

2025 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024-2025

PROGRAM(S): ENGLISH

CLUSTER: AHMS

AREA OF STUDY: ENGLISH

LAST YEAR CPPR COMPLETED: 2020-2021 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/27/2025

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](#), which can be downloaded from this [SharePoint folder](#). Please review the [Resource Allocation Rubric](#) when preparing the 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 programs of study (degrees and/or certificates):

ENGLISH AA-T

GENERAL PROGRAM UPDATE

Describe changes and improvements to the program, such as changes to the mission, purpose, or direction. In particular, indicate any changes that have been made to address equity gaps.

None

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.

A. GENERAL ENROLLMENT



Total Program Enrollment:

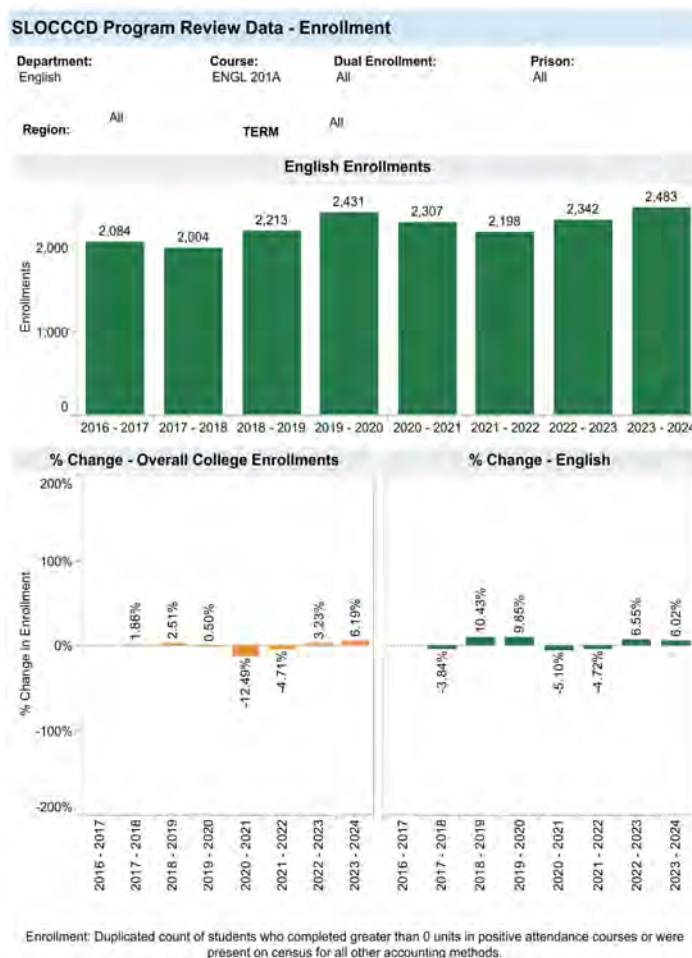
In 2023-24, the general enrollment of students in English increased by 4.16% from the previous year. This represents a total increase of 170 enrollments spread across our course offerings. Though this increase still trails the overall college enrollment increase of 6.19%, it more than triples the number by which our enrollment increased last year, and we have reason to feel hopeful about that. Last year, we attributed our slight increase in enrollment to growing numbers of enrolled dual enrollment and CMC students. This year's data reflects that our dual enrollment numbers have remained steady (77 enrollments in 2023-24, up from 76 enrollments in 2022-23), but our CMC numbers have decreased significantly. In 2023-24, our enrollments at the CMC dropped from 113 to 73... a 35% decrease. We do not

believe that this decrease represents a decreased student demand, but rather we hypothesize that the reason for reduced enrollments at the CMC is due to a shortage of English faculty. Because so many of our faculty receive reassign time for their service to college, and because our courses (especially English 201A) are in such high demand on campus, it is likely that we do not have the adequate personnel resources to meet CMC student demand for our courses.

With additional faculty resources to help serve CMC students, we could anticipate even greater enrollment increases. However, noting that our program enrollment grew despite reduced enrollments at CMC does indicate that campus enrollment has grown significantly: 5.36% since the previous year, which is aligned with non-dual enrollment/non-CMC overall college enrollment (7.85%). It is also worth noting that this past year saw growth in enrollment at the North County Campus. In last year's APPW, we noted that the reduction of enrollment on NCC since Covid-19 (a reduction of 90.9% in 2020-21 has been slow to recover. In 2023-24 there were 183 enrollments on that campus, an increase from the previous year by 43%. This still represents less than a third of the total English enrollments on that campus pre-pandemic (in 2019-20 there were 635) enrollments, but it is a growth trend that we will continue to monitor as a division.

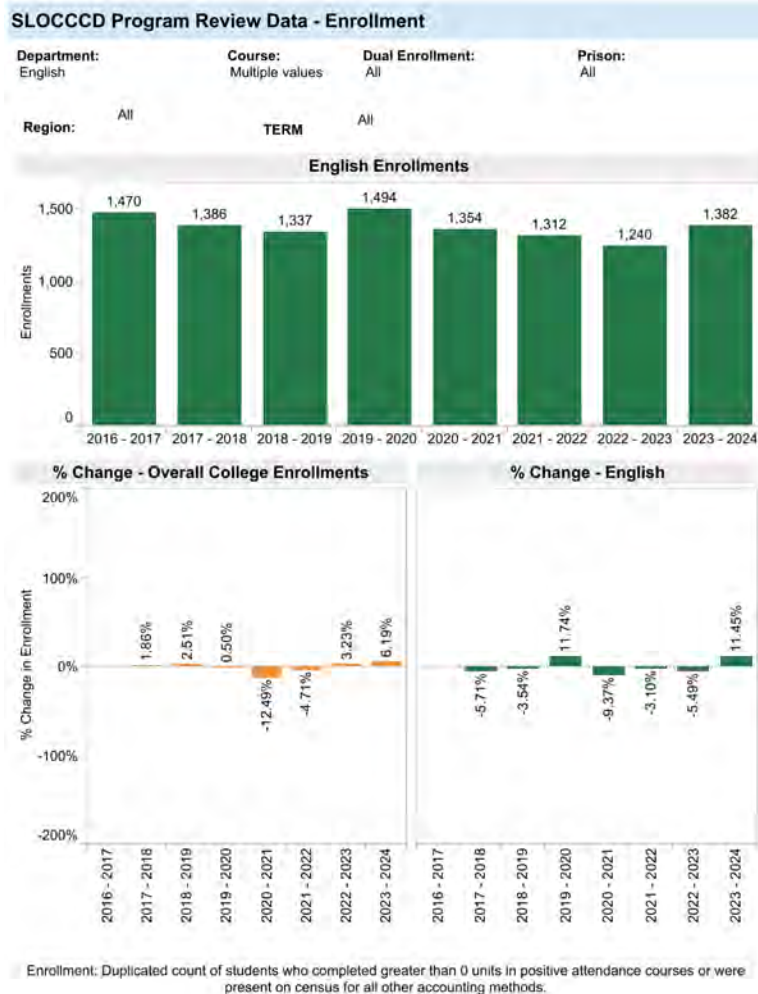
English 201A:

Total English 201A enrollments were up this semester by 6.02%. At 2,483 enrollments, this is the first year that we have surpassed our pre-pandemic enrollment numbers. That growth is even more marked when remove data from dual enrollments and the CMC. Excluding those enrollments, enrollment in DE, hybrid, and on-campus English 201A was up by 10.03% in 2023-24. This can be attributed, at least in part, to the elimination of English 180 (our last pre-transfer level course offering). As mentioned above, our total 6.02% increase includes a 67.3% decrease in English 201A enrollment at the CMC. Those numbers are down from 113 enrollments in 2022-23 to 37 in 2023-24.



Critical Thinking Courses: English 201B and English 201C:

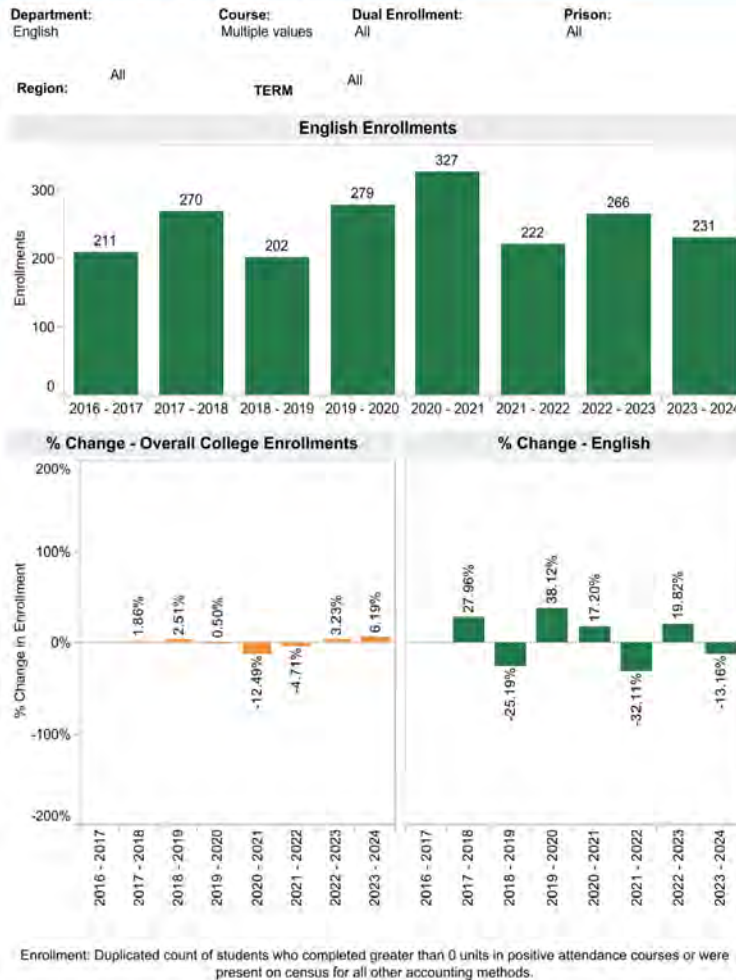
Enrollment in our critical thinking courses increased in 2023-24 by 11.45% (1,382 enrollments in 2023-24 from 1,240 in 2022-23. This significant growth potentially



demonstrates a reverse in a four-year declining enrollment trend since 2019-20. Last year we hypothesized that enrollment in English 201B and English 201C would reflect levels of success in English 201A. Interestingly, enrollment in English 201B and English 201C increased despite almost no change in English 201A student success (-0.85%). Distance learning makes up the vast majority (1,035) of these enrollments which are split almost equally between English 201B and English 201C. On the San Luis Obispo campus, English 201B represents 208 enrollments and English 201C represents 139 enrollments. No sections of English 201B or English 201C are currently taught at the North County Campus, which might be something to consider as English enrollment on that campus

increases. Though this increase in enrollment represents a welcome change, it is not immediately clear why 2023-24 saw increased enrollment both online and in-person, though it is possible that student success in English 201A dual enrollment courses is a contributing factor.

SLOCCCD Program Review Data - Enrollment



Literature Courses:

Our literature course offerings represent the only part of our program that saw decreased enrollment (-13.16%) in 2023-24. This represents 231 enrollments down from 266 in 2022-23. This continues a seesawing trend demonstrated over our last eight years of division data, as enrollment has moved back and forth between a low of 202 enrollments in 2018-19 and a high of 327 in 2020-21. It is worth noting that at the high point of our literature course enrollment in 2020-21, the vast majority of those enrollments (296) were DE due to the pandemic. Over the last four years, our division has established a general trend of moving more literature electives back to the face-to-face classroom environment, however, this modality might be impacting our enrollment. In the table below, we

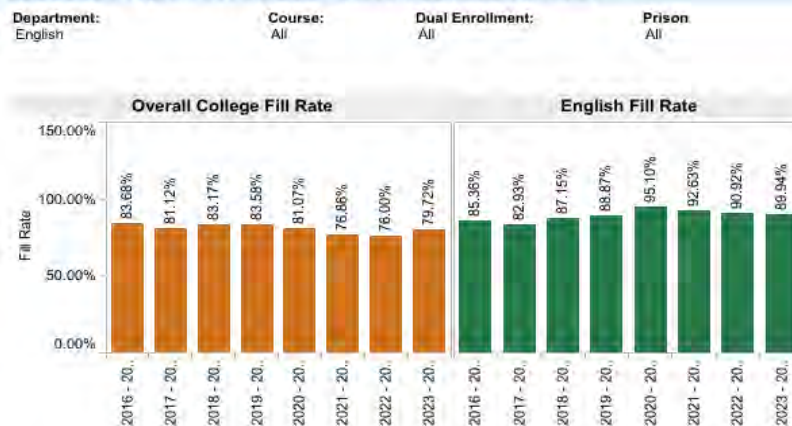
compare the most recent DE and face-to-face enrollment numbers for each course. When there was data to compare modalities, all but two courses enrolled more students in the DE modality than in the face-to-face modality. One course had equal enrollment in both modalities. However, what we cannot determine from this data is whether modality is the primary factor in our declining literature course enrollments, or whether the decline is correlated to another factor. It will be interesting over the next year to see whether increased enrollment in English 201B and English 201C has any effect on enrollment in our literature course electives.

