or more races and 56% white for Fall 2019; 46% American Indian or Alaska Native, Asian, Black or African American, Latinx, Hawaiian/Pacific Islander, or 2 or more races and 54% white for Fall 2020).

Data for Fall 2020 shows an even higher percentage (26%) of misplaced students, although there was little difference in success rates between those who took 201A + 101 vs. those who just took 201A. This is perhaps because Fall 2020 was entirely online (and overall success rates for all sections of 201A dropped from 67.42% in Fall 2019 to 58.97% in Fall 2020) and because 101 was never envisioned for online instruction. We will need to ensure proper placement of students as we continue to collect data on the efficacy of our co-requisite model, and it is our hypothesis that we will increase our student success and completion rates if are able to enforce the self-reporting of HSGPA in Banner and place students with a HSGPA below 2.6 in our corequisite pairing of Engl. 101 and 201A.

Measure 5: Percent of transfer-directed students who become transfer ready

With the implementation of Guided Pathways and Areas of Study, it is our hope to continue increasing the percent of transfer-ready students, especially those who complete our English AA-T degree.

Institutional Objective 1.2: Foster a college environment where students are Directed, Focused, Nurtured, Engaged, Connected, and Valued.

For years now, our English program has attempted (and failed) to get funding with annual requests in the Resource Plan and in annual Foundation Grant applications to design and promote positive, motivational, and educational environments in our classrooms, offices, and office buildings. We also believe that we could improve our signage on both campuses to promote an inviting landscape for our students. We feel the hospital-like blank walls in our classrooms and office hallways promote otherwise for our students, and we hope we will be able to garner funding support for upgrades to our teaching environments when our program fully returns to face-to-face instruction in Spring 2022. Otherwise, aside from the external environment of our classrooms, the faculty in our discipline as a best practice meet with individuals and student groups regularly in person and in Zoom conferences to help students feel supported, included, involved, engaged, nurtured, connected, and valued.

Identify how your program helps students achieve [Institutional Learning Outcomes](#).

1. Personal, Academic, and Professional Development

All English Division composition classes have multiple SLOs that map to this ILO. In these courses student develop writing skills that will promote both academic and professional development. Representative examples include the following three SLOs from ENGL 201A:

SLO #1: Write a fair and persuasive argument that takes a clear position while incorporating differing viewpoints.

SLO #3: Find necessary information, assess its value, and use it in a research paper. Integrate and document sources correctly, clearly, and ethically.

SLO #4: Integrate and document sources correctly, clearly, and ethically.

In addition to the mapped SLOs from composition courses, many of our literature courses have at least one SLO mapped to this ILO. For example, SLO #5 from ENGL 212B reads as follows: “Write clear and coherent interpretive arguments and/or analyses supported by textual evidence, employing the conventions of academic writing.” This SLO is representative of similar SLOs in other literature courses that map to ILO #1.

In English classes students engage in the writing processes and learn to master the writing skills that will contribute to their success in both academic and professional environments.

2. Critical Thinking and Communication

We fulfill this ILO primarily with two of our courses: Engl. 201B and 201C, each of which satisfy the critical thinking transfer requirement to the CSUs and UCs. There is no greater challenge than learning how to analyze and evaluate the thinking processes of others and ourselves. Most of our students have limited exposure to these important skills, so we build relevant content into the complete range of our courses to insure a slow and steady acquisition process. The ILO’s suggest that students do improve these skills in our courses, and that the more they practice these approaches over multiple courses, the more likely they are to carry that knowledge on to their other classes and out into the world. In the long term, students who practice “thinking about thinking” become more empathetic and open-minded thinkers who can communicate and interpret complex information in a clear, ethical, and logical manner.

3. Scientific and Environmental Understanding

Our program does not have any courses mapped that explicitly address this Institutional Learning Outcome. However, many of our faculty members focus on the analysis of research and expert opinion regarding environmental issues in our Engl. 201A and 201C classes.

4. Social, Historical, and Global Knowledge and Engagement

Our primary goal for students in English is to equip them, through reading, writing, and conversation, with the rhetorical skills and knowledge of the world that they will need to succeed in any profession. In all of our composition, research, and literatures courses, instructors assign various combinations of essays, novels, short stories, poems, extended works of non-fiction, and films that address the social, historical, political, religious, and economic context for the lives and cultures of peoples around the globe; we aim to expose our students to the diverse stories and perspectives that they will encounter throughout their personal, academic, and professional lives so that they are better able to understand and to connect—through any medium—with future colleagues, clients, partners, and collaborators of all kinds.

5. Artistic and Cultural Knowledge and Engagement

Our program's core mission is to focus on the development of our students' artistic and cultural knowledge through the study of world literature. With the close reading of essays, novels, short stories, poetry, plays, and works of non-fiction, students are directly engaged with the inspirational art form of writing. Students in our classes, at all levels, are asked to read, to discuss, to write about, and critique the ideas and methods of professional writers and thinkers who represent diverse cultures, modes of expression, and ways of thinking. We believe that the works of literature and non-fiction that are taught in our courses contain the most substantial and inspirational written treatment of the complexity and diversity of the human experience.

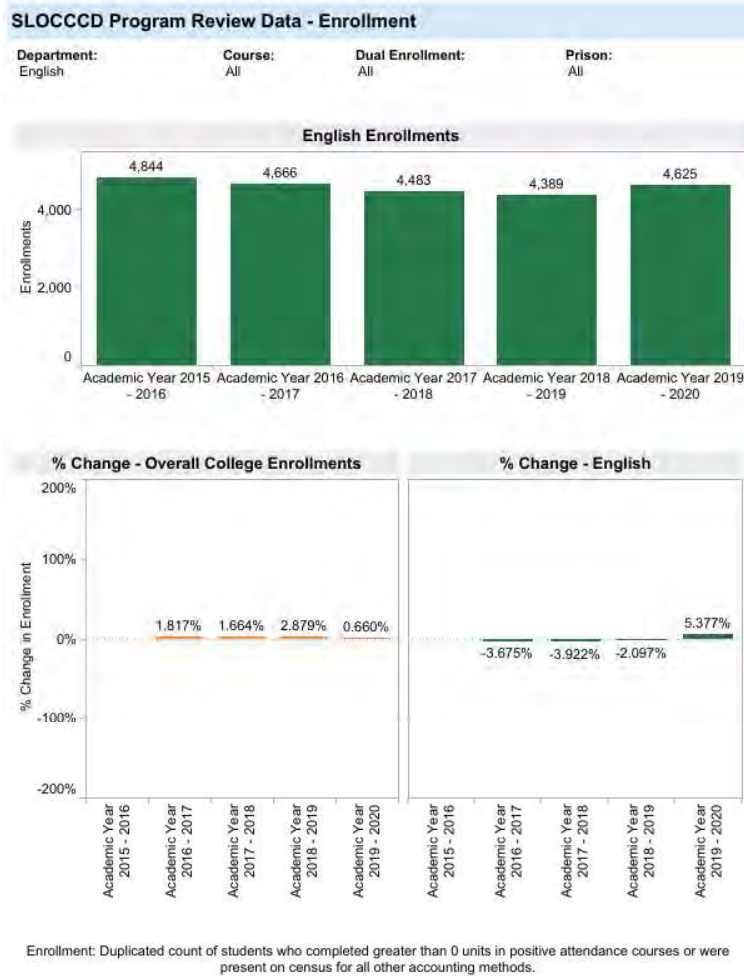
6. Technological and Informational Fluency

The majority of our English courses not only focus on critical thinking in regards to arguments and analysis, but in more recent years, our instruction is focused on our students' technological and informational fluency. With the use of our Engl. 201A Library Information Literacy Assignment and a myriad of research assignments offered in our sections of 201C, 201B, and our literature courses, information fluency is an unavoidable necessity for students of the 21st century, particularly ones who have had to go fully online because of Covid 19. Our faculty know all too well that internet information is cheap, plentiful, and many times deeply flawed in its integrity. We do a great service to students when we teach them to navigate this digital world of persuasive falsehoods and to better understand the techniques necessary to discovering credible and diverse sources. We do a great service to our world by populating it with students who will be less likely to perpetuate misinformation. These same students go out into a world that desperately needs their guidance and abilities. Not only do they learn the importance of evaluating content, but they also learn how to produce and share it effectively. The research that we assign to our students is fraught with complex difficulties, obstacles, and invalid information presented by the media environment, but we provide our students with guided instruction to keep them from being distracted as they make their way.

III. PROGRAM DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

(Where applicable the success metrics are aligned with the Student Success Metrics/SCFF).

General Enrollment (Insert Aggregated Data Chart): Explain observed differences between the program and the college.



When analyzing the enrollment data from 2015 through 2020, we as a division factored in the potential influences from programmatic, staffing, and scheduling changes that occurred in the English Division, our broadening areas of student support, the Cuesta Promise, the increased offerings and improvements in online education, and the economic and societal pressures affecting our community and country as a whole.

