

2023 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: **2023**

PROGRAM: **ENGLISH**

CLUSTER: **ARTS & HUMANITIES** LAST YEAR CPPR COMPLETED: **2021-2022**

NEXT SCHEDULED CPPR: **2025-2026**

CURRENT DATE: **2/27/2023**

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 ([download from this 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 degrees and/or certificates:

AA-T English

GENERAL PROGRAM UPDATE

Describe significant changes, if any, to program mission, purpose or direction. *If there are not any, indicate: NONE.*

In compliance with AB705 and in consideration of statewide best practices, we 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)." We have yet to modify the Fall 2023 GSP. 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 due to a lack of administrative support to do so. Finally, due to the strict requirements stated in AB1705, we are no longer offering our pre-transfer course, Engl. 180, which was developed in part to anticipate and address the legislation of AB705. We have otherwise completed major updates to our Engl. 201A and Engl. 237 Course Outline of Records in Spring 2023.

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

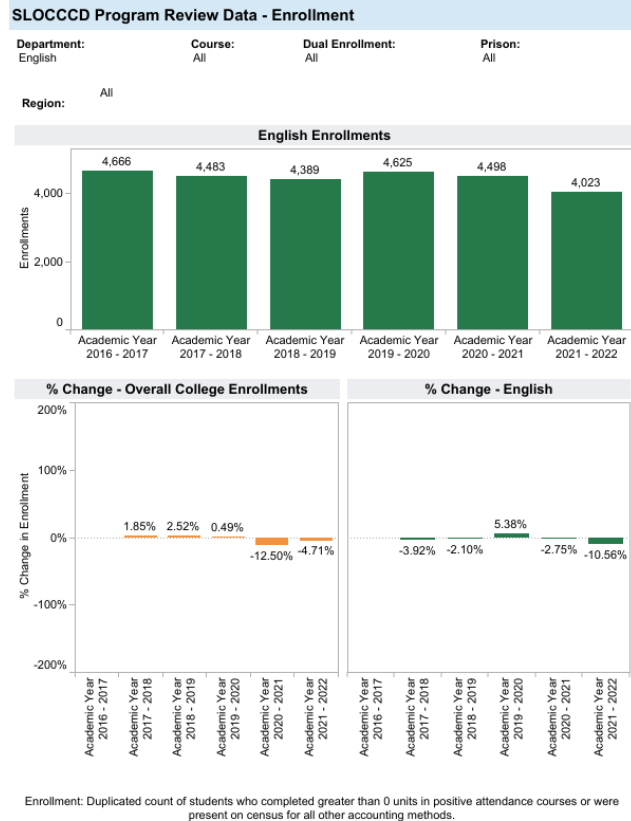
analysis will help you to update, if necessary, your Program Sustainability Plan.

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 (Insert Aggregated Data Chart)

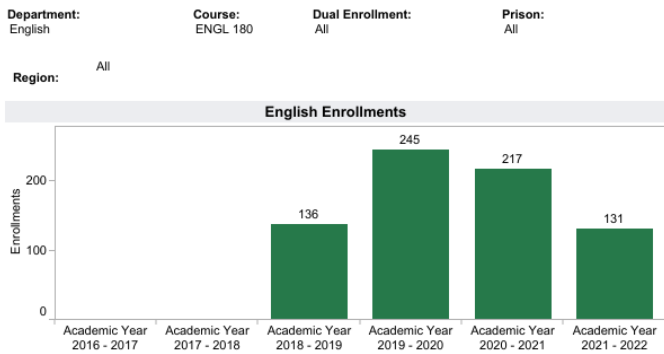
Insert the data chart and explain observed differences between the program and the college.