Table 1: Literature Course Enrollment – D.E. vs. F2F

Course	Last taught D.E. Enrollment (Year) (Excluding Summer)	Last Taught Face-to-Face Enrollment (Year)
ENGL 205	28 (2022-2023)	N/A
ENGL 206	32 (2020-2021)	8 (2023-2024)
ENGL 212A	28 (2022-2023)	12 (2023-2024)
ENGL 212B	15 (2023-2024) (Summer)	12 (2023-2024)
ENGL 213	N/A	32 (2022-2023)
ENGL 215	9 (2022-2023)	9 (2023-2024)
ENGL 216	13 (2022-2023)	16 (2023-2024)
ENGL 231	33 (2020-2021)	15 (2023-2024)
ENGL 237	36 (2020-2021)	37 (2023-2024)
ENGL 242	12 (2023-2024)	N/A
ENGL 245A	33 (2020-2021)	12 (2023-2024)
ENGL 245B	16 (2022-2023) (Summer)	14 (2022-2023)
ENGL 246A	28 (2020-2021)	14 (2022-2023)
ENGL 246B	N/A	16 (2023-2024)

B. GENERAL STUDENT DEMAND (FILL RATE)

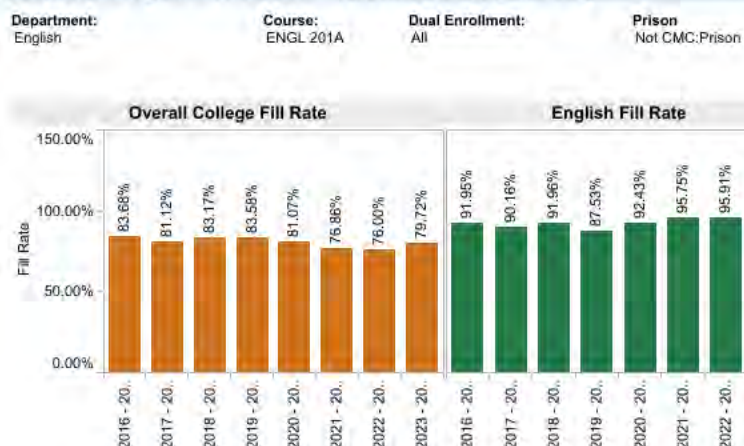
SLOCCCD Program Review Data - Student Demand (Fill Rate)



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.

Holding steady at 15% higher than the college mean, the student demand rates for English courses have maintained a gold standard for the college since the beginning of the pandemic in 2020. However, in 2023-24, the college's fill rates increased by almost four percentage points to 79.72%, closing the gap on English fill rates, which at 89.94% were only 10% higher than the college norm. Our program's high fill rates over the years can be attributed to efficient course scheduling primarily based on student demand, especially for our online and face-to-face ENGL 201A courses. In particular, although we dropped to 92.63% in 2021-22 from 95.1% in the previous year, our student demand was much higher than the overall college fill rate of 76.86% in 2021-22 – 18% higher than the college overall. Since then, the English program has maintained a higher fill rate percentage than the college overall due to the design of an efficient schedule of courses that reflect student demand trends. However, we are experiencing a slight decline in fill rates each year since peak demand in 2020-21, which we will continue to observe and evaluate as a pattern of some concern.

SLOCCCD Program Review Data - Student Demand (Fill Rate)



ENGL 201A:

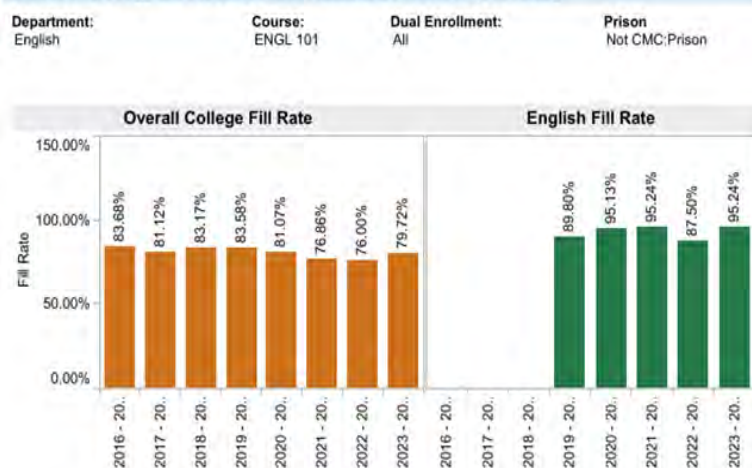
This is our program's highest demand course, and our D.E. and face-to-face 201A courses generally fill completely in Fall and Spring every year, especially in the Fall when the course is highest in demand. Of note, while the college fill rate dropped from 81% in 2020-21 to 76% in 2022-23, the ENGL 201A fill rate increased from

92.43% to 95.91%, a slow increase over two years that could be attributed to the state-mandated implementation of AB1705.

However, in 2023-24, we experienced a slight drop of 2% to 93.93% in our fill rates for ENGL 201A, which does not reflect the increase of the college's fill rate, which was up 3.72%. We will continue to observe this minor downward trend in the future to see if this

may be attributed to our scheduling of ENGL 201A in asynchronous D.E., Hybrid, and Face-to-face modalities.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

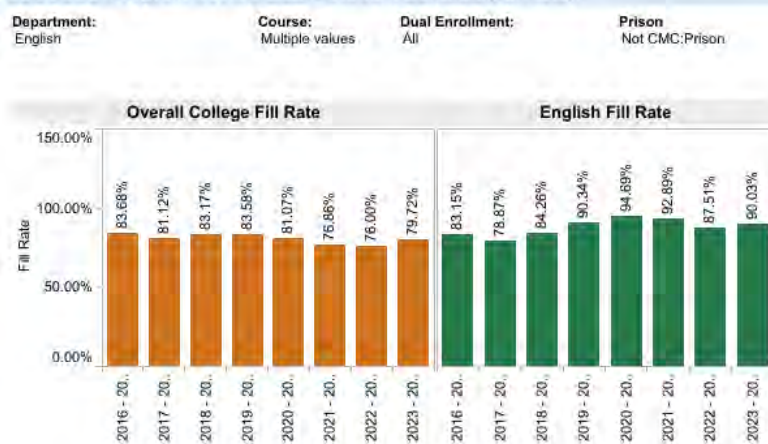


ENGL 101:

After a drop in fill rates in 2022-23 by 8%, student demand for our corequisite course ENGL 101 (paired with 201A) jumped back up by 8% in 2023-24 to 95.24%. We attribute this increase of fill rates over that year to a more efficient and intentional schedule of face-to-face paired sections of ENGL 201A + 101. Due to anecdotal evidence from our colleagues, we no longer believe

that offering the co-requisite course in the online modality is productive for students of need, especially since our program lacks administrative support to enforce enrollment in these courses based on multiple measures, including the statewide standard: a high school GPA (HS GPA) lower than 2.6. However, regardless of our inability to enforce enrollment based on HS GPA, the corequisite course pairing is still in high demand by our students. Since there is no other option available for underprepared students due to AB1705, we believe that the students who opt to register in these paired courses benefit from the additional instruction, and our success rates for the 201A + 101 paired courses support this hypothesis.