The enrollment data from 2016/17 through 2018/19 indicates that English courses consistently fell 3-4% below the college average. However, starting in 2018/19, English enrollment began to gain on the college average (as it also began to drop), and by the 2019/20 academic year, English enrollment outperformed the college by over 5%, and that in a year of unprecedented difficulties and change due to Covid 19. Due to earlier decreases, though, we evaluated and improved the Fall and Spring schedules by cutting historically low-enrolled sections, such as course

sections that overlapped in time, and we scheduled courses during the high demand time periods as well. Also, due to AB705, we added sections of Engl. 201A in to the Fall 2019 schedule to accommodate the numbers of students who were now eligible for transfer-level English courses right out of high school. At the time, we decided to do so based on advice from the Chancellor’s Office, and this turned out to be a good decision since our enrollment for our sections of 201A was strong in Fall 2019. Continued program planning also helped with a 5.4% increase in enrollment in 2019-2020.

However, the front-loading of multiple 201A sections in Fall semesters have hurt our efficiency in the Spring 2020 semester; due to a lack of student demand, we had to cancel seven sections of ENGL. 201A and two sections of ENGL. 180 in Spring 2020 early in the semester. We hope to stabilize the gap between Fall and Spring schedules with some help from the Counseling Dept., who we have asked to counsel students with advice to take 201A in the Spring semester if their schedules will allow for this decision. Otherwise, there is a huge gap between student demand for ENGL. 201A in Fall and Spring,

which negatively impacts our program in a number of ways, namely in terms of staffing in the Fall to meet the demand in contrast to the drop off in Spring, which means there are not enough course sections for us to guarantee our less senior PT faculty a job in the Spring.

Due, in part, to the increase of 201A Fall enrollments, our ENGL. 201B and 201C courses have a much healthier enrollment in Spring than in Fall, so much so that we added two sections of 201B and 201C in Spring 2020 from our previous Spring semester. Our literature courses have also experienced stable enrollments in both semesters, but the biggest change is the full enrollments in our D.E. 242 and 205 courses, which we offered for the first time this year in that modality. In fact, all of our D.E. course sections have filled to capacity in the past three semesters, a trend that has and will continue to impact our program and faculty, most of whom are now D.E.-certified or seeking D.E. certification.

The English Division has worked diligently over the last five years to better understand the many complex layers that contribute to increased enrollment and student success. We attribute much of our increased enrollment to extremely effective scheduling of both our composition and literature courses. By using a rotating system for our literature courses, offering new courses, updating older course descriptions, content, and approaches, we now offer streamlined and dynamic courses that meet our students' needs.

We have also hired some wonderful new faculty, increased our communication among full-timers and part-timers, and succeeded in making all our faculty an integral part of shaping our division's future, thereby insuring everyone feels a shared sense of ownership in our successes. Undoubtedly, another important reason for our enrollment improvements relates to the continual increases in the support students will receive once they take a course. By knowing that they have access to our Writing Center, Student Success Center, and course-embedded tutors, students feel more confident that they will find the help they need to succeed.

The Cuesta Promise continues to play a pivotal role in allowing local students to not feel the burden of tuition while they make their way through Cuesta and attempt to afford to live in San Luis County, which has one of the highest cost of livings in the country. We have seen incremental increases in enrollment every year since the Cuesta Promise has been active, and while our enrollment has seemed to decrease every year by 40-100 students for the past four years, the percentage of enrolled students under 20 years old has increased incrementally as well over the same four-year period from 63% in Fall 2017 to 68% in Fall 2019. Our Spring enrollment has stabilized at an average of 1780 students since Spring 2018.

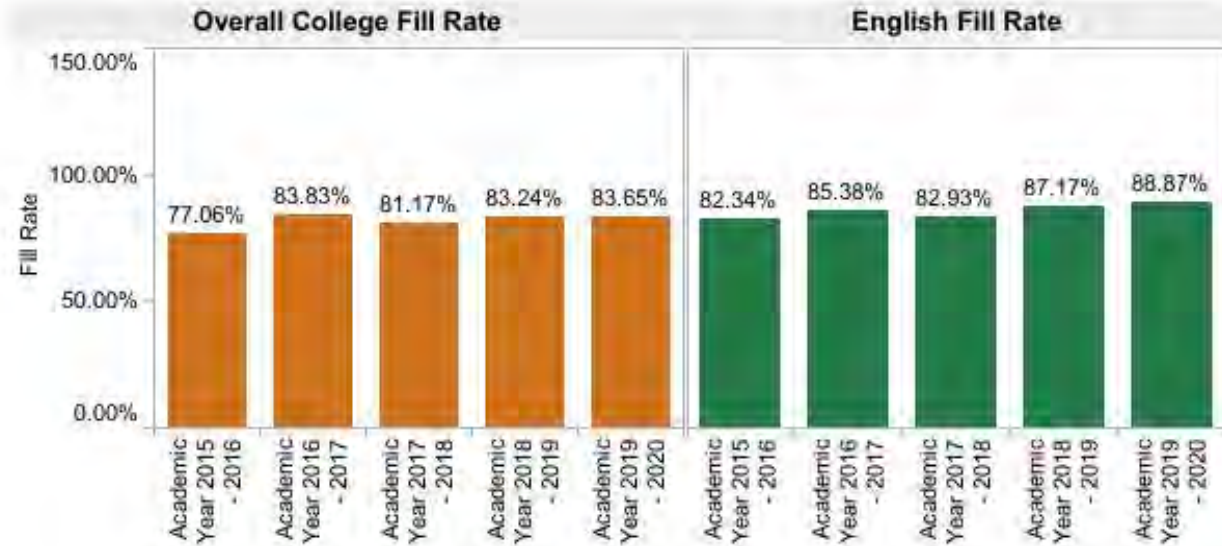
Lastly, the English Division's amount of online educational offerings has greatly increased over the last five years as has the range of classes. Students cannot only receive virtual instruction in basic skills and composition courses, but they can move through our whole program's offerings in an online environment and receive virtual tutoring while they do it. With a diverse and talented group of online educators who support and collaborate with each other all the time, our division expertly transitioned all of our face-to-face classes to the online modality during the infamous spring of 2020 Covid 19 exodus. We regularly discuss online pedagogical issues and receive technical trainings in an effort to bridge the virtual gap.

With this understanding of our past difficulties and achievements, the English Division believes we are well-prepared to handle the enrollment roadblocks that may lie ahead in a world that is changing and evolving at an unprecedented rate.

General Student Demand (Fill Rate): Insert the data chart and explain observed differences between the program and the college.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English Course: All Dual Enrollment: All Prison: All



Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

English program fill rates have increased dramatically in the past two years – by 5% in 2019-2020 alone -- maintaining about a 1.5% - 5% increase over the college fill rate over the past five years. The demand for English course sections seems to have increased in the past two years of our data collection, and based on early returns in Fall 2019, the increase in fill rates seems to have either stabilized or increased due in part to AB705 implementation. The fill rate increase is also due to our work over the past three years or more on offering a leaner, more efficient schedule of courses that reflect student demand trends – and due to course section cancellations, primarily in the Spring semesters when we have much lower enrollment for our sections of 201A. Our English program enrollment outpaces the college’s enrollment rates, but our high fill rates indicate less that there is an increase in student demand for our courses and more that our schedule of course sections is, for the most part, efficient, aside from the low-enrolled sections that we have had to cancel in the Spring semesters. It will be interesting to see how the English program’s move to 100% online instruction during the pandemic will affect our fill rates in 2020-2021.

General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

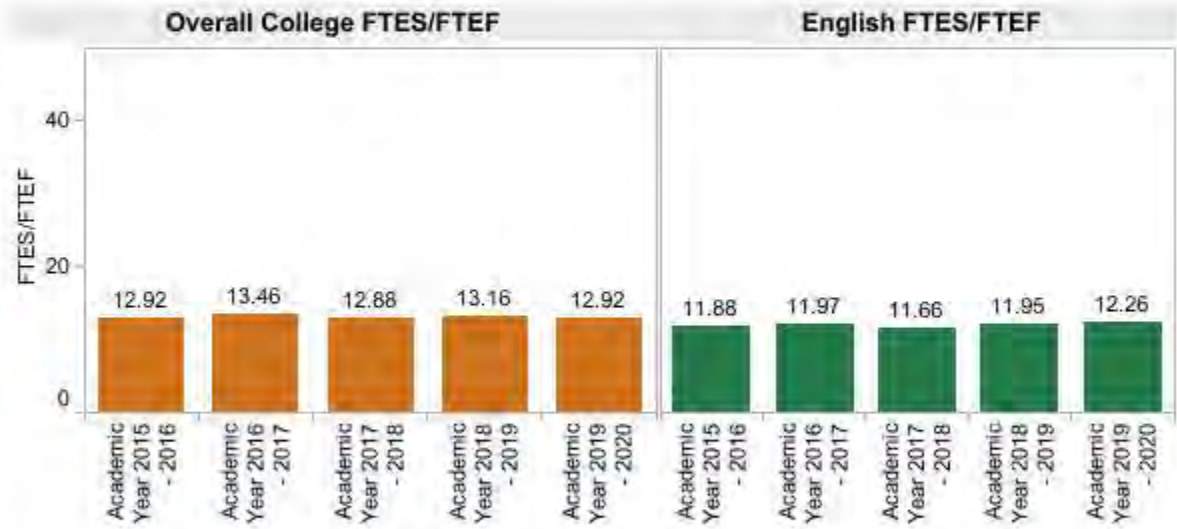
SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