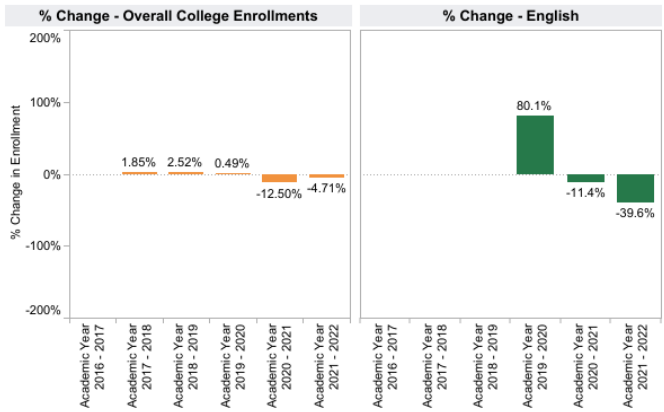
In 2021-22, English program student enrollment decreased by 10.56% from 4498 the previous year to 4023 students, which is a relatively major one-year decrease, especially since the overall college enrollment only dropped by less than half that number – 4.71%. As a point of comparison, we experienced an incremental 10% decrease in English student enrollment over a 4-year period – from 4884 in 2015-16 to 4389 in 2018-19. Then, without counting our CMC enrollment, our program enrollment jumped to 4521 in 2019-2020 for an increase of 6.45% over the previous year, which was well above the 2019-2020 college enrollment of -0.56% as reported in our 2021-22 APPW. We attributed this increase that year to an increase in enrichment students. Part of the reason for the one-year decrease in 2021-22 is that the CMC dropped from 133 to 98 that year – from an increase of 28% the previous year to a decrease of 26% in 2021-22. We surmise, however, that a primary reason for this recent decrease in enrollment is caused by a decrease in pre-transfer Math and English

offerings in 2021-22. While there may not seem to be a correlation, the Chancellor’s Office has provided information in the past that correlated underprepared students -- those in need of pre-transfer Math and English classes – with the lower-band high school GPAs that they earned before attending college. With fewer pre-transfer courses offered in both disciplines, this presents the optics that we may not welcome those students who are not yet prepared to take pre-transfer courses and may need more assistance in preparatory Math and English. This, then, may have impacted college enrollment overall. Aside from this hypothesis, it is difficult for us to determine why we experienced such a major drop in enrollment in 2021-22 other than this parallels the statewide and national college enrollment trends in the second year of the pandemic. In the first year of the pandemic, 2020-21, English program enrollment (without CMC) dropped by 3.45% and Engl. 201A (with CMC) dropped by 5.1% 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. The second year of the pandemic is a different story -- the English program decreased in enrollment by 10.56%, which is double the 4.7% decrease suffered by the entire college. The jury is still out why that may be the case.

SLOCCCD Program Review Data - Enrollment

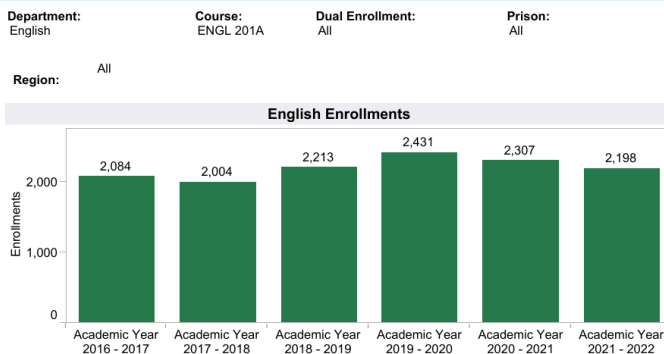


Engl. 180 – In 2019-20, we experienced an 80% increase in student demand for this pre-transfer course with 245 students. However, due to fewer course sections being offered in 2021-22 as a response to AB705, enrollment dropped by 40% to 131 students. Due to AB1705, however, the district has decided to no longer offer this pre-transfer course even though the student demand may be there.

