2022 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2022   **PROGRAM: ENGLISH**

CLUSTER: AHMS   **LAST YEAR CPPR COMPLETED: 2020-2021**

NEXT SCHEDULED CPPR: 2025-2026   **CURRENT DATE: 3/7/2022**

The Annual Program Planning Worksheet (APPW) is the process for:
- reviewing, analyzing and assessing programs on an annual basis
- documenting relevant program changes, trends, and plans for the upcoming year
- identifying program needs, if any, that will become part of the program's resource plan
- highlighting specific program accomplishments and updates since last year's APPW
- tracking progress on a Program Sustainability Plan if established previously

Note: Degrees and/or certificates for the *same* program *may be consolidated* into one APPW.

This APPW encompasses the following degrees and/or certificates:

AA-T -- English

GENERAL PROGRAM UPDATE

In compliance with AB705 and in consideration of statewide best practices, we have modified our Fall 2021 and Fall 2022 English Guided Self Placement (GSP) with a statement as follows: "Students who earned a HSGPA = or < 2.5 are required to enroll in a section of our co-requisite course (ENGL. 101) paired with a section of transfer-level composition (ENGL. 201A)." Although we stated in our 2020 APPW that our co-requisite enrollment requirement would be enforced in Banner starting in Fall 2020, we have not yet been able to implement this requirement. Our English GSP also provides an option for those students who earned a HSGPA < 1.7 to enroll in ENGL. 180. We also began limiting our pre-transfer course, Engl. 180, to three or less per semester, and due in part to high student demand for the course, we have decided to continue offering two sections of Engl. 180 in Fall 2022. It should also be noted that, since our last APPW, we have added D.E. addendums to all of our course offerings and have offered all English program courses in the D.E. modality since Spring 2020. We also began offering a new course, Engl. 242 – Introduction to Science Fiction, in Fall 2019 in the DLEC online modality, and this course remains a popular course like Engl. 237 with high enrollment and student demand.

PROGRAM SUSTAINABILITY PLAN UPDATE

Was a Program Sustainability Plan established in your program's most recent Comprehensive Program Plan and Review?

Yes ☐ If yes, please complete the Program Sustainability Plan Progress Report below.

No ☒ If no, you do not need to complete a Progress Report.

If you selected yes, please complete the Program Sustainability Plan Progress Report below after you complete the Data Analysis section. That data collection and analysis will help you to update, if necessary, your Program Sustainability Plan.

DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS

Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire program being sure to highlight relevant trends for particular degrees and/or certificates if necessary. Responses in this document need only reference the most recent year's available data.
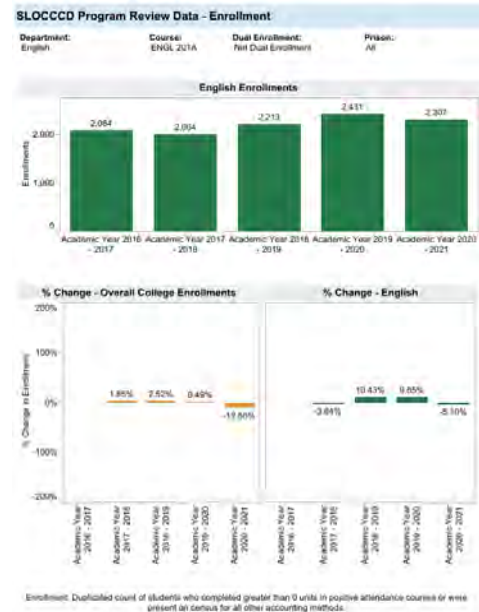
General Enrollment
Insert the data chart and explain observed differences between the program and the college.
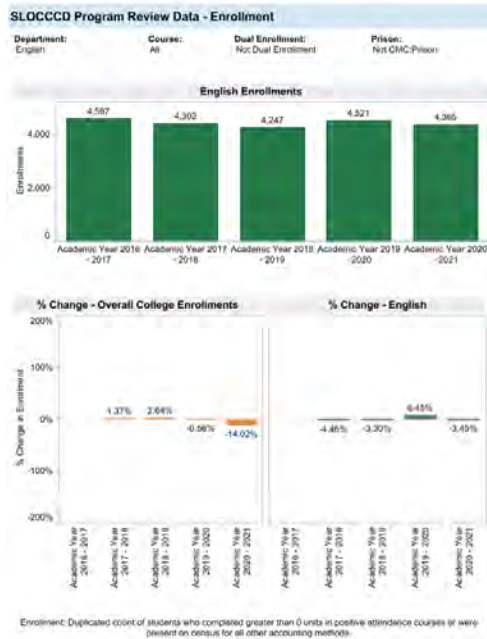
In our 2020 APPW, English reported a cascading enrollment, which dropped incrementally from 4884 in 2015-16 to 4389 in 2018-19 – a 10% decrease in 4 years, including CMC student enrollment. Without counting CMC student enrollment, however, the **English program enrollment** jumped from 4247 in 2018-2019 to 4521 in 2019-2020 for an increase of 6.45% over the previous year, which is well above the 2019-2020 college enrollment of -0.56%. In part, we can attribute our pre-pandemic program enrollment increase to a boost of concurrent high student or enrichment student enrollments in Fall 2019 due to AB705 and due to a big push from local high schools. Most of our 2019-2020 students enrolled in our late afternoon or D.E. modality sections


of Engl. 201A, which you may see inferred by the graph to the right, which shows a 9.85% increase in **Engl. 201A enrollments**, including CMC students – a total of 218 more students enrolled in Engl. 201A than the previous year. In comparison, the English program experienced an increase of 274 students overall in 2019-2020, and approx. 80% of that year's enrollment increase can be attributed to Engl. 201A enrollment. In 2020-2021, English program enrollment (without CMC) only dropped by 3.45% and Engl. 201A (with CMC) dropped by 5.1% in 2020-2021 but did not suffer as much as the whole college during this first year of the pandemic: -14% with CMC and -12.5% without CMC enrollment.

While student enrollment in Engl. 201A increased by 21% over three years from 2004 in 2017-2018 to 2431 in 2019-2020, the pandemic negatively impacted 201A enrollment in 2020-2021 with a decrease of 5.1% from the previous year, which is still much better than the college-wide decrease of 12.5%, including CMC numbers.
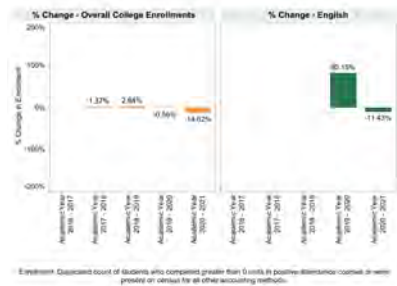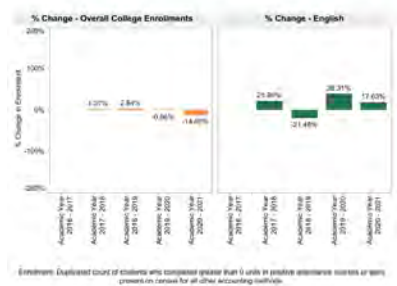
Engl. 180, which has been the English program's only pre-transfer course since Spring 2019, experienced an 80% increase in enrollment from 136 students in 2018-2019 (the year the course was first offered) to 245 students in 2019-2020. The course was still in similar demand during the pandemic year 2020-2021, when enrollment totaled 217 students, a 11.43% drop in enrollment since the previous year but still higher than the overall college enrollment drop of 14%. To accommodate this drop, we limited our Engl. 180 offerings to five sections in 2021-2022 but have determined that the student enrollment and demand is high enough to continue offering this optional course for students in the lowest band HSGPA (below 1.7) or who lack the skills or confidence to enroll immediately in 201A.