Department:
English

Course:
All

Dual Enrollment:
All

Prison:
All

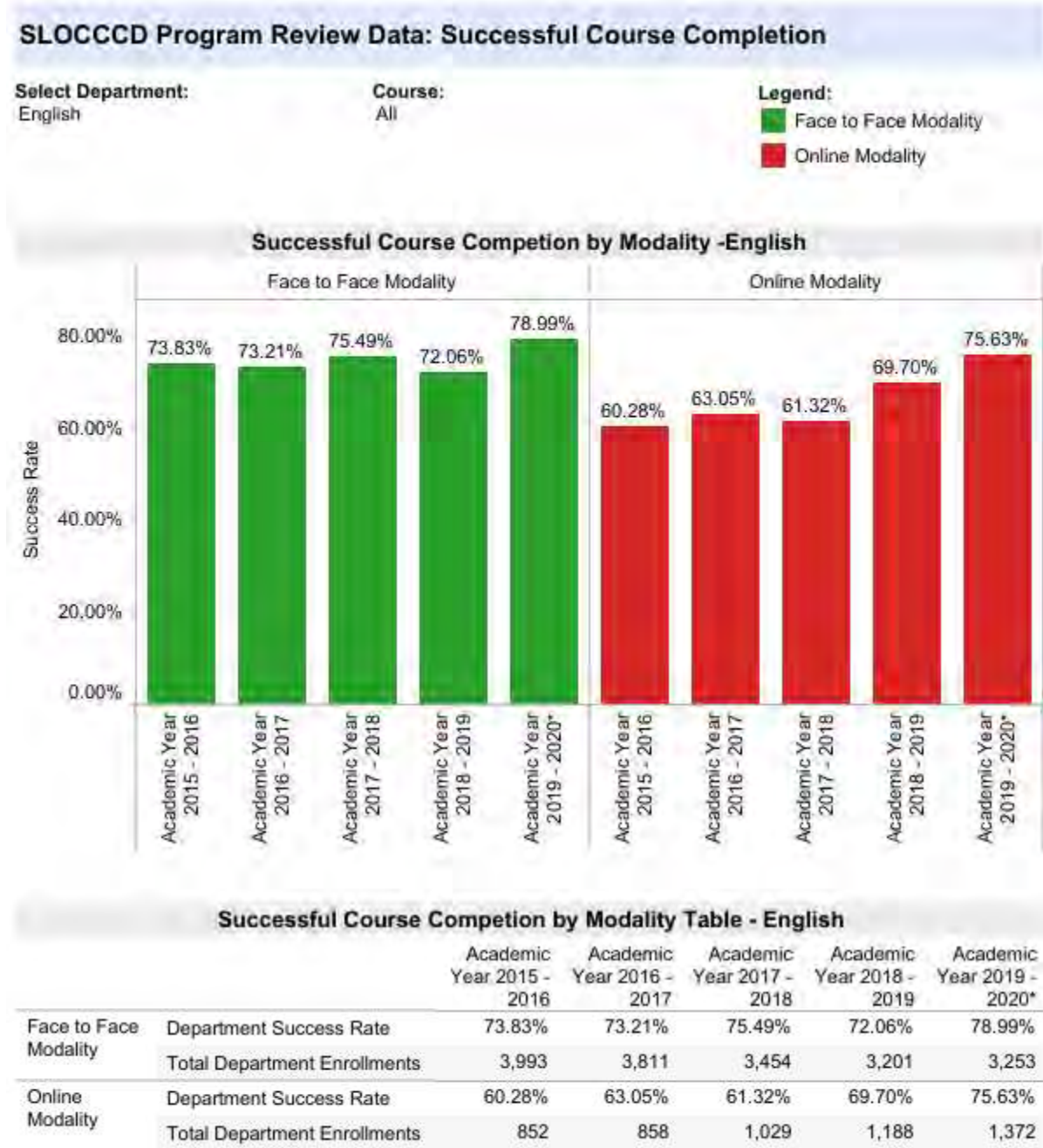


FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty
(SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

Insert the data chart and explain observed differences between the program and the college.

This past year, we experienced a slight 0.31 increase in our efficiency to 12.26, but what is significant about that data is that, in 2018-2019, our English program efficiency increased by the same amount: 0.30 to 11.95. We had projected correctly in last year's APPW that our efficiency would either stabilize or slightly increase in 2019-2020. Indeed, we are increasing incrementally every year due to schedules with fewer, more efficient sections (i.e. higher fill rates.) We also work closely with our dean to cancel low-enrolled courses within reason. We can also attribute slight increases in efficiency for each of our courses to much leaner, updated, and efficient Fall and Spring schedules than in previous years. In addition, our Fall schedule of composition courses is more efficient in the Fall than in the Spring semesters, and our Spring schedule of literature, 201B, and 201C courses is more efficient in the Spring than in the Fall semesters, which makes sense given the pathway that most students take at Cuesta. Still, we will consider this trend in future schedules and continue working on improving our efficiency as a program, especially in the Spring when we are less efficient due to lower student demand.

[Student Success—Course Completion by Modality \(Insert Data Chart\)](#)



Insert the data chart and explain observed differences between the program and the college.

Current course completion rates in both the face to face mode (78.99%) and online mode (75.63%) show a steady increase since the 2015-2016 year, which was 73.83% and 60.28%, respectively. We believe that the improvement is likely due to the following factors:

1) We have an improved division culture that encourages all faculty, full- and part-time, to participate in division meetings, division committees, and in course curriculum refinement; these refinements have focused on updating curriculum and on implementing student-centered assignments and grading practices that have been influenced by, among other things, the California Acceleration Project and some aspects of AB 705.

In summary, a more inclusive work environment has increased our division's pool of intellectual resources which has likely translated into an improved academic experience for our students; we believe that this has led to higher completion rates.

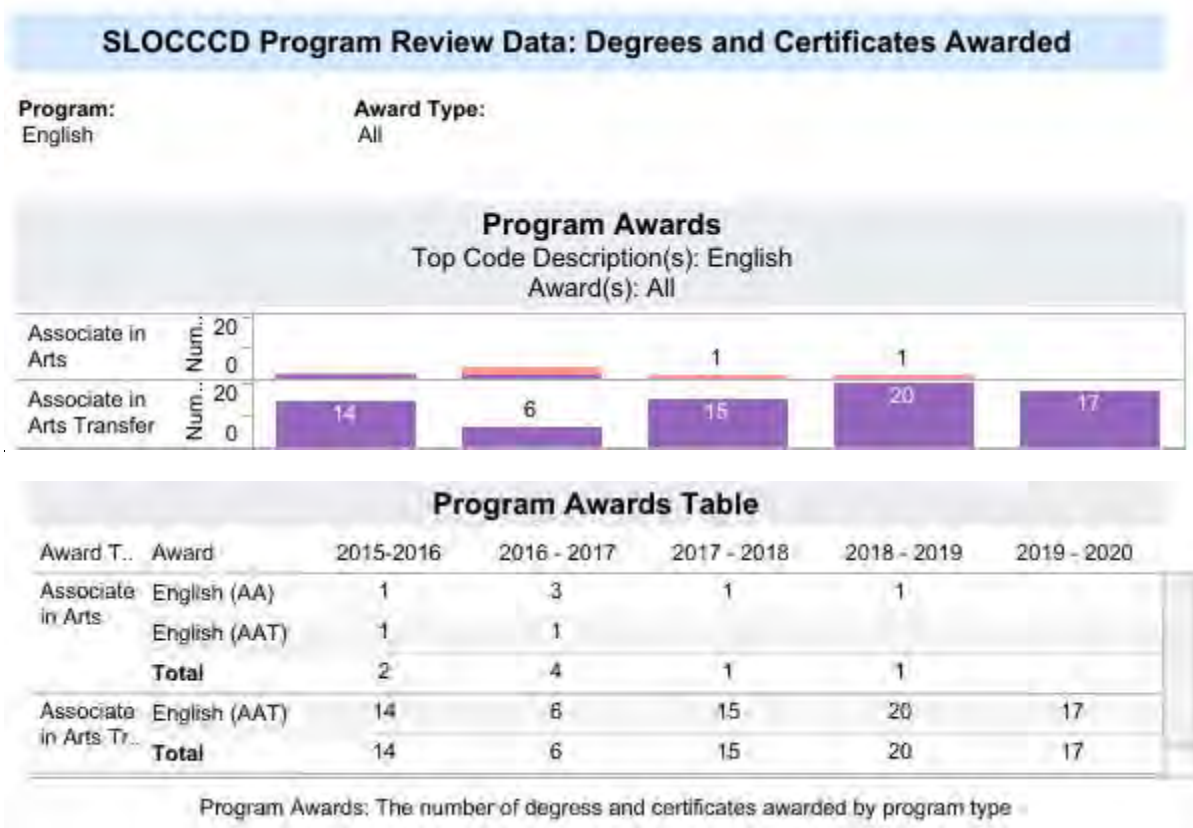
2) We have experienced a dramatic improvement in the quality, quantity, and consistency of our student tutor services. Since the last CPPR, Cuesta now has a vibrant and well-staffed Student Success Center, with tutoring in writing and in many different subjects. Even as most of our classes moved online last spring due to COVID-19, tutor services has adapted and offers drop-in and by appointment online tutoring Monday through Saturday.