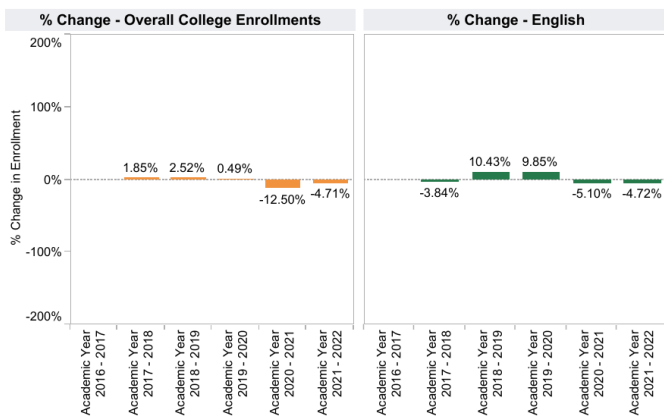


Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

SLOCCCD Program Review Data - Enrollment

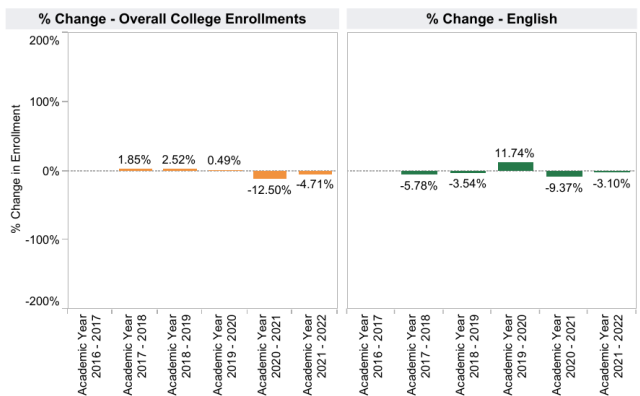
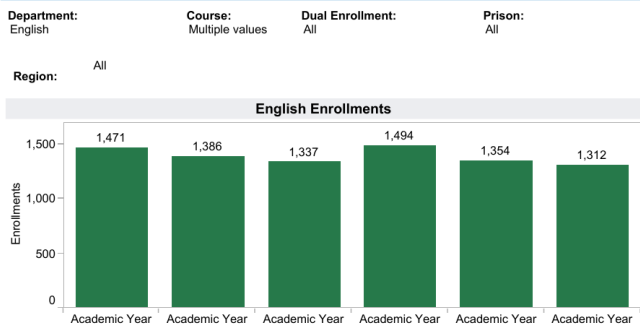


Engl. 201A – in the past few years, Engl. 201A enrollment has been higher than the college norm: 9.85% increase as opposed to a 0.43% college-wide increase in 2019-20 and a 5.1% decrease as opposed to a 12.5% decrease in 2020-21. In 2021-22, Engl. 201A was on par with the college norm of a 4.7% decrease.



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

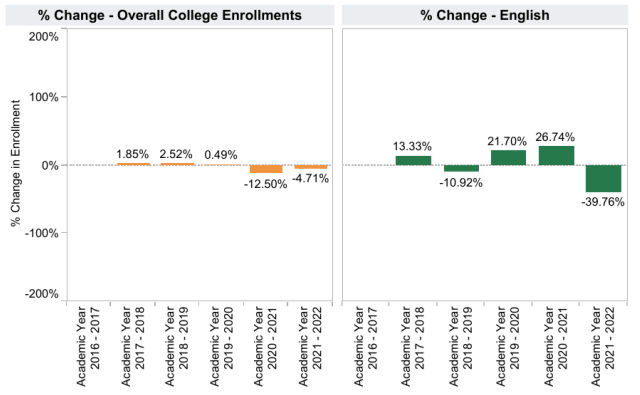
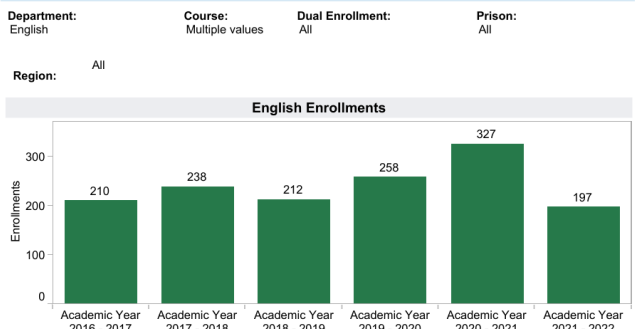
SLOCCCD Program Review Data - Enrollment



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

Engl. 201B & 201C – Our two critical thinking courses have experienced a fairly steady enrollment figure over the years. After an increase of enrollment in 2019-20 by 11.74% to 1494, which was close to (but over) 2016-17 numbers, the 201B/201C enrollment dropped by 9.37% to 1354 in 2020-21 and by 3% to 1312 in 2021-22, which is higher in comparison to the overall college enrollments: 12.5% and 4.71%, respectively.