In the middle graph on this page, the enrollments have been up and down from year to year for **Engl. 201B and 201C**. After a drop in enrollment by 101 students from 2016-17 to 2017-2018, the enrollment increased back up to the 2016-2017 numbers in 2019-2020 with 1469 students – an 11.54% increase from the previous year. In 2020-21, the pandemic year, though, the enrollment for these two courses decreased by 7.83% from the previous year, which was much lower than the 201A decrease (-5%) and much lower than the English program decrease (-3.45%).
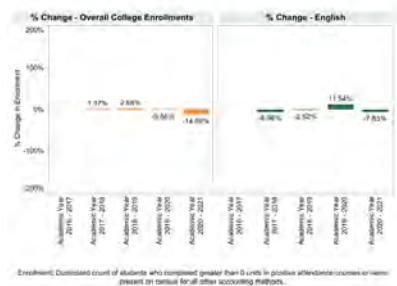
The biggest enrollment success story in English, though, is the enrollment boom for our **Literature Courses**. We have on rotation five literature courses in the Fall and six literature courses in the Spring, and while our literature course enrollment spiked in 2019-20 with an increase by 38.3% in comparison to the college decrease of 0.56% that same year, the enrollment numbers increased even more in 2020-2021 by 50 students for a total of 327, another increase of 17.63% from the previous year (in comparison to the 14% decrease college-wide in 2020-21). The pandemic move to the online modality certainly helped our literature course enrollments as did the addition of Engl. 242.

3 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

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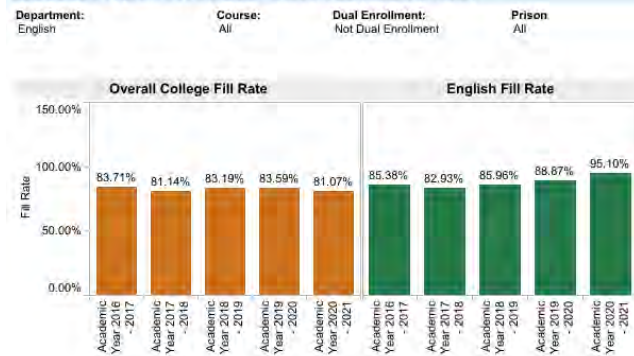
Insert the data chart and explain observed differences between the program and the college.

English program fill rates have been increasing incrementally since 2017-18 (82.93%) to a dramatic leap during the pandemic year 2020-21 (95.1%). The English program has consistently maintained a higher fill rate percentage than the college overall by about 1.5% to 5% -- and by 14% in 2020-21. The student demand for English course sections seems to have dramatically increased in the past two years of data collection (by 9%!!), which may be in large part due to a dramatic increase of D.E. modality course offerings during the pandemic. However, the fill rate increase is also due to a collaboration between the dean and the division chair to create a leaner, more efficient schedule of courses that reflect student demand trends – and due to course section cancellations, primarily in the Spring semesters, because of low enrollments, mostly Engl. 201A.

Due in part to these efforts, **Engl. 201A fill rates** have ranged from 90 to 98% with the biggest percentage during the pandemic year 2020-21. These course fill rates are the highest in our program and range from 6.5% to 17% higher than the college mean (see chart to the right). The 2019-2020 dip in 201A fill rates may be due in part to late-start 201A sections being added to the Fall 2019 schedule to meet student demand, mostly from enrichment students enrolled in local high schools.

Also of note, **Engl. 180 fill rates** (bottom left) have shown promise, especially with 90.67% in the first year (2018-19) and 86.8% in the third year (2020-21) of implementation. We may have offered two 180 sections more than we should have in 2019-20, which we have since rectified.
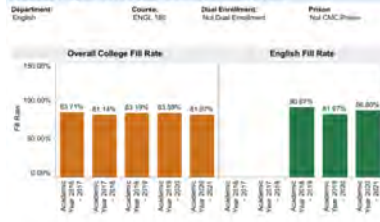
Our corequisite course **Engl. 101** (bottom right) paired with 201A has also seen a 5.3% fill rate increase to 95.13% in its second year of implementation in 2020-21. Although this was during the pandemic, it is promising data.
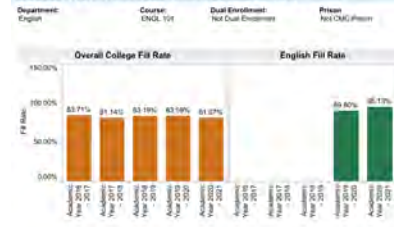
4 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English   Course: Multiple values   Dual Enrollment: Not Dual Enrollment   Prison: Not CMC:Prison
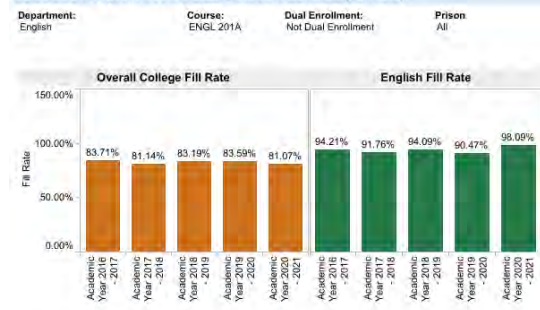
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.
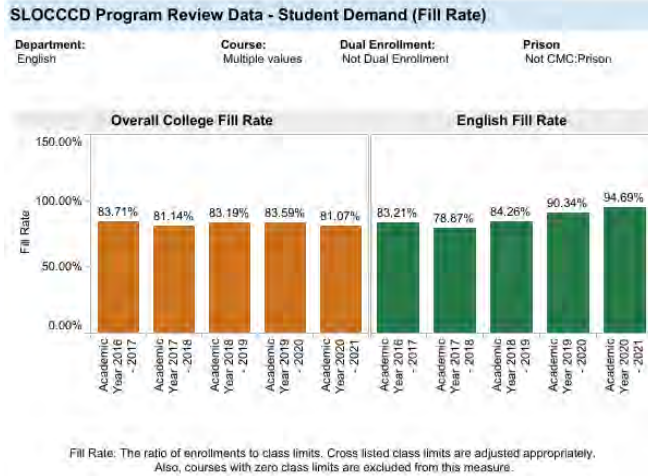
After a 4.3% drop in 2017-18 to 78.87%, **Engl. 201B & 201C fill rates** have been steadily increasing by an average of 5.3% each year, culminating in a high of 94.69% in the pandemic year of 2020-21. While the college trends lower over time, our sophomore-level critical thinking courses are still in high demand, especially with more offerings in the D.E. modality in the past two years. Since our 201B & 201C course enrollments had decreased by 7.83% in 2020-21, our high fill rates for these two courses that year indicate less that there is an increase in student demand for these two courses and more that the 2020-21 schedule of 201B & 201C course sections was leaner, more efficient, and more on target with student demand. Also, with 201B/201C fill rates from 1.7% to 13.62% higher each year than the overall college fill rate, this course is clearly in continuous demand, particularly in the D.E. modality.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English   Course: Multiple values   Dual Enrollment: Not Dual Enrollment   Prison: Not CMC:Prison