Since the last CPPR, the English department developed faculty mentors and bi-monthly training for writing tutors to increase their knowledge of writing and to sharpen their tutoring skills. We have also improved our embedded tutor offerings, so that students in more English classes have a writing tutor who is dedicated to their particular class. We feel that our students in English have greatly benefitted from this access to skill building and writing support through our writing tutors, and we believe that the Student Success Center, in general, helps students feel more connected to our campus. We believe that this overall connection has likely had a positive impact on our completion rates in both our face to face and online English classes.

3) The advocacy for D.E. instruction by faculty members Matthew Fleming, Stacey Kimmey, Susan Marsala, and Colleen Harmon, in particular, have helped shape the design of our courses in the online modality and made for a smooth transition to D.E. instruction during the pandemic year of 2020. These seasoned D.E. faculty members opened up their classes to their fellow faculty, shared resources, answered questions, and the result has been D.E. courses that are more coherent, substantial, and welcoming to students.

Last spring, when the division moved en masse to the asynchronous online modality, Matthew Fleming, in particular, took time to mentor a large number of faculty members in the division to augment the D.E. certification training provided by Cynthia Wilshusen. His mentorship and encouragement, and his individualized training sessions on Zoom and in person, truly benefitted a large number of our division faculty to create their own effective asynchronous D.E. course design in Canvas. We believe that Fleming's guidance of English faculty with additional assistance from Colleen Harmon has allowed us to create and present online courses that are much less confusing to students and instead are more complete, refined, organized, and welcoming as an online interface for our classes.

[Degrees and Certificates Awarded \(Insert Data Chart\)](#)



Insert the data chart and explain observed differences between the program and the Institutional Set Standard. If your program did not meet the Institutional Set Standard, please describe how you will implement activities to meet the Institutional Set Standard.

Since our last CPPR, we have greatly increased the number of AA-T's we have awarded by initially eliminating the AA degree and then continuing to promote the AA-T degree in our courses, at Promise Day, through the *Tellus* writing contest and book, during poetry readings, and at Majors Day. In reviewing the data over the last 5 years, we notice that degrees awarded oscillates year-to-year and even every two years, which makes sense based on how students move through the program. In 2018/19, we awarded 20 AA-T degrees, our highest amount ever recorded. We attribute this increase to our division's commitment to providing quality courses with enough variety and cohesiveness to meet students' needs and interests, all the while emphasizing the career applicability and flexibility offered by an English AA-T. Another factor that may contribute to our success in awarding AA-T degrees relates to the multitude of online classes that we now offer—students can complete the AA-T degree in a completely virtual setting now that all of our courses have D.E. addendums approved in Curriculum.

We plan to build on our success and actively recruit more majors, and one of the methods will be to create a more welcome and engaging classroom environment in our classrooms and office hallways to excite students about the English AA-T and Guided Pathway. We hope that our work

on the Creative Arts, Humanities, and Communication Area of Study will have a positive impact on our AA-T in English recruitment efforts.

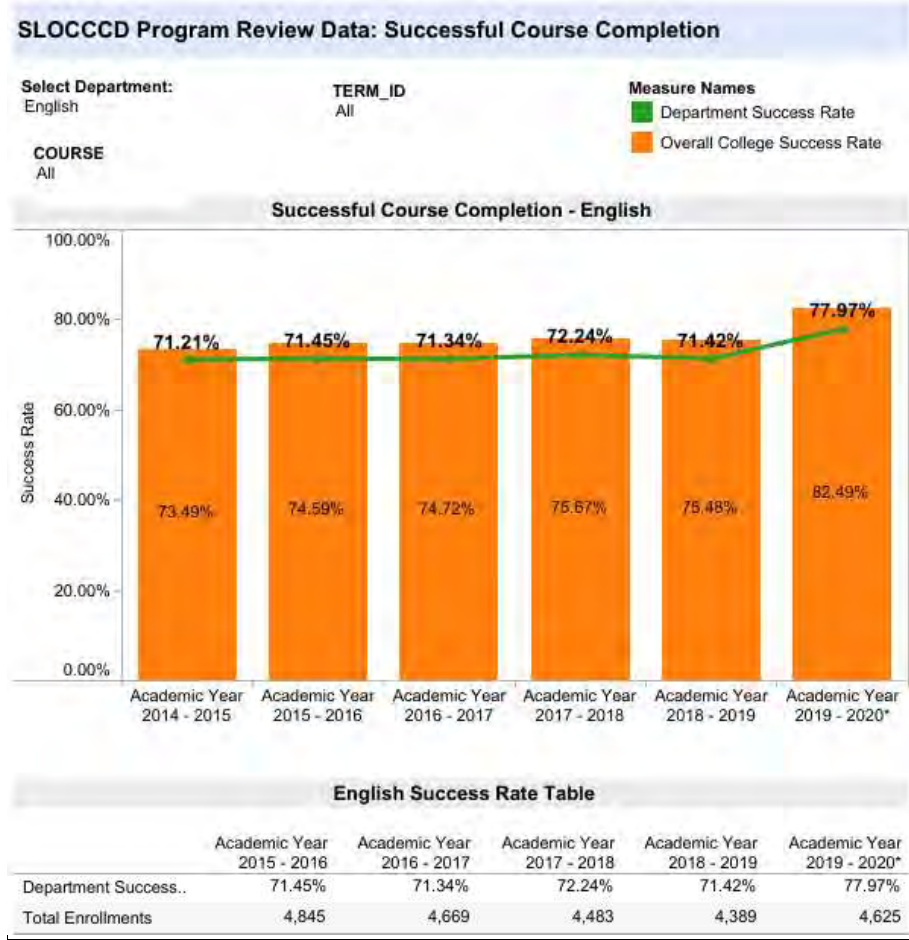
What resources might you need to meet and exceed the Institutional Set Standard?

Degree Completion

Report Year		2014	2015	2016	2017	2018	2019
Cohort: SCORECARD		2007-2013	2008-2014	2009-2015	2010-2016	2011-2017	2012-2018
Degree Completion	N	254	262	309	279	315	348
	%	16.7%	15.5%	18.9%	18.1%	22.4%	26.7%
Stretch Goal		19.6%	17.1%	15.9%	19.9%	18.5%	22.8%
Total Cohort	N	1517	1685	1637	1542	1409	1303
SLOCCCD DEGREE RATE STRETCH GOAL							22.8%
SLOCCCD DEGREE RATE BASELINE STANDARD							15.5%

If the English Division is going to continue to increase the number of AA-T’s awarded and exceed the Institutional Set Standard, we must build an academic culture of support that goes beyond the more obvious methods already mentioned. We have repeatedly (albeit unsuccessfully) applied for grants from the Foundation to fund a comprehensive re-designing of our classrooms and Division hallways that would provide exciting visual motivation for students to want to learn. We have also considered creating an English student/faculty lounge both virtually and in real space that would make our students feel they belong to our academic culture.

General Student Success – Course Completion (Insert Aggregated Data Chart)



Insert the data chart and explain observed differences between the program and Institutional Set Standard (as shown on the chart).

Report Year	2014	2015	2016	2017	2018	2019	
Cohort: ALL STUDENTS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	
Course Completion	N	43,288	41,767	43,346	42,581	42,659	43,318
	%	74.0%	73.5%	74.6%	74.7%	75.7%	75.4%
Stretch Goal		74.5%	75.5%	74.8%	76.1%	76.2%	77.2%
Total Cohort (Annual)	N	58,106	56,826	58,183	57,570	57,118	57,450
		SLOCCCD COURSE COMPLETION STRETCH GOAL					77.1%
		SLOCCCD COURSE COMPLETION BASELINE STANDARD					73.5%

With a 2019-20 success rate of 77.97%, the English program exceeded the District Stretch Goal of 77.2% by 0.77% and the Baseline Standard of 73.5% by 4.5%. We believe that the steady general improvement of course completion rates in the English program is due to many of the factors that we have already outlined in the above Successful Course Completion by Modality section above. Here is a summary of those points:

1. The development and cultivation of a positive and more inclusive division culture, which has increased the size of our intellectual and idea-generating pool. This improvement in culture has led to the collective updating and refinement of course design, of readings and assignments, and of grading practices.
2. The recent hiring of full- and part-time faculty who are excellent teachers and who fully participate in course improvement discussions, which occur during division meetings and on division committees. We believe that the presence and efforts of these faculty have translated into a more positive and supportive experience for our students.
3. A dramatic improvement in the quality, quantity, and consistency of our student tutor services. Since the last CPPR, Cuesta now has a vibrant and well-staffed Student Success Center, with tutoring in writing and in many different subjects. Even as most of our classes moved online last spring due to COVID-19, tutor services has adapted and offers drop-in and by appointment online tutoring Monday through Saturday.