SLOCCCD Program Review Data - Enrollment



Enrollment: Duplicated count of students who completed greater than 0 units in positive attendance courses or were present on census for all other accounting methods.

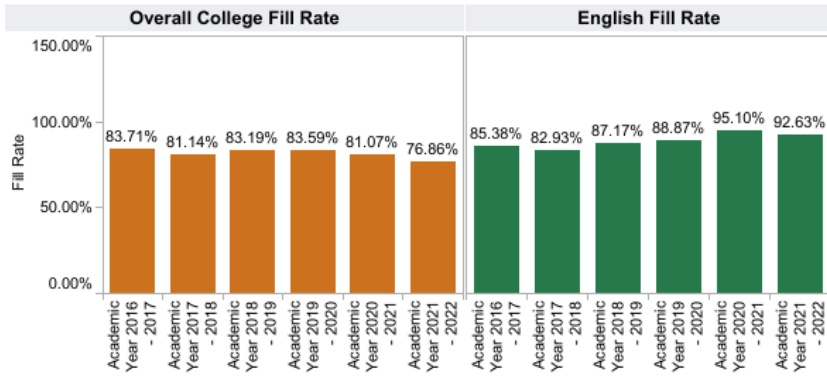
Literature courses – Up until 2021-22, we experienced steady increases of enrollment every year from a low of 210 students in 2016-17 to a high of 327 students in 2020-21. We considered this an enrollment boom for our Literature Courses in our last APPW. We have on rotation five literature courses in the Fall and six literature courses in the Spring, and while our literature course enrollment seemed to spike in 2019-20 with an increase by 21.7% in comparison to the college increase of 0.49% that same year, the enrollment numbers increased even more in 2020-2021 by 50 students for a total of 327, another increase of 26.74% from the previous year (in comparison to the 12.5% 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. Unfortunately, even with the same number of course offerings, literature course enrollments dropped back down below 2016 numbers to 197 students for a 39.76% decrease in enrollment from the previous year.

B. General Student Demand (Fill Rate) (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Student Demand (Fill Rate)

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



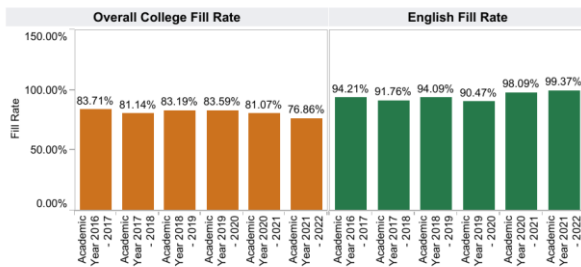
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Over the past six years, the English program fill rates have been higher than the overall course fill rates by an average of 4% each year, which we attribute to efficient course scheduling based on student demand. 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. The English program has maintained a higher fill rate percentage than the college overall by about 1.5% to 5% -- and by 14% in 2020-21 – and this is arguably due to the design of a more

efficient schedule of courses that reflect student demand trends.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English Course: ENGL 201A Dual Enrollment: All Prison All



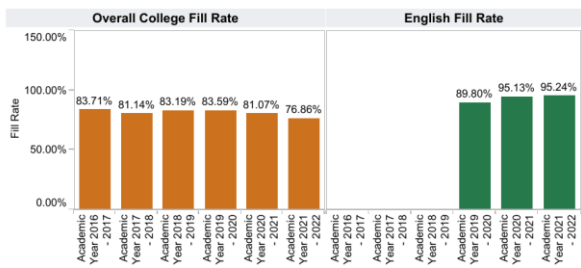
Fill Rate: The ratio of enrollments to class limits. Cross listed class limits are adjusted appropriately. Also, courses with zero class limits are excluded from this measure.

Engl. 201A: Of note, while the college fill rate dropped from 81% in 2020-21 to 76.86% in 2021-22, the English 201A fill rate increased from 98.09% to 99.37%. 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.