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.
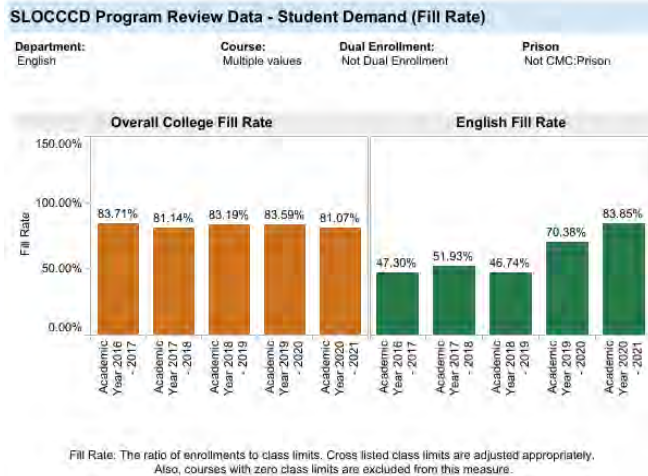
While our **Literature Course** offerings (see chart to left) attracted big increases in enrollment from 201 students in 2018-19 to 327 students in 2020-21, the fill rates for our literature courses have also increased from below the overall fill rates from 2016-2020 to 2.78% higher than the college mean in 2020-21. This is due in large part to a cap of 35 students for our literature courses as opposed to a cap of 28 for all other English courses other than LEC Engl. 201B. However, it is very promising that, since we began offering our literature courses online during the pandemic, the fill rates have increased dramatically in the past two years to a level that we hope to sustain, moving forward.

General Efficiency (FTES/FTEF)

Insert the data chart and explain observed differences between the program and the college.
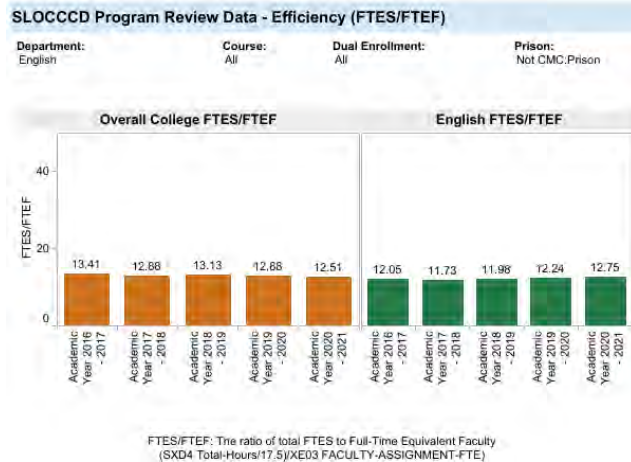
As we reported on our last APPW, our **English program efficiency** increased slightly by 0.25 to 11.98 in 2018-2019, which is exactly the same level of increase at the college overall in the same year: up by 0.25 to 13.13. However, at the time, the English program was well under the college mean for program efficiency – by 1.13. We also projected that our program efficiency would either stabilize or increase slightly in 2019-2020 as the dean and division chair continued to craft schedules together with fewer, more efficient sections (i.e. higher fill rates) and cancel low-enrolled courses. This turned out to be true since efficiency increased by the same rate (0.25) again in 2019-2020 – up to 12.24. We can attribute these 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 pathways that most students take at Cuesta. We were pleased to see that our planning and schedule changes had an impact on our program efficiency, but then, after many, many years of being below the college mean, our English program efficiency finally surpassed the overall college mean of 12.51 in 2020-21, jumping by 0.51 from the previous year to 12.75 – and this was during the pandemic year! Apparently, offering most of our courses in the DLEC D.E. modality has helped our program increase efficiency, but unfortunately, this is not a sustainable practice since we need to begin offering more LEC courses to capture and increase student enrollment 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 demands.
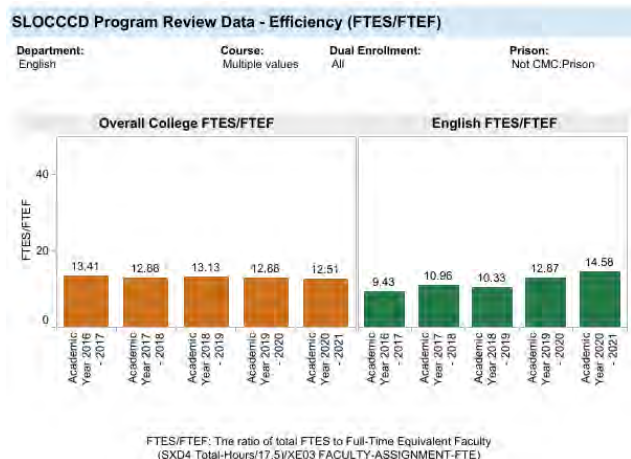
Also of note, we are pleased to report that our program efficiency for our **Literature Courses** has also jumped past the college mean, matching it in 2019-20 at 12.88 but then improving efficiency the next year to 14.58, making our literature courses 2.07 more efficient than the college overall. Please see the chart to the right and note that our literature courses went from a dismal 9.43 efficiency in 2016-17 to an impressive 14.58 in 2020-21.

Student Success—Course Completion by Modality

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

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English — Course: All — Legend: Face to Face Modality (green), Online Modality (red)

Successful Course Competion by Modality - English

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	73.83%	73.21%	75.49%	72.06%	78.94%	75.30%
	Total Department Enrollm.	3,993	3,811	3,454	3,201	3,253	346
Online Modality	Department Success Rate	60.28%	63.05%	61.32%	69.70%	75.63%	65.41%
	Total Department Enrollm.	852	858	1,029	1,188	1,372	4,152

Overall, it is clear from the chart to the left that the English program's successful course completion rates are consistently much higher for LEC face-to-face modality instruction than DLEC or SLEC online instruction. However, as reported on our last APPW in 2020, in the 2018-2019 academic calendar year, English Distance Education (D.E.) successful course completion rates jumped by 8.4% from 61.3% the previous year to 69.7%, which was just below our 72% face-to-face completion rates by 2.3%. This was the smallest gap between English face-to-face and D.E. completion rates in the same year since we began offering classes in the D.E. modality. In comparison, the college gap between face-to-face and online modality teaching was 3.1%, so we were doing better in this area than the college mean by 0.8% in 2018-19. There was also, unfortunately, a drop in face-to-face completion rates in the same year from 75.5% in 2017-2018 to 72% in 2018-2019, which paralleled a slight drop in the face-to-face success rate college mean. As we reported on our last APPW, this decrease in LEC-delivery student success was due in large part to an increase in underprepared students as a result of a strict adherence to AB705 regulations during that Spring 2019 semester, when we allowed all students, regardless of previous MMAP conditions for placement, to take Engl. 201A. This resulted in a lower number of students who successfully completed our ENGL. 201A courses, the largest face-to-face student success rate drop in our program in years (-3.44%).