Since the last CPPR, the English department developed faculty mentors and bi-monthly training for writing tutors to increase their knowledge of writing and to sharpen their tutoring skills. We have also improved our embedded tutor offerings, so that students in more English classes have a writing tutor who is dedicated to their particular class. We feel that our students in English have greatly benefitted from this access to skill building and writing support through our writing tutors, and we believe that the Student Success Center, in general, helps students feel more connected to our campus. We believe that this overall connection has likely had a positive impact on our completion rates in both our face to face and online English classes.

4. The presence of experienced faculty members—Matthew Fleming, Colleen Harmon, and Stacy Kimmey, in particular—have helped shape the design of our courses in the online modality. The result has been courses that are more coherent, substantial, and welcoming to students. The result, we believe, is an impressive completion rate for our classes offered in the online modality. As we know, for the past year, English course have only been offered online.

Our program faculty is pleased that the data supports our own anecdotal evidence that our efforts have made a difference with Student Success rates. We experienced a marked increase in Course Completion rates from 2018-19 (71.4%) to 2019-20 (78%) – a 6.6% increase. In contrast, we reported in our last APPW that we were happy with our English student success rates improving in 2017-2018 by 0.9% from the previous year, due in part to our First-Year-Initiative (FYI) efforts and acceleration model Zoom! program. We have maintained fairly consistent course completion rates over the years because we continue work each year to address changes to our student populations, especially the students enrolled in Engl. 201A. However, due to our push for emergent Excused Withdrawals and the work we have completed together in the name of student diversity, equity, and inclusion over the past five years, we saw a major 6.6% increase in 2019-2020.

Our program faculty have been participating in a number of initiatives to increase our course completion rates. For one, we have been making improvements to our course outlines of record, and many of our faculty members have been collegially exchanging teaching strategies and assignments. We are also experiencing the long-term effects of Student Equity Plan activities that we implemented in 2016-2017, including improvements to the Writing Center training and mentoring for student peer tutors and an interdisciplinary faculty Reading Retreat that we held in Fall 2017. This year we plan to focus on improvements to our teaching of Engl. 201A, which has also held steady on average at 65.5% of course completion rates over the past five-year period.

What resources might you need to meet and exceed the Institutional Set Standard?

English faculty feel strongly that enforcement of the GSP results for HSGPA in Banner for enrollment into our co-requisite pairing of Engl. 101 with 201A will lead to improved outcomes for English 201A, and we believe that we will have more success with students who need remediation, particularly the critical reading and research skills provided by the co-requisite 101.

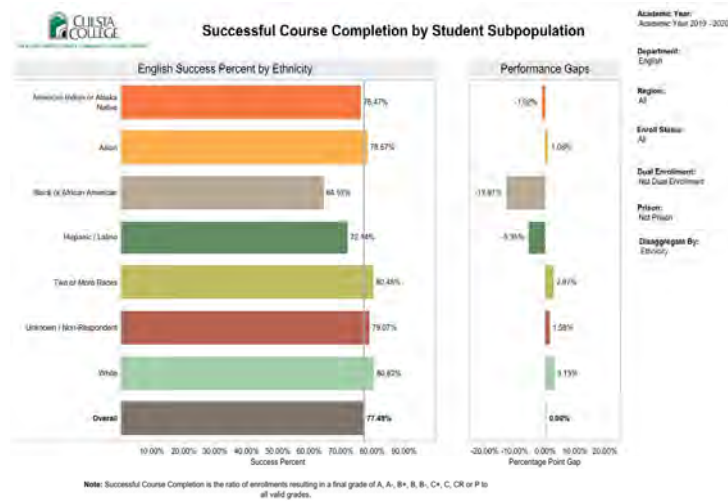
The District can support our efforts to meet or exceed the Institutional Set Standard in this category by honoring our request to enforce high school GPA results in our GSP so that students with less than a 2.6 GPA will be placed into the co-requisite pairing of 101 with 201A.

Unfortunately, despite faculty research which supports the value of requiring enrollment of students in the HSGPA lower band into the co-requisite 101 pairing with 201A, we have experienced resistance to the above plan from the District (with little to no evidence presented). If we were able to garner support to enforce enrollment in Banner, we should have more substantial longitudinal data in the two years or so to bolster our position, but in the meantime, we would like District support for the enforcement of HSGPA self reporting by students when they complete the GSP.

We also feel that our faculty reading retreat in Fall 2017 had a huge, positive impact on our students and our program, not to mention the morale, esteem, and drive of our faculty. As a follow-up, we had planned to conduct an Engl. 201A Faculty retreat in April 2020 to focus on making improvements to our 201A course completion rates, especially the disaggregated data that we discussed at Cuesta's Faculty Equity Institute on Mar. 6, 2020. However, only a week after the Cuesta retreat, we went into shelter-at-home mode due to the pandemic.

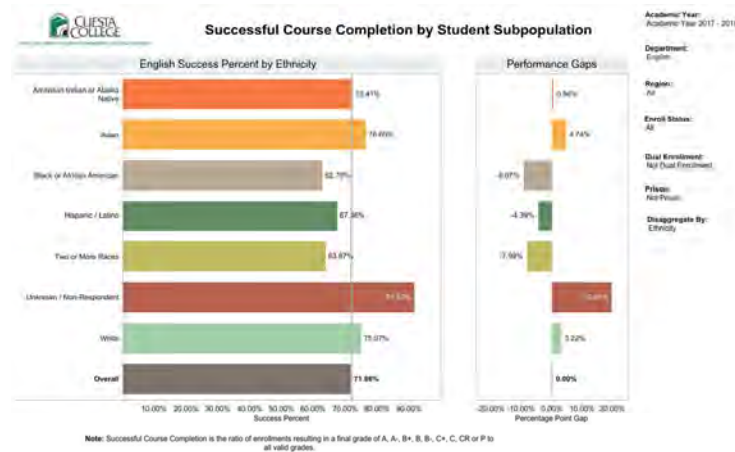
Our faculty would like the funding and support to conduct an off-campus Engl. 201A Faculty Retreat in Spring 2022, when we can continue our efforts to make improvements to student completion and success rates, especially to narrow our student equity gaps by ethnicity.

Review the [Disaggregated Student Success](#) charts; include any charts that you will reference.



The student success data to the left, disaggregated by Ethnicity, indicates that there were equity gaps in 2019-2020 for our Black or African American student population (-12.97% below the course completion rate mean) and Hispanic/ LatinX student populations (-5.35%) during that same time period. In contrast, the 2019-20 district equity gaps were much lower (-7.14% for Black/African American and -2.79% for Hispanic/LatinX). As a point of comparison, though, in 2017-2018, we had a smaller equity gap of -9% for

Black/African American students and -4.39% for Hispanic/LatinX; however, this corresponded with a low district-wide equity gap that year of -3.3% and -4.25%, respectively (see below chart). Of note, our program equity gap for Hispanic/LatinX students in 2017-2018 was close to the district gap. Regardless, these results give us pause and compel our program to take a hard look at how we are designing our classes, how we support our students, and how we implement just-in-time mediation when students



need help. According to our data, however, we also have a very low population of African American students each year in our face-to-face English classes (1.4% - 2.9% of our students each semester over the past four years), and no African American students have enrolled in our D.E. courses in the three-year period before the pandemic. According to our 2019-2020 data, 32 or 1.7% of our students were Black/African American in Fall 2019, which dropped to 25

(1.4%) in Spring 2020, not including our CMC student population for which we do not have data. To break this down data further, according to unduplicated headcount data for African American students in 2017-2018, we had at total of 20 students (0.8%) in Fall 2017 and 20 students (1.3%) in Spring 2018, not including 14 CMC students in Fall 2017 and 11 CMC students in the Spring 2018. This snapshot of our demographics makes clear that our low population of African American students on our campuses most likely has a negative impact on our students of color, especially since there are also few faculty of color at Cuesta for these students to identify with in a manner that could assist them with their success, as the Equity Plan suggests. In contrast, 304 LatinX students took D.E.-modality English 201A courses (28% - 33% of each semester's student population) while 1,056 LatinX students took our face-to-face 201A courses (33% - 35% of each semester's student population). We will continue to analyze this data and determine means to support our students of color to complete our courses with success.

Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

- **What strategies have you implemented to address equity gaps in the classroom?**
- **What type of professional development opportunities are your program faculty participating in to address equity in the classroom?**
- **What resources might you need to minimize equity performance gaps?**

Our program can do more to assist students in these student populations to help them complete our courses with a C or above. We reported in last year's APPW that the use of embedded tutors has not had much impact on student success rates, and we have not been able to increase the student traffic to our Writing Centers on the SLO and NCC campuses. We will double our efforts to provide a support system for our students, ideally providing the writing and reading tutorial assistance that these student populations need to achieve success in our courses.