SLOCCCD Program Review Data - Student Demand (Fill Rate)



ENGL 201B & ENGL 201C:

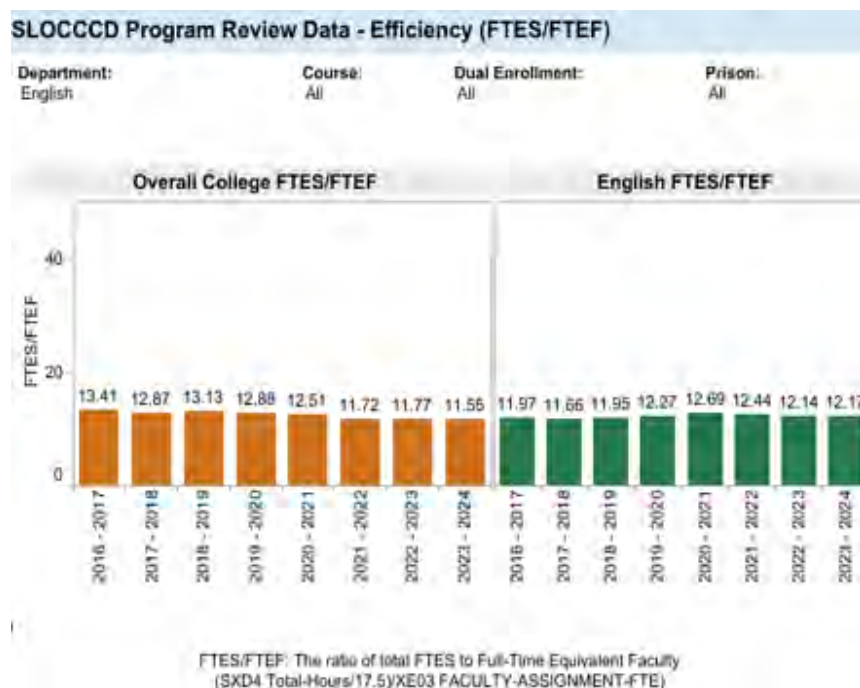
Our Critical Thinking courses remain in high demand, ranging from 9% to 16% higher than the college mean for fill rates. However, after a peak in student demand at 94.69% in 2020-21, the fill rates for our ENGL 201B and 201C courses have decreased to 90% in 2023-24, which is an increase from the previous year by 2.5%. We will

continue to monitor this slight trend and be mindful of student demand with future scheduling of the course.

C. GENERAL EFFICIENCY (FTES/FTEF) (INSERT AGGREGATED DATA CHART)

The English Division's General Efficiency remains solidly above (+.62) the college-wide mean now for four years in a row. And while our current efficiency rating of 12.17

than the five-year high of 12.69 (2020-2021), there is a slight increase from last year, and we are up from the five-year low of 11.96 and climbing slightly. The original decline from the 2020-2021 year may be understood more clearly



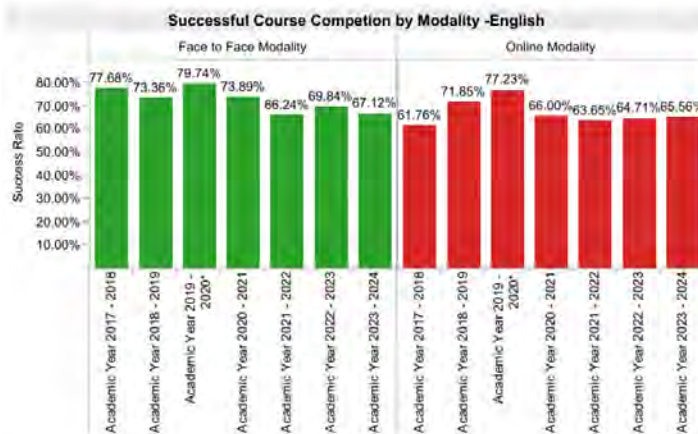
as we have more time of retrospect, and there are several possible contributing factors, like more options to choose from to satisfy their pathways and less English classes required as a result of recent legislation. The slight increase to efficiency may be due to learning enrollment trends in our 201Bs and 201Cs and adjusting scheduling accordingly. The management of fluctuating demands for hybrid classes post-pandemic is still becoming more clear as time passes. These are technical considerations, and we continue to exceed the college average due to our healthy 201A enrollments, our growing understanding of post-pandemic enrollment trends, and our diversifying of offerings in the various modalities, times, and locations to best serve our students.

D. STUDENT SUCCESS—COURSE COMPLETION BY MODALITY

Based on the data, we have narrowed the gap between face-to-face (F2F) and online course completion rates this past year and have also increased success rates overall in our online course offerings. For instance, in 2022-23, successful course completion rates for our online courses were 64.32% while this year, 2023-24, our completion rate is 65.56%. However, for our F2F courses, the successful course completion rate dropped slightly from 69.93% for 2022-23 to 67.12% in 2023-24. In addition to the department-wide focus on student equity and success, specifically online educational initiatives like POCR, OEI, and JEDI, more online instructors embraced embedded tutoring, and we continue to foster student engagement in the Writing Center, Connect Thursdays, and other Student Success activities and resources. Additionally, Chat GPT and other AI tools became available in 2022, and perhaps some of the gap between F2F and online can be attributed to students having easier access to AI in the online modality.

SLOCCCD Program Review Data: Successful Course Completion

Select Department: English
Course: Multiple values
Legend: Face to Face Modality (Green), Online Modality (Red)



Successful Course Completion by Modality Table - English

		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023	Academic Year 2023 - 2024
Face to Face Modality	Department S...	75.49%	72.06%	78.94%	73.67%	66.11%	69.93%	67.12%
	Total Depart...	3,454	3,201	3,253	346	1,197	1,488	1,785
Online Modality	Department S...	61.32%	69.70%	75.69%	85.36%	63.16%	64.32%	65.56%
	Total Depart...	1,029	1,188	1,372	4,152	2,826	2,586	2,457

modality, especially as the college weighs various scheduling priorities related to student demand and overall success rates.