In the last partial year before the pandemic, 2019-20, our program successful course completion rates made a huge leap for both face-to-face (78.94%) and online instruction (75.63%), the highest on record, perhaps, for our English program – and an increase by 7% and 6%, respectively, since the previous year – with a 3.3% gap between both modalities. In comparison, the 2019-20 overall college mean for successful course completion rates was also high for face-to-face (84.07%) and online instruction (78.55%), a college-wide increase by 7.8% and 5.4% respectively since 2018-19. These increases could be attributed to our college's pandemic transition to online instruction in Mar. 2020 and relaxed grading standards that semester. However, the big increase to the English program's online instruction success rates

may be mostly attributed to an increase in faculty who earned D.E. certification – and due to the mentoring provided by our lead D.E. instructors to those who have begun to teach in this modality. Our division had a community of supportive colleagues who provided their resources, their time, and their expertise to those of us who needed the additional help, and this had a positive impact on our teaching in the D.E. modality, especially for those of us who never taught in this modality before, which may account for the increase in the English program's D.E. success rates.

However, the pandemic – and online instruction – also had a negative impact on our students' successful completion of our courses in 2020-21 with a 3.6% drop of face-to-face success rates to 75.3% and a 10% drop of online success rates to 65.4%. For context, we did not offer any face-to-face courses in Fall 2020 but did offer a total of ten Hybrid or face-to-face courses in Spring 2021. For further context, the overall college successful completion rates during that period were 84.36% (2020-21) for face-to-face and 72.63% for online. College-wide online student success rates dropped by 5.9%, which, if compared to the English 2020-21 program drop of 10% for online, suggests that students of English benefit greatly from face-to-face instruction and may be at a disadvantage without a balance of face-to-face course offerings.

English 201A successful completion rates have been historically low in the online modality with an average of 56% over six years. There were increases in 2018-19 (62%) and in 2019-20 (71%), but the online success rates for 201A dropped back down to the program mean again to 57.4% in 2020-21 after we relaxed our standards during the first semester of the pandemic in Spring 2020. Clearly, we have had a large number of underprepared students who have taken Engl. 201A since AB705 was implemented, and although there are only slight increases each year to the successful completion rates for face-to-face modality instruction (from a low of 66.49% in 2018-19 to a high of 76.58% in 2020-21), there is a poor showing for online completion rates with a gap of 19% between 2020-21 face-to-face and online success rates. Students who are underprepared need additional instruction and attention, which is the purpose of Engl. 101 and why we will continue to advocate as a program that the co-requisite pairing of 101 + 201A must continue to be required to lower-band HSGPA students in light of AB705. We also can see from the program data that students who take the co-requisite pairing in the face-to-face modality are much more likely to be successful than those who take the pairing in the online modality.
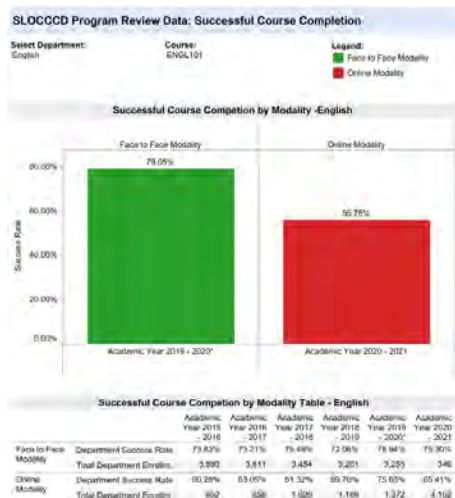
Regarding **Engl. 101**, since we have only been offering the co-requisite since 2019-2020, we only have two years of data, but it is clear from the chart to the left that the co-requisite works best when taught in the face-to-face modality. With all of the Engl. 101 course offerings being offered in the face-to-face modality in 2019-20, the student successful course completion rates were quite high at 79%. In 2020-21 during the pandemic year, we only offered Engl. 101 in the online modality, and only 55.75% of our 101+201A students successfully completed the co-requisite with a C or above. In comparison to our department's 2020-21 online modality success rate of 65.4% The data supports our conclusions that the co-requisite pairing was designed for face-fo-face instruction and should primarily be offered in that modality for our students' success.

The same conclusion can be drawn from the 2019-20 and 2020-21 successful course completion rates for our pre-transfer **Engl. 180** (chart to the right), which demonstrate a 26% and 18.7% disparity between face-to-face and online modality student success rates in 2019-20 and 2020-21, respectively. Unfortunately, it should also be noted that the successful course completion rates for Engl. 180 are consistently lower than the department success rates, ranging from face-to-face modality gaps of 7.35% in 2018-19, 12.87% in 2019-2020, and then back down to a 4.47% gap in 2020-21 when only two face-to-face sections of 180 were offered. During the first three semesters of offering Engl. 180 in the online modality, starting in Mar.
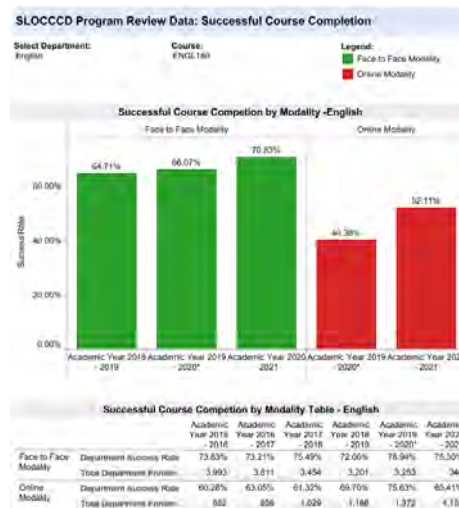
2020 until the end of the 2020-21 academic year, the success rates were dismal with 40.38% in Spring 2020 and 52.11% in 2020-21, the latter of which was 13.3% lower than the department rate. These figures demonstrate to us that we have a student population that struggles with the fundamental skills of being a college student and struggles with their fluency as writers and readers. We feel strongly that this population should continue to have the option of Engl. 180, which focuses on writing, reading, and basic study skills and techniques in order to survive and succeed in Engl. 201A. However, if state legislation limits our ability to offer one or two pre-transfer courses a semester, namely AB1705, which is currently in consideration, we may have to develop and implement other non-credit support courses and improve our curriculum and instruction of the Engl. 101 co-requisite, among other new initiatives. In the meantime, we have a faculty retreat scheduled for late April 2022 to address our student equity gaps and to discuss means for our students at all entry points to succeed in Engl. 201A.

9 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
Approved by Academic Senate April 28, 2017 Document to be Used for Submission Spring, March 7, 2022

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
English

Course:
Multiple values

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -English

	Face to Face Modality						Online Modality					
	82.42%	86.00%	86.59%	85.47%	88.86%	78.43%	71.80%	74.40%	76.24%	80.77%	82.41%	80.16%

Academic Year 2015–2016 through 2020–2021 (both modalities)

Successful Course Competion by Modality Table - English

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Face to Face Modality	Department Success Rate	73.83%	73.21%	75.49%	72.06%	78.94%	75.30%
	Total Department Enrollm.	3,993	3,811	3,454	3,201	3,253	346
Online Modality	Department Success Rate	60.28%	63.05%	61.32%	69.70%	75.63%	65.41%
	Total Department Enrollm.	852	858	1,029	1,188	1,372	4,152

In the chart to the left, the successful course completion rates for our online modality instruction of **Engl. 201B and 201C** have been increasing incrementally by 2% to 4% each year since 2015-16. When once there was a success rate gap between modalities (for example, a 10.6% gap in 2015-16), the online modality success rate (80.16%) surpassed the face-to-face modality success rate (78.43%) for the first time in 2020-21. This can be attributed to recent D.E. certification training during Spring and Summer 2020 and an ongoing community of faculty in our division who share ideas and D.E. instruction techniques for Engl. 201B and 201C, particularly. Also, the online students who take our critical thinking courses are generally well-prepared since most if not all had already completed the pre-requisite 201A in the year previous when we moved all of our classes to the online modality due to the pandemic. Still, the online modality success rates for our two critical thinking courses, 201B and 201C, are well above the program success rate of 65.4% for online courses in 2020-2021 (a 15% gap). In comparison, the face-to-face success rate for 201B and 201C in 2020-21 (78.4%) -- a year when we offered very few 201B and 201C sections in that modality -- is only 3% above the program success rate for face-to-face courses in the same year (75.3%). Given these figures, we can conclude that at least 80% of the students who sign up for Engl. 201B and 201C will generally be prepared for and will successfully complete these two courses in either the face-to-face or online modality, so we will continue to offer these two courses equally in both modalities.