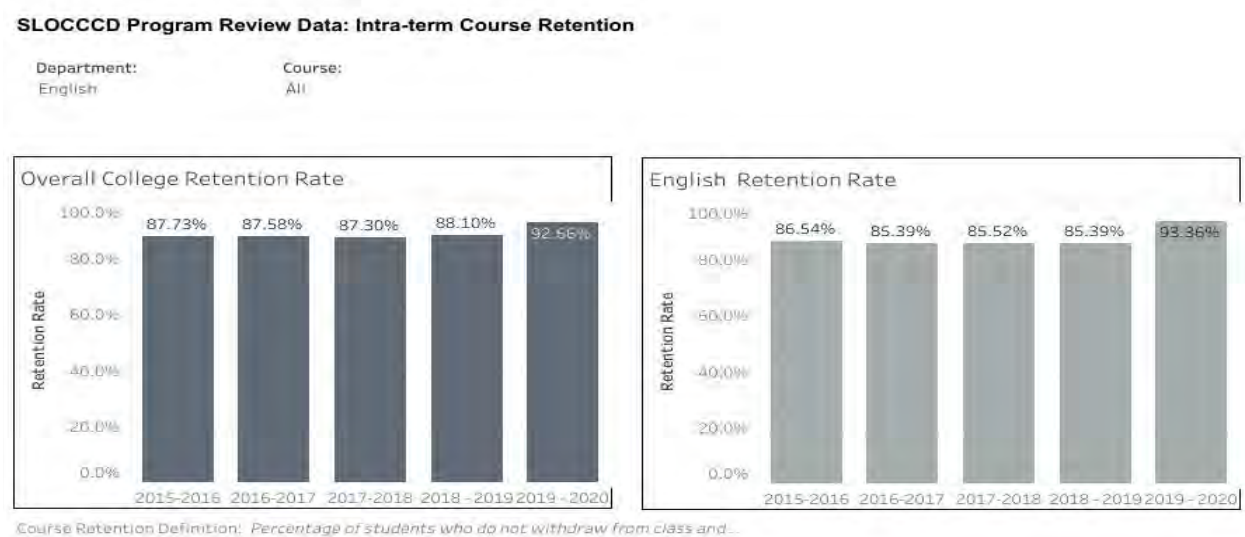
Our program faculty is in agreement, though, that our co-requisite model curriculum can provide the additional instruction and attention to research, reading, and writing skills that struggling students need to be successful in Engl. 201A. As we reported in Section II under Measure 4, the current misplacement of students likely has strong equity implications, as students with GPA < 2.6 include a larger percentage (59% for Fall 2019; 61% for Fall 2020) of students of color. If the district would support our requests to enforce corequisite 101 + 201A enrollment of students in the lower band HSGPA (under 2.6), we hypothesize that the additional unit and hour a week of instruction will provide the mentoring necessary for our underprepared student populations, which as noted by Fall 2019 and Fall 2020 data are primarily students of color.

Our faculty have also been updating our course curriculum, including Engl. 212A and 213 this past year, with a focus on underrepresented authors of color. In fact, our Curriculum Committee representative, Sally Demarest, is participating in a JEDI training cohort this Spring on behalf of our division faculty. We look forward to the results of her training, which will be a major part of our Engl. 201A Faculty Retreat in Fall 2021 or Spring 2022 focused on equity in grading, course design, course materials, and other topics so that we may decrease the equity gaps for our students of color.

Other Relevant Program Data (optional)

Provide and comment on any other data that is relevant to your program such as state or national certification/licensure exam results, employment data, etc. If necessary, describe origin and/or data collection methods used.

Program and Course Retention



It is worth noting that, while we have consistently been under the overall college retention rate by 1-2% from 2015-2018, we exceeded the college retention rate by 0.7% for 2019-2020 due to our increased efforts to provide individualized instruction and just-in-time mediation. In particular, because our college supported the emergency Excused Withdrawal policy in Spring 2020, an initiative led in large part by our English faculty, we were able to retain more of our students until the end of the semester due to the low stakes involved with failing the class. In particular, we had 100% retention in our Engl. 180 sections due to the nature of that pre-transfer course curriculum and the personal connections our faculty have with their students as trained by the California Acceleration Project to ensure their success. Most of our literature courses are consistently above 90% and up to 100% retention as well.

IV. CURRICULUM REVIEW

List all courses and degrees/certificates that have been created, modified, or deactivated (and approved by the Curriculum Committee) since the last CPPR.

Complete the [Curriculum Review Template](#) and submit the form within your CPPR.

New Courses: ENGL 180 (2018), ENGL 101 (2019), ENGL 242 (2019)

Modified Courses: ENGL 099 (2018), ENGL 156 (2018), ENGL 201A (2020), ENGL 201B (2018), ENGL 205 (2019), ENGL 212A (2020), ENGL 213 (2020), ENGL 217 (2016)

Modified Degrees: AA-T English (2018)

Completing the template will provide evidence that the curriculum (including course delivery modalities) has been carefully reviewed during the past five years for currency in teaching practices, compliance with current policies, standards, regulations, and with advisory committee input. The form requires you to include evidence that the following entries on the course outline of record (CurricUNET format) are appropriate and complete:

- Course description
- Student learning outcomes
- Caps
- New DE addendum is complete
- MQDD is complete
- Pre-requisites/co-requisites
- Topics and scope
- Course objectives
- Alignment of topics and scopes, methods of evaluation, and assignments with objectives
- Alignment of SLOs and objectives with approved requirement rubrics (General Education, Diversity, Health, Liberal Arts)
- Textbooks
- CSU/IGETC transfer and AA GE information
- Degree and Certificate information

The template also includes a calendar of a five-year cycle during which all aspects of the course outline of record and program curriculum, including the list above, will be reviewed for currency, quality, and appropriate CurricUNET format.

Curriculum Review Guide and Worksheet

CURRICULUM REVIEW GUIDE and WORKSHEET
Courses and Programs

Current Review Date 2/25/2021

Reviewer Sally Demarest and English Division

1. Courses

- List all courses, which were active in your program at the time of the last CPPR.
- Review the current CurricUNET Course Outline of Record (COR) for each course and indicate yes/no for each column below.
- For each new, modified, and deactivated course provide the effective term posted on CurricUNET.

Course (Prefix / Number)	Currently active	New course since last CPPR	Major modification since last CPPR	Minor modification since last CPPR	Deactivated since last CPPR Notified impacted program(s)*
ENGL 099	yes / no	no / yes: date	no / yes: date 2018	no / yes: date	no / yes: date
ENGL 101	yes / no	no / yes: date 2019	no / yes: date	no / yes: date	no / yes: date
ENGL 156	yes / no	no / yes: date	no / yes: date 2018	no / yes: date	no / yes: date
ENGL 180	yes / no	no / yes: date 2018	no / yes: date	no / yes: date	no / yes: date
ENGL 201A	yes / no	no / yes: date	no / yes: date 2020	no / yes: date	no / yes: date
ENGL 201B	yes / no	no / yes: date	no / yes: date 2018	no / yes: date	no / yes: date
ENGL 201C	yes / no	no / yes: date	no / yes: date 2017	no / yes: date	no / yes: date
ENGL 205	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ENGL 206	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ENGL 212A	yes / no	no / yes: date	no / yes: date 2020	no / yes: date	no / yes: date
ENGL 212B	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ENGL 213	yes / no	no / yes: date	no / yes: date 2020	no / yes: date	no / yes: date
ENGL 215	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ENGL 216	yes / no	no / yes: date	no / yes: date	no / yes: date	no / yes: date
ENGL 217	yes / no	no /	no /	no /	no /

V. PROGRAM OUTCOMES, ASSESSMENT AND IMPROVEMENTS

Attach or insert the assessment calendar for your program for the next program review cycle.

**English Assessment Cycle Calendar
2021-2024 (and ongoing)**

In this assessment cycle, most courses are on a two- or three-year cycle loop. The assessment methods for the courses may vary, but each academic year the department will pursue at least one project that involves direct assessment of an outcome, course, or group of courses. Such a project may either supplement or replace indirect methods such as student self-reporting.

CYCLE STAGE	Fall 2021	Spring 2022	Fall 2022	Spring 2023	Fall 2023	Spring 2024
SLO Assessment	201A, 101 Fall literature courses not assessed for 3 years	201B Spring literature courses not assessed for 3 years	180 Fall literature courses not assessed for 3 years	201C Spring literature courses not assessed for 3 years	201A, 101	
Analyze Results & Plan Improvements		201A, 101 Literature Courses	201B Literature Courses	180 Lit Courses	201C Literature Courses	201A, 101
Plan Implementation			201A	201A 201B	180	201C
Additional Assessment Project		Topic identified and project designed				Topic identified and project designed

Drafted February, 2021

Have you completed all course assessments in eLumen? If no, explain why you were unable to do so during this program review cycle and what plan(s) exist for completing this in the next program review cycle.