E. DEGREES AND CERTIFICATES AWARDED



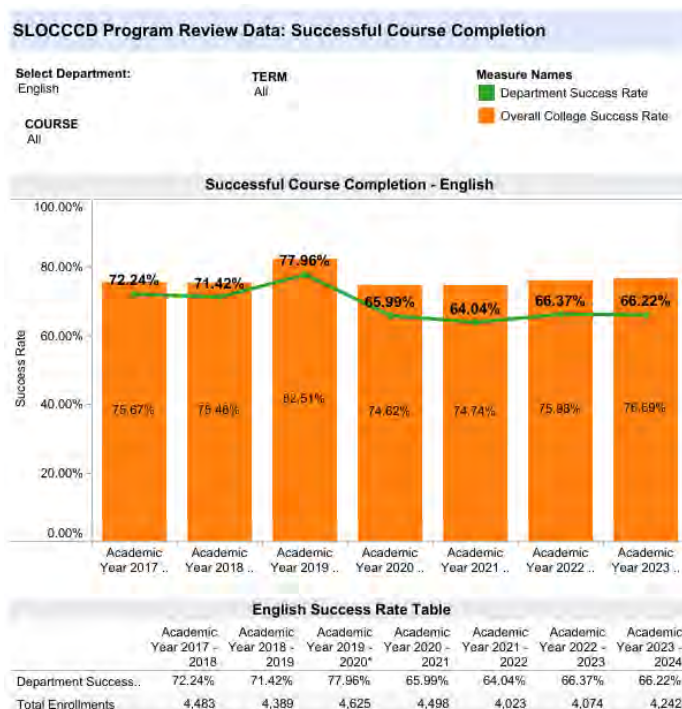
We should note, though, that our department's rates mirror the overall college course completion rates related to modality with online course completion rates going up from 72.04% in 2022-23 to 73.47% in 2023-24 and F2F course completion rates declining slightly from 80.04% in 2022-23 to 79.81% in 2023-24.

Finally, one possible reason for the drop in successful course completions in our F2F courses might relate to an increased number of hybrid course offerings in the last few years; hybrid courses are currently included in the F2F data if less than 50% of the course is taught online. For this reason, hybrid courses ought to be analyzed as a separate and distinct

The English Division awarded fifteen AA-Ts and one traditional AA, bring the total to sixteen, one lower than our total count last year. Though this is an acutely minor drop, it sits well within the range of consistency over the three years with the previous two seeing seventeen awarded in each year. While we are pleased to have this level of consistency, the number of degrees awarded is relatively small considering the large number of students that we serve, and we are continuing to take measures to increase interest in our subject and the importance of its study to our society. We have begun to regularly make and

disseminate flyers for our literature classes. We continue to rethink our classroom spaces not only structurally but also aesthetically to reflect the focus on lecture, collaboration, and utility while giving them surroundings adorned with literary art procured with funds from a 2021-2022 Foundation Grant. We will continue these efforts along with pursuing division or class sites on social media, and most importantly by encouraging word-of-mouth promotion by students who have benefited from being in our classes.

F. GENERAL STUDENT SUCCESS – COURSE COMPLETION



With a large majority of our courses offered in the online modality in 2022-23, the program's success rates dropped by .15% from 66.37% the previous year to 66.22%, which follows our pattern of stabilization in completion and success rates overall. There is still roughly a 10% gap between our completion rates and the overall college completion rates. At our Spring 2022 division faculty retreat, faculty collectively noted students' low reading skills as a significant contributor of low success rates; therefore, the division created a taskforce at the end of last semester to revise the Student Learning Outcomes

(SLOs) for English 201A. As of February 2023, taskforce members revised the SLOs and Objectives of the Engl. 201A Course Outline of Record to include close reading strategies, and now our current SLOs highlight the importance of reading. The taskforce hopes the additional emphasis on critical reading skills development will help address the areas we noted at our retreat. Additionally, with the impact of AB1705, we will expect to see, perhaps, a continuing downtrend in success rates; current students are coming out of the pandemic with a significant deficit in reading, writing, and critical thinking skills, and although they have more experience overall with technology due to the pandemic (i.e., Zoom is a familiar tool as well as Canvas and other learning management systems), they still struggle with information and computer literacy and the ability to engage with their peers and instructors in a way that mimics in-person learning. Therefore, the division is now re-evaluating the effectiveness of the hybrid modality Engl. 201A, as their enrollments have declined and students seem to prefer either all DE or F2F courses to provide in-person instruction and mentoring on reading, critical thinking, and writing skills development. Fluctuating modalities may finally be stabilizing post-pandemic, but we can continue to monitor these trends and work toward fine-tuning modality offerings.

G. DISAGGREGATED STUDENT SUCCESS

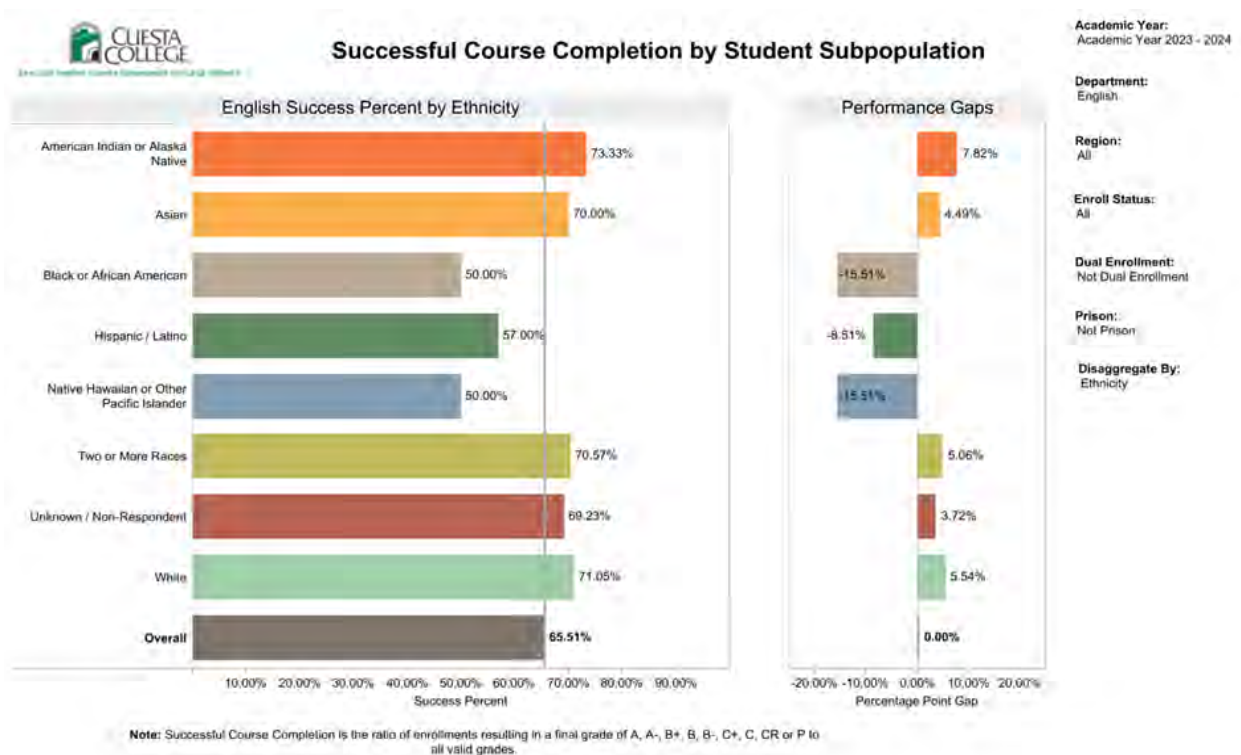
Review the [Disaggregated Student Success](#) charts; include any charts that you will reference. Describe any departmental or pedagogical outcomes that have occurred as a result of programmatic discussion regarding the data presented.