SLOCCCD Program Review Data: Successful Course Completion

Select Department:
English

Course:
Multiple values

Legend:
Face to Face Modality
Online Modality

Successful Course Competion by Modality -English

	Face to Face Modality						Online Modality		
	84.51%	75.88%	85.45%	83.58%	83.85%	64.52%	67.74%	90.32%	74.34%

Academic Year 2015 - 2016 through 2020 - 2021

Successful Course Competion by Modality Table - English

		Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
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	Total Department Enrollm.	852	858	1,029	1,188	1,372	4,152

The chart to the left illustrates the successful course completion rates of our Literature Courses. For one, the shift of all of our courses to the online modality in Spring 2020 gave a boost to program success rates. In Fall 2019, all of our literature courses were taught in the face-to-face modality at a successful completion rate of 83.85%, but in Spring 2020, when all of our literature courses ended up being taught in the online modality, student success rates hit a division record at a rate of 90.32%, which was well above the 2019-20 department mean (75.63%). In 2020-21, success rates for online literature courses dropped by 16% to 74.34% but were still 10% higher than the success rates for the few face-to-face literature course offerings that year at 64.52%.

Degrees and Certificates Awarded

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

SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: English
Award Type: All

Program Awards
Top Code Description(s): English
Award(s): All

Program Awards Table

Award Type	Award	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Associate in Arts	English (AA)	1	3	1	1		
	Total	1	3	1	1		
Associate in Arts Transfer	English (AAT)	15	7	15	20	18	27
	Total	15	7	15	20	18	27
Grand Total		16	10	16	21	18	27

Program Awards: The number of degress and certificates awarded by program type

There has been a steady increase in the number of students who have earned an AA-T in English over the past six years, from a low of 7 students in 2016-17 to a high of 27 students in 2020-21, and we believe that this increase was a direct result of the recruitment strategies that we began implementing during the 2016-2017 school year. Some of these strategies were implemented by our Future of English division subcommittee, which included speaking with potential students on Promise Day, and educating them about the value of obtaining an AA-T in English. In addition, as a division, we have actively promoted the English AA-T in our classes. Taken together, we believe that our recruitment efforts were effective and account for the incremental increases over time. We plan to build on our success and actively recruit more majors. In fact, we applied for and received the 2021-2022 Foundation Grant, and with this support, we are actively working on creating more welcoming and engaging classroom environments and office hallways in large part to excite students about the English AA-T and the Creative Arts, Humanities, and Communication Area of Study. We hope that these improvements to our teaching environments will increase student interest in pursuing AA-Ts in English.

General Student Success – Course Completion

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English
COURSE: All
TERM: All
Measure Names:
- Department Success Rate (green)
- Overall College Success Rate (orange)

Successful Course Completion - English

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success (green)	71.45%	71.34%	72.24%	71.42%	77.94%	66.15%
Overall College (orange)	74.59%	74.72%	75.67%	75.48%	82.59%	74.64%

English Success Rate Table

|	Academic Year 2015-2016	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020*	Academic Year 2020-2021
Department Success..	71.45%	71.34%	72.24%	71.42%	77.94%	66.15%
Total Enrollments	4,845	4,669	4,483	4,389	4,625	4,498

As reported on our 2020 APPW, while our English program student success rates improved 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, our program decreased back to 2016-2017 numbers in 2018-2019, back down to 71.4 %, which is the last year of the Zoom! program. However, these student success rate fluctuations are minor and mirror similar trends college wide. Before the pandemic, we maintained fairly consistent course completion rates over the years because we continued to address changes to the levels of preparedness of our student populations, especially the students enrolled in Engl. 201A. We implemented a number of Student Equity Plan activities in 2016-2017, including improvements to the Writing Center training and mentoring for student tutors, and we conducted an interdisciplinary faculty Reading Retreat in the Fall 2017 semester. In 2019-20, our program's successful course completion rates jumped by 6.5% to 77.94%, which is comparable to the college-wide leap by 7% to 82.5% that year, both of which can be attributed in part to relaxed standards agreed upon by faculty due to the mid-Spring semester emergent shift to online instruction. However, with a large majority of our courses offered in the online modality in 2020-21, the program's success rates dropped by 11.8% to 66.15%, which was a 3.9% larger decrease than the college-wide drop by 7.9% to 74.64%. These fluctuations give us pause and will be discussed at our division faculty retreat.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English
COURSE: ENGL201A
TERM: All
Measure Names:
- Department Success Rate (green)
- Overall College Success Rate (orange)

Successful Course Completion - English

	Academic Year 2015 - 2016	Academic Year 2016 - 2017	Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021
Department Success (green)	67.30%	64.99%	65.35%	65.43%	73.74%	59.32%
Overall College (orange)	74.59%	74.72%	75.67%	75.48%	82.59%	74.64%

English Success Rate Table

	Academic Year 2015-2016	Academic Year 2016-2017	Academic Year 2017-2018	Academic Year 2018-2019	Academic Year 2019-2020*	Academic Year 2020-2021
Department Success..	67.30%	64.99%	65.35%	65.43%	73.74%	59.32%
Total Enrollments	2,168	2,111	2,004	2,213	2,431	2,307

This year's division faculty retreat will primarily focus on improvements to our teaching of Engl. 201A, which held steady on average at 65.5% of course completion rates over a five-year period until the year of the pandemic. As mentioned above for our program as a whole, relaxed standards assisted in an 8.3% increase of success rates for 201A in 2019-20, but after a year into the pandemic, our success rates dropped below our previous 5-year trend of 65.5% to 59.32%. We have scheduled an Engl. 201A Faculty retreat for April 2020 to focus on our 201A student success rates, especially the disaggregated data discussed in the next section below.
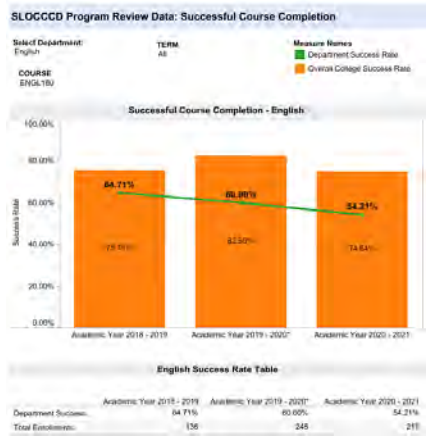
One of the running themes of this APPW is our program faculty's commitment to offering **Engl. 180** as an option for students, depending on current legislation. However, since we began offering 180 in 2018-19, the successful completion rates for this course has been on the decline – from 64.7% in 2018-2019 to 60% in 2019-20 to 54.21% in 2020-21. While this data may on the surface support the notion that this course is not serving our students of need, we would counter that this course was not intended to be offered in the online modality, which is one reason for the steep decline of student success rates since we began offering it three years ago. Engl. 180 students, generally those in the lowest-band HSGPA group, benefit most from personal interactions with and face-to-face instruction from their instructors, who help them overcome their fears and/or sense of shame and build their confidence with each scaffolded assignment. While our program faculty will, in part, discuss how we can make improvements to teaching Engl. 180 online during our faculty retreat, it is our desire to continue offering Engl. 180 as a face-to-face option, moving forward, to help those students of need prepare for Engl. 201A.