Engl. 101: Our corequisite course Engl. 101 (bottom left) paired with 201A has also seen a 5.3% fill rate increase to 95.13% in its second year of implementation in 2020- 21, a fill rate that was maintained the following year with a slight increase of 0.11% to 95.24%. Although this was during the first two years of the pandemic, it is promising data to support student demand for our corequisite model.

SLOCCCD Program Review Data - Student Demand (Fill Rate)

Department: English Course: ENGL 101 Dual Enrollment: All Prison All



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

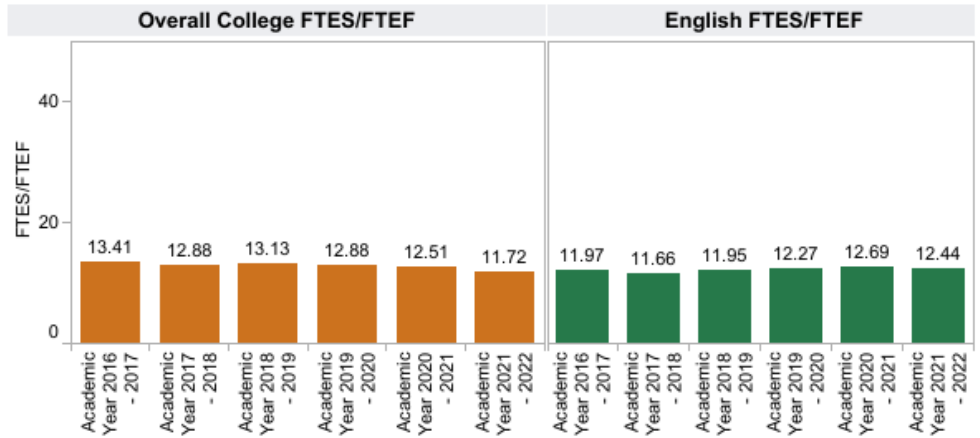
C. General Efficiency (FTES/FTEF) (Insert Aggregated Data Chart)

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

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

For the second year in a row, the English program has experienced higher efficiency rates than the rest of the college, which is a major victory for our program since our efficiency has historically been under the college mean. In 2021-22, the English program had a 12.44 efficiency in comparison to the college mean of 11.72. Much of this can be attributed to the increase in (and the student demand for) D.E. course offerings in English.



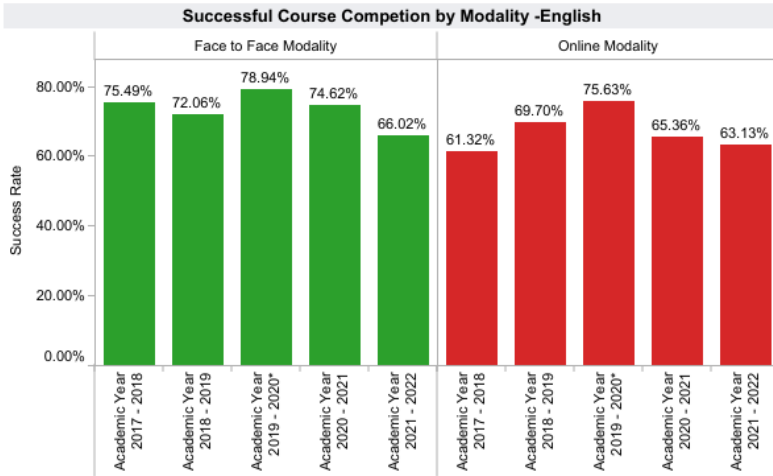
FTES/FTEF: The ratio of total FTES to Full-Time Equivalent Faculty (SXD4 Total-Hours/17.5)/XE03 FACULTY-ASSIGNMENT-FTE)

D. Student Success—Course Completion by Modality (Insert Data Chart)

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)



		Academic Year 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022
Face to Face Modality	Department Success Rate	75.49%	72.06%	78.94%	74.62%	66.02%
	Total Department Enrollments	3,454	3,201	3,253	346	1,197
Online Modality	Department Success Rate	61.32%	69.70%	75.63%	65.36%	63.13%
	Total Department Enrollments	1,029	1,188	1,372	4,152	2,826

Overall, it is clear from the chart to the left that the English program’s successful course completion rates are consistently higher for LEC face-to-face modality instruction than D.E. or online instruction. However, D.E. course completion rates have been keeping pace with face-to-face modality instruction since 2018-19 as faculty continue to make improvements to their instruction in that modality. In 2021-22, online modality instruction resulted in 63% completion rates, which is only 3% lower than the 66% completion rates for face-to-face instruction. As reported on our last APPW, 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. without being required to provide rationale or documentation.