The following are some questions you might want to consider:

- What specific groups are experiencing inequities? What patterns do you notice in the data? How have the equity gaps changed since the previous academic year?
- What professional opportunities are your program faculty participating in to address closing equity gaps?
- What strategies, policies and/or practices in your program have you implemented or what could be improved to better support students who experience equity gaps?

Disaggregated data from 2023-2024 brings mixed news for the English program. Whereas the 2022-2023 data showed increasing success rates among all subpopulations, the 2023-2024 data shows increasing success in some areas, decreasing rates in others, along with some stagnating numbers. (Note that all of the following data sets exclude prison and dual enrollment subpopulations.)

Disaggregation by Ethnicity



A	B	C	D	E	F	G	H	I	J	K	L	M	N
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.													
												Math Menu	
												Glossary	
	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	American Indian	15	11	0.37	0.41	73.33	7.95	-22.38	1.121	100.00	N/A	N/A	
2	Asian	111	77.7	2.71	2.91	70.00	4.72	-8.53	1.070	95.46	N/A	N/A	
3	Black	52	26	1.27	0.97	50.00	-15.61	-13.59	0.764	68.18	2	9	
4	Hispanic	1,491	850	36.46	31.78	57.00	-13.24	-2.51	0.871	77.73	160	198	
5	2 or More	285	201	6.97	7.52	70.57	5.55	-5.29	1.079	96.24	N/A	N/A	
6	Unknown/Unreported	39	23.4897	0.95	0.88	60.23	-5.23	-15.36	0.921	82.14	N/A	N/A	
7	White	2,078	1,476	50.82	55.20	71.05	11.47	-1.95	1.086	96.89	N/A	N/A	
8	Native HI or Other PI	18	9	0.44	0.34	50.00	-15.48	-23.10	0.764	68.18	N/A	N/A	
9			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
10			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
11			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
12			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
13			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
14			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
15			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
16			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
17			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
18			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
19			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
20			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
21			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
22			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
23			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
24			0	0.00	0.00		-65.41	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!	
Total		4,089	2,675	100	100	65.41			1.00				

Analyzing successful course completion data by subpopulation reveals several highlights and areas that need attention:

The American Indian and Native Alaskan student success rate jumped from 68.75% (n16) in 2022-2023 to 73% (n15) in 2023-2024. The n values are low so it's difficult to demonstrate statistical significance, but it's still worth noting that the increase seems even more dramatic since the success rate in 2021-2022 was 44.44% (n18).

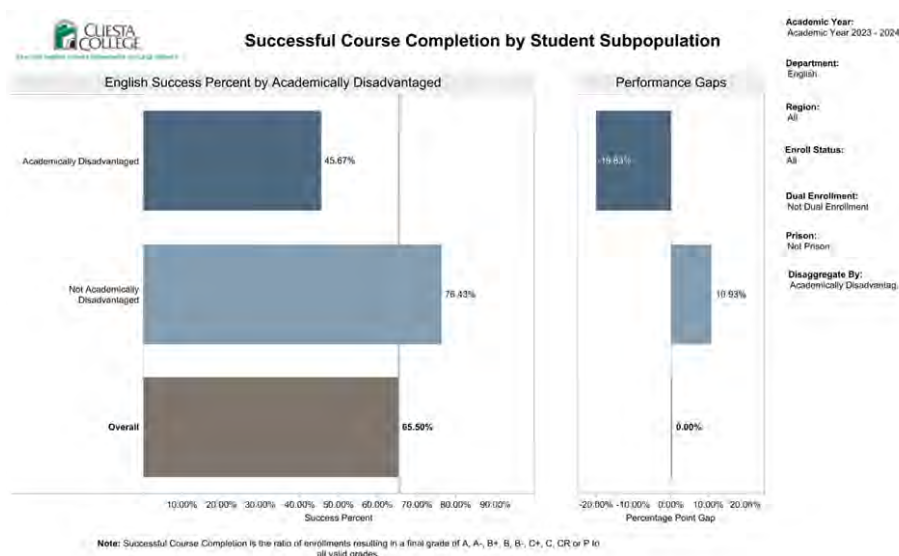
The Asian student success rate has increased. In the 2021-2022 APPW, we noted that Asian success rates had shown dramatic decline, dropping from 80.43% during 2015-2019 to 68.13% in 2020-2021 and then dropping further to 61.43% in 2021-2022. We wondered if this was possibly the result of a change in the nature of the Asian student population (perhaps a shift from native English speakers to international students). However, in 2022-2023, the success rates for Asian students climbed slightly to 62.39% (n117), and in 2023-2024 the success rate increased more dramatically to 70% (n111). The number of enrollments for Asian students continues to decline but at a slower rate.

In our previous APPW, we noted that success rates for Black and African-American students had increased from 59.57% to 62.39%, and the percentage point gap (PPG-1) continued to shrink, in 2022-2023 dropping to -2.53 from -4.21 the previous year. However, during the 2023-2024 academic year, the success rates for Black or African-American students dropped dramatically to 50% (n52), and the PPG-1 increased to -15.61. Since the number of Black or African-American students is low, it's more difficult to make predications or draw general conclusions from these changes, but this drop is concerning,

and both the PPG-1 and the 80% rule indicate disproportionate impact for these students. Next year's numbers will offer further insight into change and rate of change in the success rates for this subpopulation.