The chart to the right illustrates the successful course completion rates for our two critical thinking courses, **Engl. 201B and 201C**, which have consistently been higher than the college mean over the past six years by an average of 6%. The success rates for these two courses were also steadily increasing, and then the pandemic impacted these rates for a drop of 6% in 2020-21 to 80%, which was still 5.45% above the college mean of 74.64%. Our **Literature courses** (lower right chart) also have consistently been higher than the

college mean – that is, until 2020-21 when the rates dipped under the college mean (74.64%) by 1.5% to 73%. As we begin offering our literature courses in the face-to-face modality, we predict these successful course completion rates for our literature courses will rise up again to past year's standard in the mid-80 percentile.
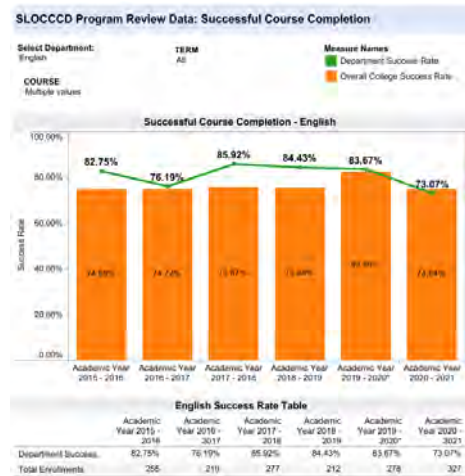
Disaggregated Student Success

Review the Disaggregated Student Success charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

An analysis of the data from 2015-2016, 2016-2017, 2017-2018, and 2018-2019, shows that the English Division's student success rates reflect a number of achievement gaps related to ethnicity, income, and foster status. It's worth looking at that data to establish the baseline from which to compare and contrast the 2020-2021 data.

DI Tool: Ethnicity (2015-2016, 2016-2017, 2017-2018, 2018-2019)—English Division

Disproportionate Impact Calculator: Outcome Rates Available
Note: Please enter the cohort and outcome counts into the **Yellow Cells**.
If copying and pasting into the yellow cells, paste as "values" or "values & number formatting" for best results.

	Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Outcome Rate (OR)	Percentage Point Gap (PPG-1)	MOE	Proportionality Index (PI)	80% Rule	Minimum Equity Number	Full Equity Number
1	Amer. Indian or N. Alaskan	110	69	0.61	0.53	62.39	-8.91	-9.05	0.876	74.52	N/A	N/A
2	Asian	552	443.974	3.06	3.45	80.43	9.47	-3.31	1.129	96.07	N/A	N/A
3	Black or African American	221	128	1.22	0.99	57.92	-13.49	-6.51	0.813	69.18	16	30
4	Hispanic/Latinx	5,709	3,805	31.61	29.58	66.65	-6.72	-1.22	0.936	79.61	314	384
5	Two or More Races	1,090	745	6.04	5.79	68.35	-3.08	-2.76	0.959	81.64	4	34
6	White	10,308	7620.7	57.08	59.23	73.93	6.26	-0.85	1.038	88.31	N/A	N/A
7	unknown	43	36	0.24	0.28	83.72	12.51	-11.03	1.175	100.00	N/A	N/A
8	Nat. Haw. or other P.I.	25	18	0.14	0.14	72.00	0.76	-17.60	1.011	86.00	N/A	N/A

DI Tool: Ethnicity (2015-2016, 2016-2017, 2017-2018, 2018-2019)—Cuesta College

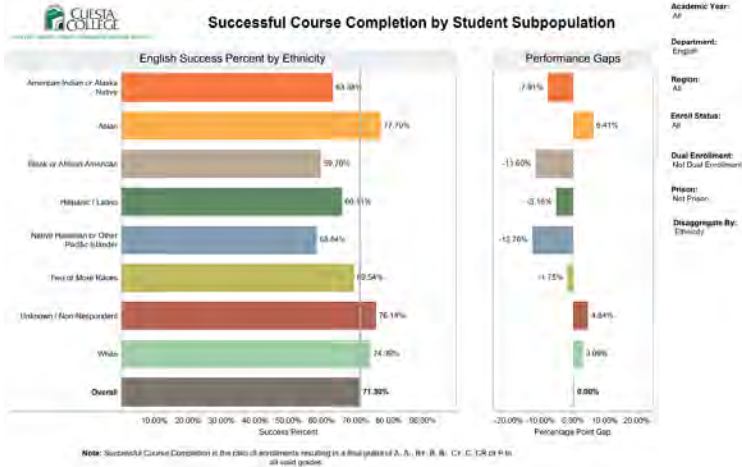**Disproportionate Impact Calculator: Outcome Rates Available**
Note: Please enter the cohort and outcome counts into the **Yellow Cells**.
If copying and pasting into the yellow cells, paste as "values" or "values & number formatting" for best results.

	Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Outcome Rate (OR)	Percentage Point Gap (PPG-1)	MOE	Proportionality Index (PI)	80% Rule	Minimum Equity Number	Full Equity Number
1	Amer. Indian or AL Native	1,615	1,148	0.67	0.64	71.08	-2.94	-2.21	0.961	89.43	12	48
2	Asian	7,949	6317.865	3.27	3.52	79.48	5.66	-0.89	1.074	100.00	N/A	N/A
3	Black or African-American	3,402	2,306	1.40	1.28	67.79	-6.30	-1.57	0.916	85.29	161	215
4	Hispanic/Latino	73,485	51,285	30.27	28.54	69.79	-6.04	-0.33	0.943	87.81	4194	4438
5	Native Hawaiian or Other	357	257	0.15	0.14	72.02	-1.98	-4.66	0.973	90.61	N/A	N/A
6	Two or More Races	13,116	9409.418	5.40	5.24	71.74	-2.39	-0.77	0.969	90.26	213	314
7	Unknown/Non-responder	1,302	1,001	0.54	0.56	76.89	2.90	-2.29	1.039	96.74	N/A	N/A
8	White	141,569	107,946	58.31	60.08	76.25	5.39	-0.22	1.030	95.94	N/A	N/A

When the English program data from the 2015-2019 is entered into the Disproportionate Impact Tool (see above chart), the results indicate that, over the course of those years, there have been equity gaps of disproportionate impact for Black or African-American students (-13.49%, with a -6.51 margin of error) and Hispanic/Latinx students (-6.72% with a -1.22 margin of error). In addition, although the margin of error is too large for us to make confident claims about the gap for American Indians and Native Americans, the fact that their success rate is below 80% of the average suggests that we should consider that equity gap also to be a point of concern (this last point takes into account the "80% Rule Index"). If we compare the English program to the college as a whole, we find that there is a larger equity gap for Black or African-American students in the English program, but equity gaps for Hispanic and Latino and American Indian and Native Alaskan students are similar to the college mean.