All courses have been assessed—and data has been entered in eLumen—except for two:

ENGL 101: This course is newly added since our previous CPPR cycle, and it was first offered in Fall 2019. We had planned to do our first assessment in Spring 2020, but when we migrated online because of the pandemic, we thought it would be best to wait so that our data wouldn't be confused by so many variables. In addition, we were hoping to resolve the Banner enforcement issue before assessing the SLOs. Currently, assessment is scheduled for the 2021-2022 academic year.

ENGL 217: This course has not been taught during the this program review cycle. It was offered in the schedule for Spring 2017, but it did not fill, so it was cancelled. We have not deactivated it because we still hope it might be, in some form, part of our program in the future.

Include the most recent “PLO Summary Map by Course” from eLumen which shows the Course-level SLOs mapped to the Program-level SLOs.

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for English
 Map Target: AAT_ENGLISH

Course	AAT_ENGLISH	AAT_ENGLISH				
		Analyze and interpret literature, using the conventions of academic discourse;	Demonstrate information fluency.	Demonstrate literary knowledge and recognize the value of great works of the human imagination;	Employ an effective writing process to complete any written task;	Think critically about literature, language, and the world;
ENGL099					3	3
ENGL101	1		2		3	4
ENGL156					3	3
ENGL160			1		3	3
ENGL201A			2		2	3
ENGL201B	3		1	2	1	2
ENGL201C			1		1	2
ENGL205	4			4	1	4
ENGL206	5			5	2	5
ENGL212A	5		2		1	5
ENGL212B	5		2	4	1	5
ENGL213	4			4	1	5
ENGL215	5			5	2	5
ENGL216	5			5	1	5
ENGL217			4		4	2
ENGL231	1		1	5	2	4
ENGL237	5			5		3
ENGL242	2			5	1	2
ENGL244A						
ENGL244B						
ENGL245A	4		2	2	1	2
ENGL245B	4			3	1	2
ENGL246A	2			2	1	4
ENGL246B	3			3	1	3
ENGL247				1		
		56	18	57	35	78

Include the most recent “ILO Summary Map by Course” from eLumen that shows the Course-level SLOs mapped to the Institutional Learning Outcomes.

ILO Summary Map by Course

ILO/PLO Summary Map by Course/Context

Map Origin: Courses for English

Map Target: All ILOs

Course	ILOs	Artistic and Cultural Knowledge and Engagement		Critical Thinking and Communication		Personal, Academic, and Professional Development
		Identify, create, or critique key elements of inspirational art forms	Demonstrate knowledge of and sensitivity to diverse groups and cultures through studying the world's languages, societies, and histories	Analyze and evaluate their own thinking processes and those of others	Communicate and interpret complex information in a clear, ethical, and logical manner	Recognize, assess, and demonstrate the skills and behaviors that promote academic and professional development
ENGL099					1	4
ENGL101				2	3	2
ENGL156				1	3	2
ENGL180				1	3	2
ENGL201A			2	2	1	3
ENGL201B		2			2	2
ENGL201C				1	3	
ENGL205		2	1		1	
ENGL206		2	1	1	1	
ENGL212A		1	2	1	1	1
ENGL212B		2	1	1	1	1
ENGL213		1	4	1		1
ENGL215		2		2	1	
ENGL216		2	1	1	2	
ENGL217			2	1	2	
ENGL231		4				
ENGL237		2	1			
ENGL242		1	1	1	1	1
ENGL244A		2			1	
ENGL244B		2			1	
ENGL245A		2				
ENGL245B		2				
ENGL246A		1	1		1	
ENGL246B		1			2	

Highlight changes made at the course or program level that have resulted from SLO assessment. Please include the evidence of dialog that prompted these changes.

During the 2016-2017 academic year, as a result, in part, of SLO assessment results, we updated the CORs for English 099 and 156 to provide a more successful transition and alignment between our two basic skills courses.

In March 2017, the division held an essay norming event during a division meeting. These norming events are important for ensuring that faculty have some levels of consistency when assessing student learning. While the norming sessions do not always trigger concrete changes, they do serve to inform instruction and further assessment.

During the 2018-2019 academic year, after an extended discussion of the Spring 2017 ENGL 201B assessment results, the course outline of record was modified to reflect more clearly the critical thinking objectives for the course. In addition, relevant faculty met on April 13, 2018 to have further dialogue about how to enhance student learning in Engl. 201B, especially regarding information fluency within literary arguments (since this is an area in which students, while still meeting standards, lagged a bit behind in comparison to other SLOs). Relatedly, in 2019, the division also requested that the library subscribe to the JSTOR database to improve our information literacy efforts in ENGL 201B and other literature classes.

In Spring 2018, we assessed the SLOs for ENGL 201C and found that most students are meeting or exceeding expectations for the three learning outcomes. Of the three outcomes listed below, students had slightly lower success rates with outcome #2 (Write arguments using advanced rhetorical and composition skills), yet even for that outcome, 85% of students met or exceeded expectation.

In 2020, most program changes were focused on putting measures in place before the implementation of AB705 so that we could maintain, or even increase, student achievement of the SLOs.

On February 28, 2020, we had a task force meeting to beginning planning a retreat for discussing potential changes to the curriculum and pedagogy for ENGL 201A, but the planning process and the retreat were postponed because of the pandemic.

Identify and describe any budget or funding requests that are related to student learning outcome assessment results. If applicable, be sure to include requests in the [Resource Plan Worksheet](#).

SLO assessment has demonstrated that while most ENGL 201B students achieve the outcome of information fluency, fewer students excel in that SLO compared to those who excel in other SLOs. Faculty have also discussed challenges related to this SLO and even had a special dialogue session on April 13, 2018 to address the topic. Our 2020 request for a library subscription to the JSTOR database directly addresses this SLO. With JSTOR, faculty can offer

better instruction for doing literary research, and students have higher-quality resources to help them achieve information fluency within the discipline of literature.

Our request for additional Chromebooks in our classrooms, while not driven by the results of a specific assessment activity, was also driven by SLOs. Timed, in-class writings are a requirement of ENGL 201A (as dictated by the relevant C-ID), as is student engagement in the writing process. Both of these objectives and outcomes benefit from students' ability to use Chromebooks in the classroom.

We will also seek funding for an Equity for Engl. 201A Faculty Retreat in Fall 2021 or Spring 2022, and it is our hope to obtain funding to improve our teaching environments in our classrooms and office hallways, both of which we have referred to elsewhere in this document.

VI. PROGRAM DEVELOPMENT

Indicate how the program supports efforts to achieve any of the following:

Institutional Goals and Objectives

Institutional Learning Outcomes

Program outcomes

For the above listed objectives and outcomes, please see the earlier areas in this CPPR where each of these are addressed in full.

Indicate any anticipated changes in the following areas:

Curriculum and scheduling

We have applied for IGETC Area F designation for our Engl. 213 course – Ethnic Literature of the United States. We also await

Support services to promote success, persistence and retention

We would love to have a dedicated counselor to assist those underprepared students who take our co-requisite pairing of Engl. 101 with 201A. As explained in Section II, our program would like to require the co-requisite for first-year students with a HSGPA below 2.6.

We plan to offer embedded tutors in our pairings of Engl. 101 with 201A, pending availability.

We have a faculty coordinator of the Writing Center, Jim West, who has partnered with colleague Sean Boling to provide ongoing training of our peer tutors in that program.

Facilities needs

In our 2021-22 Resource Plan, we have requested changes to the construction and sound proofing of walls in our 6100 classrooms, namely the walls between: 1) 6106 and 6107; and 2) 6107 and 6108A.

We have also requested a window be constructed in the wall between the NCC Writing Center and the Student Success Center to allow for line-of-sight supervised peer tutoring.

Staffing needs/projections

- In our 2021-22 Resource Plan, we have requested one (1) tenure-track FT position for 2021-22 due to two FT retirements this year.

Lastly, address any changes in strategy in response to the predicted budget and FTES target for the next program review cycle.

We will continue to offer a schedule that attempts to anticipate student demand based on historical trends, and we will cut underenrolled courses to be as efficient and functional as possible.

VII. END NOTES

If applicable, you may attach additional documents or information, such as awards, grants, letters, samples, lists of students working in the field, etc.

VIII. After completing and submitting this document, please complete the [Overall Program Strength and Ongoing Viability Assessment](#) with your Dean before May 14, 2021.

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program


Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Student Service Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Steve Leone	 <small>Steve Leone (Mar 12, 2021 12:41 PST)</small>	03/12/21
Division Chair/Director Name	Signature	Date

	 <small>Kathryn Zuberian (Mar 12, 2021 17:47 MST)</small>	3/12/2021
Name	Signature	Date

	 <small>Stacy Kimmey (Mar 15, 2021 17:45 PDT)</small>	
Name	Signature	Date

	 <small>Matthew Fleming (Mar 15, 2021 22:09 PDT)</small>	
Name	Signature	Date

James West	 <small>James West (Mar 15, 2021 22:11 PDT)</small>	3/14/21
Name	Signature	Date

Sean Boling	 <small>Sean Boling (Mar 16, 2021 08:58 PDT)</small>	03/16/21
Name	Signature	Date

Sally Demarest	 <small>Sarah Demarest (Mar 16, 2021 10:50 PDT)</small>	3/16/21
Name	Signature	Date

SIGNATURE PAGE

Faculty, Director(s), Manager(s), and/or Staff Associated with the Program

Instructional Programs: All full-time faculty in the program must sign this form. If needed, provide an extra signature line for each additional full-time faculty member in the program. If there is no full-time faculty associated with the program, then the part-time faculty in the program should sign. If applicable, please indicate lead faculty member for program after printing his/her name.