Hispanic and Latino student success rates have stayed about the same, but the PPG has increased slightly, which means that despite static success rates, the achievement gap is wider. From the Disproportionate Impact Tool (DI Tool), for which an image is included above, we can see that the achievement gap is statistically significant and thus this is an area for continued effort. One positive piece of news is that Hispanic and Latino enrollments continue to increase after a significant drop in 2021-2022.

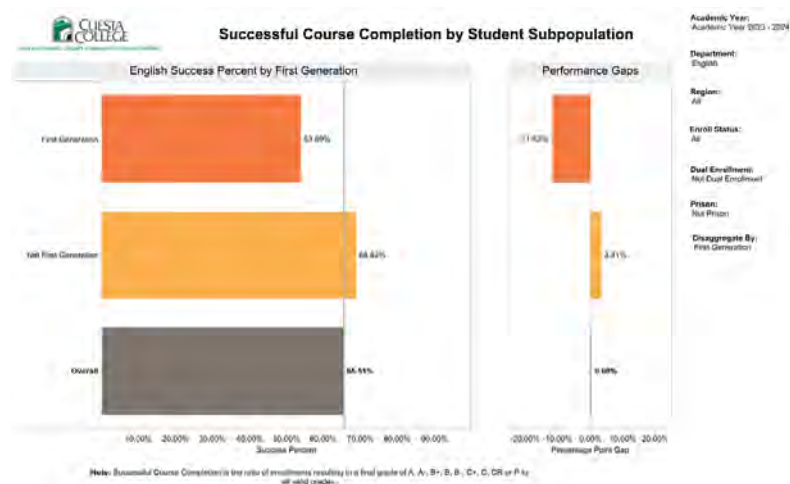
Disaggregation by “Academically Disadvantaged” Status



In the previous APPW, academically disadvantaged students were one of two subpopulations to show a slight drop in success rates from 2021-2022 (41.70%) to 2022 to 2023 (40.71%). However, that change reversed in 2023-2024, and we saw a slight increase

to 45.67% (n1458). Although the change is positive, the gap itself is one of the largest percentage point gaps (PPG) of any subpopulation. In addition, the number of students in this subpopulation is large (1458 in 2023-2024), so this group seems in need of significant attention.

Disaggregation by First Generation

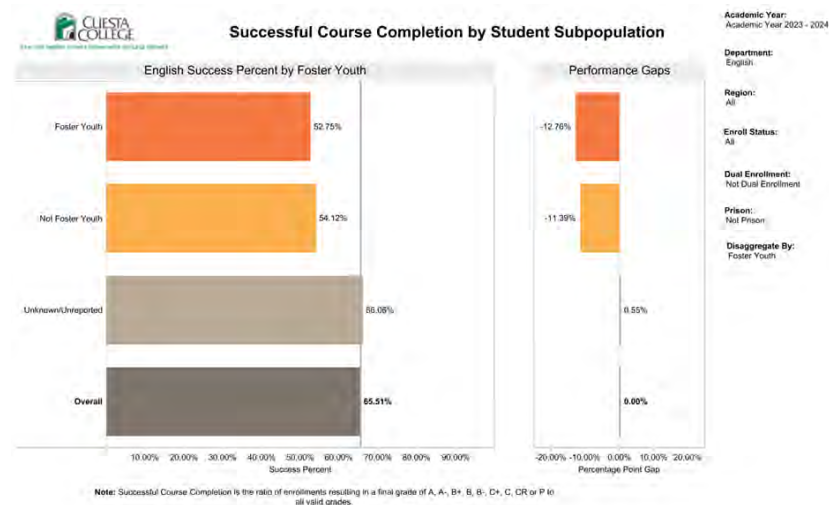


In last year's APPW, we noted that first-generation students were one of two subpopulations that had a drop in success rates from 2021-2022 (55.05%) to 2022-2023 (52.54%). In 2023-2024, there was a slight increase to 53.83% (n906). While the change is positive, the gap between first generation and non-first

generation success rates is significant and should continue to be a point of consideration for the division and the district.

Disaggregation by Foster Youth

Although foster youth success rates are significantly below those who do not report as

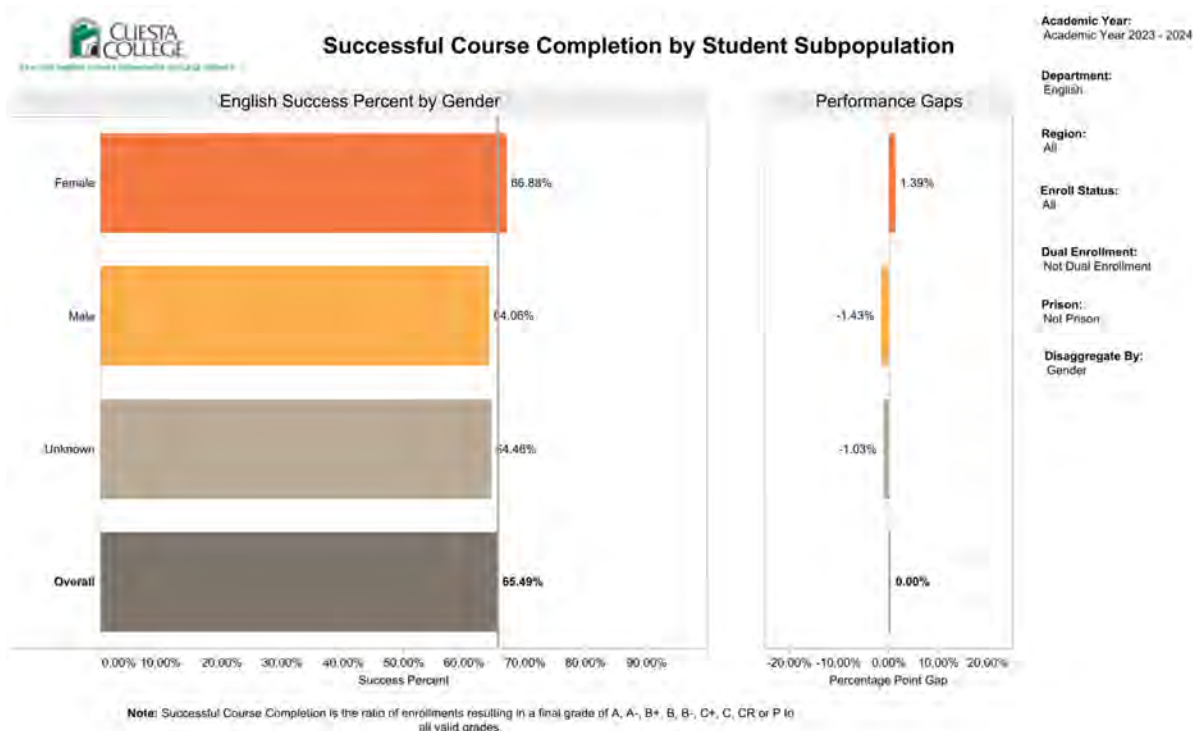


foster youth, the data from 2023-2024 shows a slightly positive change from 50.00% (n71) to 52.75% (n91), which continues to return the success rates to pre-quarantine averages after a drop to 43% in the 2021-2022 academic year. However, like the academically disadvantaged subpopulation, there is a

significant achieve gap for foster youth that deserves continued attention, especially since between 2022-2023 and 2023-2024, the number of students identifying themselves as foster youth increased by about 30%.