Note: Successful Course Completion is the ratio of enrollments resulting in a final grade of A, A-, B+, B, B-, C+, C, CR or P in all valid grades.

The successful course completion data in the chart to the right illustrates the average of disaggregated data by Ethnicity from Fall 2015 to Spring 2021 and indicates that there are long-term equity gaps for our African American students (-11.6% below the course completion rate mean) and LatinX or Hispanic/Latino (-5.18%) student populations during that time period. Also of note, during that six year time period, there were notable performance gaps in English for American Indian/Alaska Native students (-7.9%) and Native Hawaiian/Pacific Islander students (-12.76%). We will continue to analyze this data and determine means to support our students of color to complete our courses with success.

DI Tool: Ethnicity (2020-2021)—English Division

Disproportionate Impact Calculator: Outcome Rates Available
Note: Please enter the cohort and outcome counts into the **Yellow Cells.**
If copying and pasting into the yellow cells, paste as "values" or "values & number formatting" for best results.

	Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Outcome Rate (OR)	Percentage Point Gap (PPG-1)	MOE	Proportionality Index (PI)	80% Rule	Minimum Equity Number	Full Equity Number
1	Amer. Indian or N. Alaskan	18	10	0.41	0.33	52.94	-12.93	-23.06	0.804	74.84	N/A	N/A
2	Asian	161	108.353	3.70	3.78	67.30	1.54	-7.25	1.022	95.14	N/A	N/A
3	Black or African American	51	31	1.17	1.07	60.42	-5.46	-13.42	0.918	85.41	N/A	N/A
4	Hispanic/Latinx	1,447	845	33.22	29.47	58.40	-11.11	-2.54	0.887	82.56	125	161
5	Two or More Races	316	205	7.25	7.15	64.84	-1.06	-5.26	0.985	91.66	N/A	N/A
6	Unknown	50	32.29	1.15	1.13	64.58	-1.25	-13.26	0.981	91.29	N/A	N/A
7	White	2,313	1,636	53.10	57.07	70.74	10.49	-1.85	1.075	100.00	N/A	N/A

## DI Tool: Ethnicity (2020-2021)—Cuesta College

Disproportionate Impact Calculator: Outcome Rates Available
Note: Please enter the cohort and outcome counts into the **Yellow Cells.**
If copying and pasting into the yellow cells, paste as "values" or "values & number formatting" for best results.

	Cohort Name	Cohort Count	Outcome Count	Percent (Cohort)	Percent (Outcome)	Outcome Rate (OR)	Percentage Point Gap (PPG-1)	MOE	Proportionality Index (PI)	80% Rule	Minimum Equity Number	Full Equity Number
1	Amer. Indian or AL Native	190	121	0.76	0.70	63.84	-5.90	-6.83	0.916	83.45	N/A	N/A
2	Asian	2,021	1544.044	8.10	8.88	76.40	7.30	-1.85	1.096	99.87	N/A	N/A
3	Black or African-American	876	563	3.51	3.24	64.22	-5.67	-3.17	0.921	83.95	22	50
4	Hispanic/Latino	17,424	11,946	69.87	68.73	68.56	-3.76	-0.69	0.984	89.62	536	656
5	Native Hawaiian or Other	138	66	0.55	0.38	48.12	-21.69	-8.34	0.690	62.90	19	30
6	Two or More Races	3,351	2462.315	13.44	14.17	73.48	4.37	-1.49	1.054	96.05	N/A	N/A
7	Unknown/Non-responder	909	656	3.64	3.77	72.12	2.52	-2.92	1.035	94.27	N/A	N/A
8	White	30	23	0.12	0.13	76.50	6.81	-15.09	1.098	100.00	N/A	N/A

If we look at the English program data for 2020-2021, we find the equity gap for Hispanic and Latino students grew to -11.11% (with a margin of error of -2.54) even though, for the college as a whole, the gap for these students shrunk from -6.30% to -3.76%. The 2020-2021 success-rate gap for Black or African-American students in the English program is -5.46, which is no longer statistically significant because the difference is smaller than the margin or error (-13.02) and also doesn't fall below 80% of the average. However, if we look at 2020-2021 data for the college as a whole, we see that there is a similar gap for our Black or African-American student population (-5.67%), and it falls within the margin of error (-3.17). Regarding English Division

15 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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success rates for American Indians and Native Alaskans in 2020-2021, the margin of error is too large to draw a firm conclusion about the success-rate gap, but, once again, since their success rates falls below 80% of the average, we should assume significance.

The increased gap for Hispanic/Latinx students is a point of concern; however, we will likely need to track that number over another couple of years to see what kind of trajectory we find for the data. Similarly, we cannot conclude from 2020-2021 data alone that we have closed equity gaps for Black or African American Studies, especially since the college as whole showed a similar (and statistically significant) gap, and it's unclear at this point how the pandemic might have affected student success rates, which means we don't really know which direction numbers will move as we go forward. We will need to track the data while still continuing to implement best practices for closing equity gaps.
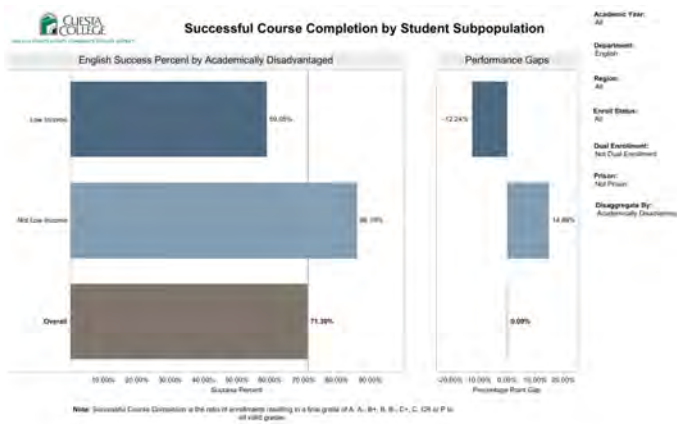