Instructional Programs: All full-time director(s), managers, faculty and/or classified staff in the program must sign this form. (More signature lines may be added as needed.)

Thomas Patchell	 <small>Thomas Patchell (Mar 16, 2021 14:29 PDT)</small>	16MAR21
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Name	Signature	Date
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Roland Finger		March 16, 2021
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Name	Signature	Date
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Matthew R. Davis	 <small>Matthew R.Davis (Mar 16, 2021 15:26 PDT)</small>	16 March 2021
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Name	Signature	Date
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Wesley Sims		16 March 2021
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Name	Signature	Date
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Amelia Marini	 <small>Amelia Marini (Mar 16, 2021 19:36 PDT)</small>	
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Name	Signature	Date
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Sarah Miller		March 16, 2021
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Name	Signature	Date
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Name	Signature	Date
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SUPPLEMENTAL DOCUMENTS

Worksheet A
Cluster Ranking:
Arts, Humanities, Social Sciences

<u>POSITION</u>	<u>CLUSTER RANK</u>
English as a Second Language / College Success Studies	1
Journalism	2
Communication Studies	3
Sociology	4
English	5

Note: "1" represents the highest ranking.

Cuesta College Faculty Prioritization, Fall 2020

Worksheet A.1
OBJECTIVE DATA FOR TEACHING FACULTY

Position: English

1. *Data provided by Institutional Research; some data may be the same:*

DATA		SEMESTER					
		Fall 2017	Spring 2018	Fall 2018	Spring 2019	Fall 2019	Spring 2020
1	<i>Projected PT/FT load ratio by <u>discipline</u> (if position were hired)</i>	0.869					
2	<i># PT Faculty (duplicated headcount for previous Fall and Spring) / # FT Faculty (duplicated headcount for next Fall and Spring if hired)</i>	# FT: 27 (29)		# PT: 31		Ratio: 1.068	
3	<i>Fill rates by <u>discipline</u></i>	90.92%	79.68%	92.68%	87.80%	93.74%	87.28%
4	<i>FTEs/FTEF by <u>discipline</u></i>	12.81	11.24	13.08	12.35	13.33	12.49
5	<i>Difficulty in Hiring Part-Time Matrix</i>						

Worksheet B.3

OBJECTIVE CRITERIA: DATA AND RANKING SUMMARY

POSITION	OBJECTIVE CRITERIA 1	OBJECTIVE CRITERIA 2	OBJECTIVE CRITERIA 3	OBJECTIVE CRITERIA 4	TOTAL
Auto/Ag Mechanics	(1.19) 13.5	(2.64) 11.6	(73.4) 15.3	(9.20) 13.0	53.3
Biology	(1.08) 12.2	(1.31) 5.8	(77.0) 16.0	(15.7) 22.1	56.1
Certified Nursing Assist	(2.21) 25.0	(1.50) 6.6	(120) 25.0	(10.0) 14.1	70.7
Communication Studies	(0.84) 9.5	(1.93) 8.5	(98.8) 20.6	(13.8) 19.5	58.1
Earth and Ocean Science	(1.25) 14.1	(0.89) 3.9	(68.5) 14.3	(13.6) 19.1	51.4
ECE/EDUC	(2.08) 23.4	(5.70) 25.0	(78.5) 16.4	(14.6) 20.5	85.3
English	(0.87) 9.8	(1.07) 4.7	(87.3) 18.2	(12.5) 17.6	50.3
Journalism	(1.12) 12.6	(1.93) 8.5	(52.2) 10.9	(8.68) 12.2	44.2
LVN	(0.15) 1.6	(1.50) 6.6	(93.3) 19.4	(7.33) 10.3	38.0
Nutrition/Culinary Arts	(1.81) 20.4	(5.70) 25.0	(81.3) 16.9	(14.0) 19.7	82.1
Paramedic	(0.84) 9.5	(1.50) 6.6	(89.9) 18.7	(13.0) 18.3	53.1
Physics	(0.89) 10.1	(0.89) 3.9	(84.0) 17.5	(17.7) 25.0	56.5
Registered Nursing	(0.79) 8.9	(1.50) 6.6	(84.2) 17.5	(7.65) 10.8	43.8
Sociology	(0.56) 6.3	(1.65) 7.3	(80.9) 16.8	(16.1) 22.8	53.2

Note: The raw data from which the rankings are calculated are shown in parentheses. The points, reflecting the 25/25/25/25 split, are shown following the data for each criterion. The maximum number of points across a row would be 100; totals may not appear to be correct due to rounding of column data. The objective criteria are weighted as 35% of the total ranking, so the position with the highest total receives the full 35%.

Cuesta College Faculty Prioritization, Fall 2020

Worksheet B.3

OBJECTIVE CRITERIA: DATA AND RANKING SUMMARY

POSITION	OBJECTIVE CRITERIA 1	OBJECTIVE CRITERIA 2	OBJECTIVE CRITERIA 3	OBJECTIVE CRITERIA 4	TOTAL
Auto/Ag Mechanics	(1.19) 13.5	(2.64) 11.6	(73.4) 15.3	(9.20) 13.0	53.3
Biology	(1.08) 12.2	(1.31) 5.8	(77.0) 16.0	(15.7) 22.1	56.1
Certified Nursing Assist	(2.21) 25.0	(1.50) 6.6	(120) 25.0	(10.0) 14.1	70.7
Communication Studies	(0.84) 9.5	(1.93) 8.5	(98.8) 20.6	(13.8) 19.5	58.1
Earth and Ocean Science	(1.25) 14.1	(0.89) 3.9	(68.5) 14.3	(13.6) 19.1	51.4
ECE/EDUC	(2.08) 23.4	(5.70) 25.0	(78.5) 16.4	(14.6) 20.5	85.3
English	(0.87) 9.8	(1.07) 4.7	(87.3) 18.2	(12.5) 17.6	50.3
Journalism	(1.12) 12.6	(1.93) 8.5	(52.2) 10.9	(8.68) 12.2	44.2
LVN	(0.15) 1.6	(1.50) 6.6	(93.3) 19.4	(7.33) 10.3	38.0
Nutrition/Culinary Arts	(1.81) 20.4	(5.70) 25.0	(81.3) 16.9	(14.0) 19.7	82.1
Paramedic	(0.84) 9.5	(1.50) 6.6	(89.9) 18.7	(13.0) 18.3	53.1
Physics	(0.89) 10.1	(0.89) 3.9	(84.0) 17.5	(17.7) 25.0	56.5
Registered Nursing	(0.79) 8.9	(1.50) 6.6	(84.2) 17.5	(7.65) 10.8	43.8
Sociology	(0.56) 6.3	(1.65) 7.3	(80.9) 16.8	(16.1) 22.8	53.2

Note: The raw data from which the rankings are calculated are shown in parentheses. The points, reflecting the 25/25/25/25 split, are shown following the data for each criterion. The maximum number of points across a row would be 100; totals may not appear to be correct due to rounding of column data. The objective criteria are weighted as 35% of the total ranking, so the position with the highest total receives the full 35%.

Cuesta College Faculty Prioritization, Fall 2020

FACULTY HIRING PRIORITIZATION INFORMATION (IF APPLICABLE)

If your program requested a faculty position for consideration, please attach or embed the following worksheets that were presented to the College Council. The guidelines for faculty prioritization can be found here:

[https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/AY 2018 2019/meeting_09_11_2018/Prioritization Process Handbook 2018 Final Sep04.pdf](https://cuestacollege.sharepoint.com/Committees/College%20Council/Committee%20Documents/AY%202018%202019/meeting_09_11_2018/Prioritization%20Process%20Handbook%202018%20Final%20Sep04.pdf)

APPLICABLE SIGNATURES:

Vice President/Dean

Date

Steve Leone

Steve Leone (Mar 12, 2021 12:41 PST)

03/12/21

Division Chair/Director/Designee

Date

Other (when applicable)

Date

The above-signed individuals have read and discussed this review. The Director/Coordinator, Faculty, and staff in the program involved in the preparation of the CPPR acknowledge the receipt of a copy of the Vice President/Dean's narrative analysis. The signatures do not necessarily signify agreement.











CPPR_2020-2021_Instructional_ENGLISH_Final____ (signatures)


Final Audit Report


2021-03-17


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By:	Anna Greene (anna_greene1@cuesta.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQgeQMZ1Uzlo-_RCeKWwURdkcUXaDsSFc


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 Agreement completed.

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