Disaggregation by Gender

Over the past few years, the achievement gap between male and female students has been small, but it's continuing to widen. In 2021-2022, the male and female success rates were nearly the same (64.49% for female students and 64.21% for male students). In 2022-2023, there was only a slightly larger gap, which is unlikely to be statistically significant, and both groups showed slight increases in their success rates, which were 66.45% for female students and 65.27% for male students. In 2023-2024, the gap widened slightly to 66.88% for women (n2044) and 64.06% (n1800) for men. One note of consideration, the number of "Unknown/Unreported" for gender status increased from n84 in 2022-2023 to n243 in 2023-2024, which could have an impact on the percentage rates for male- and female-identifying students.



In general, most of the disaggregated data shows positive trends, but there are still groups experiencing disproportionate impact and declining or stagnant success rates that deserve further attention by the English Division and the district as a whole. The English Division faculty continue to discuss topics raised at our spring 2022 ENGL 201A and equity data retreat, and many English faculty members have participated in JEDI training and continue to attend the JEDI community of practice.

PROGRAMS AND CURRICULUM REVIEW PROGRESS

A. For the following questions, please refer to the 5-year update calendar in the [Curriculum Review Worksheet](#) (or classic template if your last CPPR was conducted before 2023) from your most recent CPPR.

1. List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2024 year in the 5-year calendar of the Curriculum Review Worksheet.

NONE

2. From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Major/Minor Modification (select one)	Date completed (semester and year)
N/A		

3. From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 year. Complete the table below for those items only.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Briefly state why modification was not completed on schedule	Re-scheduled date for modification (must be within 1 year)
N/A			

B. For the following questions, please refer to Part A, #3 of the previous year's APPW (please also refer to any APPW completed since your most recent CPPR which have incomplete curriculum updates that aren't already referenced in the previous year's APPW).

List those programs of study and courses that are listed in previous APPW that were listed under #3. Complete the table below for those items only. If there were no courses included under #3 of previous APPW, please type "N/A" in the first row of the table.

Program of Study OR Prefix and Course #	Past Due Date for Modification	Re-scheduled date for modification	Completed (yes or no)
ENGL 206	Spring 2022	Spring 2025	Forthcoming
ENGL 231	Fall 2021	Spring 2025	Forthcoming
ENGL 215	Fall 2021	Spring 2025	Forthcoming
ENGL 247	Fall 2021	Spring 2025	Forthcoming

From the list generated in #1, identify those programs of study and courses that did **not** undergo the modifications for which they were scheduled during the 2024 year. Complete the table below for those items only. You may leave this table blank if you wrote "N/A" for the previous table.

Program of Study OR Prefix and Course #	Past Re-scheduled Due Date for Modification	Briefly state why modification was not completed as rescheduled	Second re-scheduled date for modification (must be within 6 months)
N/A			

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

H. 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).

The SLO assessment cycle calendar has been updated and revised as needed. Some assessments have been qualitative data rather than quantitative data so have not been entered in eLumen.

I. NARRATIVE

As we continue to progress from the lingering effects of the COVID pandemic, it appears that there has been some stabilization in enrollments, success rates, and efficiency. The past five years have been times of radical change in education with many critical challenges, but the Cuesta College English Division has proved to be resourceful, adaptable, and resilient. The world and the education sector continue to go through rapid change, and our division has multiple challenges ahead, but we have shown that we are more than able to face those challenges with creativity, critical thinking, collaborative effort, and more direct and strategic support from the larger community of Cuesta College.

J. PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

The coming academic year brings many challenges and opportunities. In the continuing efforts to best educate and serve our students in a radically changing world, we are planning specific strategies to prepare them to be critical thinkers, readers, and writers. We will continue to expand our embedded tutor program while still reviewing and refining our ENGL201A (soon to be C1000), we will continue to build on the community of support Professor Fleming's Connect 201A program as we actively pursue a new and lasting Writing Studio model that will serve as a physical place and structured program of faculty direction and trained student tutors here our students can not only find necessary support, but also an appropriate space on campus to develop and practice their writing skills and knowledge in community. We also seek permanent instructional aides to assist the support of a permanent WS. We will continue to increase our knowledge of Artificial Intelligence and appropriate softwares to assist in instruction and management of the impact this phenomenon on our instruction and the work of both our faculty and students. We also plan to expand our Creative Writing program by pursuing a *Tellus* Literary Journal Editing course for our curriculum and making *Tellus* even more of a visible literary force for the entire campus in addition to our own division. Professor Marini has been leading efforts to modernize and revitalize this great but often unrecognized celebration of Cuesta College students and their writing. We recognize these aims are ambitious, but we have the ability to manifest them and we appreciate the ongoing support of the Office of Instruction and Cuesta College to enable us to achieve these ambitious goals to revolutionize our English Program and give our students an increased critical understanding in a rapidly changing world.

- A. New or modified plans for achieving program-learning outcomes and addressing equity gaps
(A more comprehensive and functional Writing Center/Writing Studio)
- B. Anticipated changes in curriculum, scheduling or delivery modality
- C. Levels, delivery or types of services
- D. Facilities changes
- E. Staffing projections
- F. Other

PROGRAM SUSTAINABILITY PLAN PROGRESS REPORT

This section only needs to be completed if a program has an existing Program Sustainability Plan. Indicate whether objectives established in your Program Sustainability Plan have been addressed or not, and if improvement targets have been met.

Area of Decline or Challenge	Identified Objective (Paste from PSP)	Planning Steps (Check all that apply)	Has the Improvement Target Been Met?
Enrollment		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Demand (Fill Rate)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Efficiency (FTES/FTEF)		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success – Course Completion		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Student Success — Course Modality		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one
Degrees and Certificates Awarded		<input type="checkbox"/> Identified <input type="checkbox"/> Resources Allocated <input type="checkbox"/> Implemented	Select one

If Program Sustainability Plan is still necessary, provide a brief description of how you plan to continue your PSP and update your PSP to remove any objectives that have been addressed and include any new objectives that are needed.