The chart at the right illustrates the Academically Disadvantaged student success rates for 2015-2021, indicating that large, significant achievement gaps exist for low-income students. From Fall 2015 through Spring 2019, the English Division success rate for low-income students was 60.19%. For 2020-2021, those success rates dropped to 48.29%, which is more than 10% lower than the low-income students' success rates for the college as a whole during that same time (59.83%). While those drops are striking, perhaps even more striking is the change in the percentage of our student population that is low-income. During 2015-2019, low-income students constituted 62% of students who enrolled in English courses. During 2020-2021, low-income students constituted *only 36%* of students enrolled in English courses. There was a similar shift in numbers for the college as a whole (51% dropped to 34%). This change, combined with lower success rates, is a point of concern for the English Division and should be a point of concern for the college as a whole.
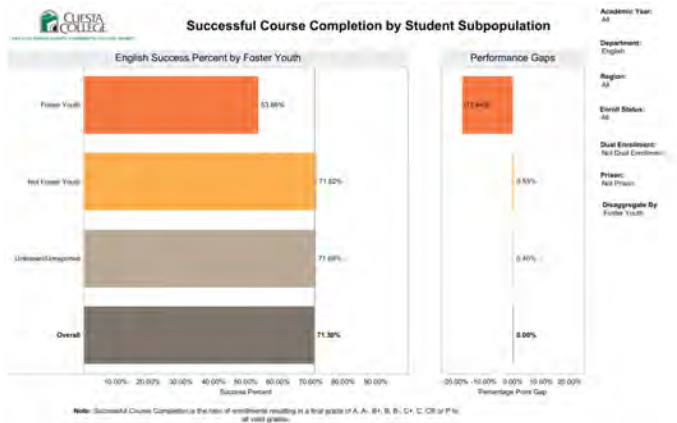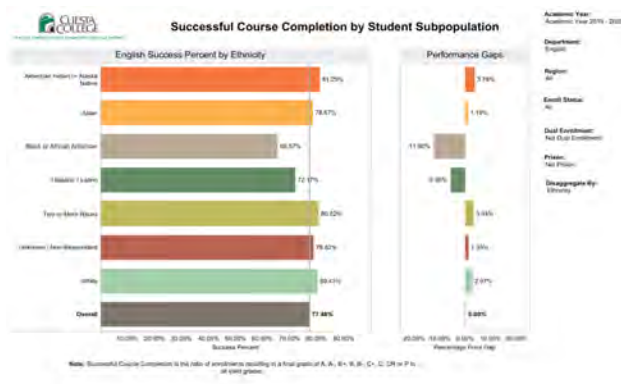

Interestingly, while **Foster Youth** success rates also show achievement gaps, success rates have increased, moving from the 2015-2019 average of 49.53% to the 2020-2021 average of 56.96%. This increase is encouraging; however, these success rates are still low and should, therefore, remain a point of concern. The chart to the right illustrates the 2015-2021 student success rates for Foster Youth.
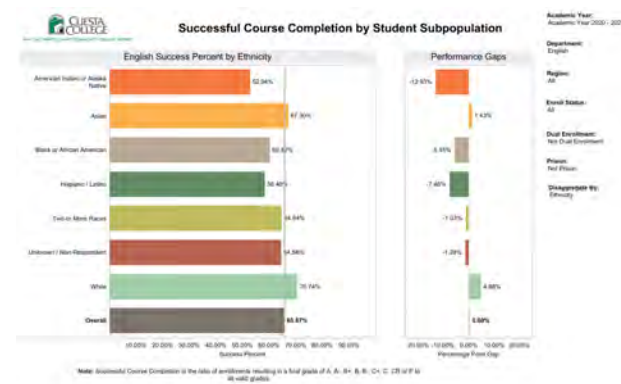
To help address existing equity gaps, the English Division will be holding a retreat on April 29th, 2022, during which we will discuss the equity gaps for our division and for ENGL 201A specifically. We will also look at intersectional data to see how ethnicity intersects with other subpopulations such as low-income and foster-youth students. We will then discuss best practices that can be implemented to increase student success and close equity gaps.
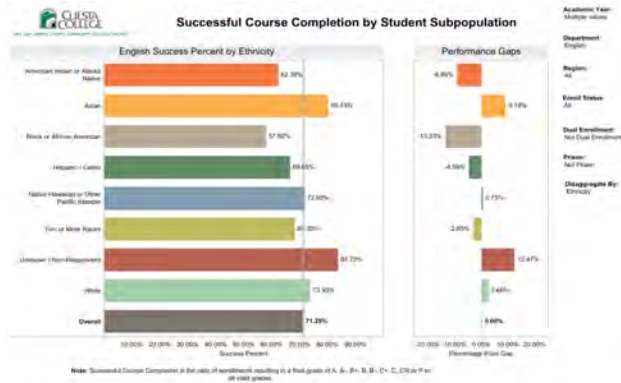
One of the running themes of this APPW is a comparison of pre-pandemic data (2015-2019) to the two years of the pandemic (2019-2021) to determine what impact, if any, there was to our students when we shifted all of our courses online. The chart to the immediate right illustrates the pre-pandemic successful course completion data by Ethnicity for 2015-2019, the middle chart illustrates the same data set for 2019-20, and the final chart illustrates 2020-2021. Equity gaps persist but fluctuate. For African American/Black students, equity gaps decreased from 13.3% during the pre-pandemic years to 11.9% and 5.45% during the pandemic, when online instruction was the primary modality.   For Hispanic/Latino students, there was a decline in student success rates from -4.59% to -5.3% to -7.46% for larger equity gaps each year into the pan-demic. For American Indian and Alaska Native students, the equity gap moved from -8.86% to 3.78% and then back down to -12.93. Also, there was a drop in successful course completion for the Asian student population from 9.19% before the pandemic to the pandemic lows of 1.19 and 1.43%. Clearly, if this data by Ethnicity is any indication, there were different responses to the pandemic and the program's move to online instruction that will be considered as examine and respond to the equity gaps in our student populations.

17 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
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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 OUTCOMES ASSESSMENT CHECKLIST AND NARRATIVE

CHECKLIST:
☒ SLO assessment cycle calendar is up to date.
☒ All courses scheduled for assessment have been assessed in eLumen.
☐ Program Sustainability Plan progress report completed (if applicable).

NARRATIVE:
Briefly describe program changes, if any, which have been implemented in the previous year as a direct result of the Program or Student Services Learning Outcomes Assessment. *If no program changes have been made as results of Program or Student Services Learning Outcomes Assessment, indicate: NONE.*

NONE

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Briefly describe any program plans for the upcoming academic year. These may include but are not limited to the following: *(Note: you do not need to respond to each of the items below). If there are no forecasted plans for the program, for the upcoming year, indicate: NONE.*

A. New or modified plans for achieving program-learning outcomes
B. Anticipated changes in curriculum, scheduling or delivery modality
C. Levels, delivery or types of services
D. Facilities changes
E. Staffing projections
F. Other

The English program anticipates some major changes in the coming year. For one, upcoming legislation, namely AB1705, will likely impact our ability to serve our students of need with the option of a pre-transfer course. We will be discussing this possibility, moving forward, and do our best to respond to changing conditions in the state with our use of the Guided Self Placement tool and possible consideration of support courses in the event that we are no longer able to offer Engl. 180. In order to support and co-lead the implementation of future initiatives in response to AB705 and AB1705, we will be requesting a FT tenure-track position in English, especially since two FT faculty members have retired in the past 18 months. In addition, we

anticipate offering more face-to-face sections of the co-requisite pairing of 101 + 201A, but in order for that to be sustainable, we will need administrative support to enforce our requirement that students with a lower band HSGPA enroll in the co-requisite pairing. We have been working to that end for the past few years to ensure that the right students --those with a need for extra instruction in writing, reading, and research, which can only be identified by HSGPA, according to AB705 -- to enroll in the co-requisite pairing. We have altered and will continue to offer our traditional deliveries of courses with Hybrid and Blended course offerings, and as the pandemic draws to a close, we will be increasing our face-to-face modality sections – particularly Engl. 201A – for a ratio closer to 50% LEC and 50% DLEC/SLEC/Hybrid.

19 S a n   L u i s   O b i s p o   C o u n t y   C o m m u n i t y   C o l l e g e   D i s t r i c t
I n s t r u c t i o n a l   A n n u a l   P r o g r a m   P l a n n i n g   W o r k s h e e t
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