E. Degrees and Certificates Awarded (Insert Data Chart)

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

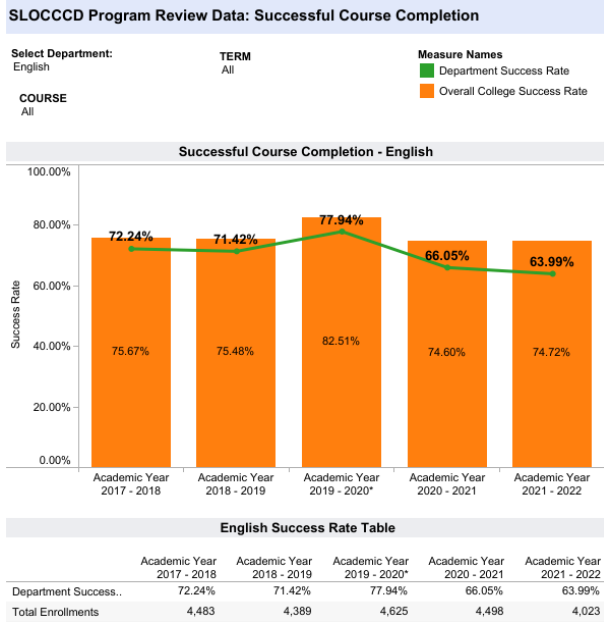


There has been a staggering pattern from year to year in the number of students who have earned an AA-T in English over the past seven years, from a low of 4 students in 2016-17 to a high of 25 students in 2020-21, and we believe that this increase was a direct result of the recruitment strategies that 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.

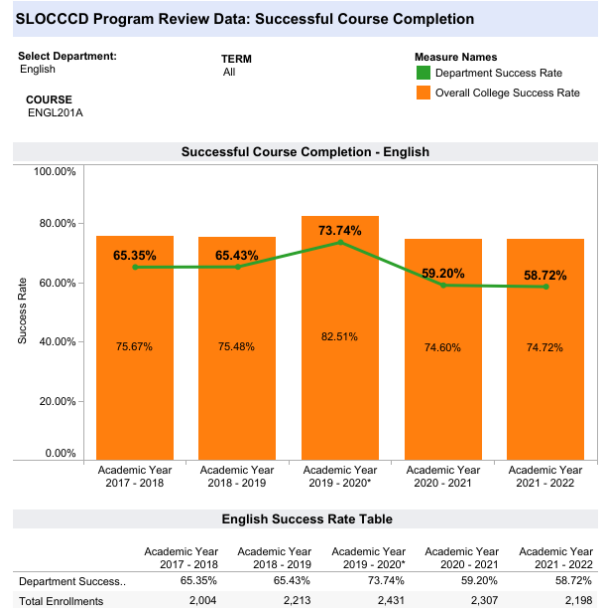
F. General Student Success – Course Completion (Insert Aggregated Data Chart)

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



With a large majority of our courses offered in the online modality in 2020-21, the program’s success rates dropped by 11.8% from 77.94% the previous year to 66.05%, which was a 3.9% larger decrease than the college-wide drop by 7.9% to 74.60% from 82.51%. In keeping with a lack of basic skills instruction for our most vulnerable populations, including high school enrichment students who enroll in English 201A, our department saw another decrease of 2.06% in the 2021-2022 academic year. 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 has increased the number of Hybrid modality Engl. 201A courses to provide in-person instruction and mentoring on reading, critical thinking, and writing skills development.



G. 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?

In last year’s English Division APPW, we analyzed a significant amount of disaggregated data from 2015-2019 in order to better interpret the 2020-2021 data. After establishing that baseline, we are now able to focus primarily on changes from the previous year, and with that comparison data in mind, we can see that there are several key takeaways from the 2021-2022 data sets.

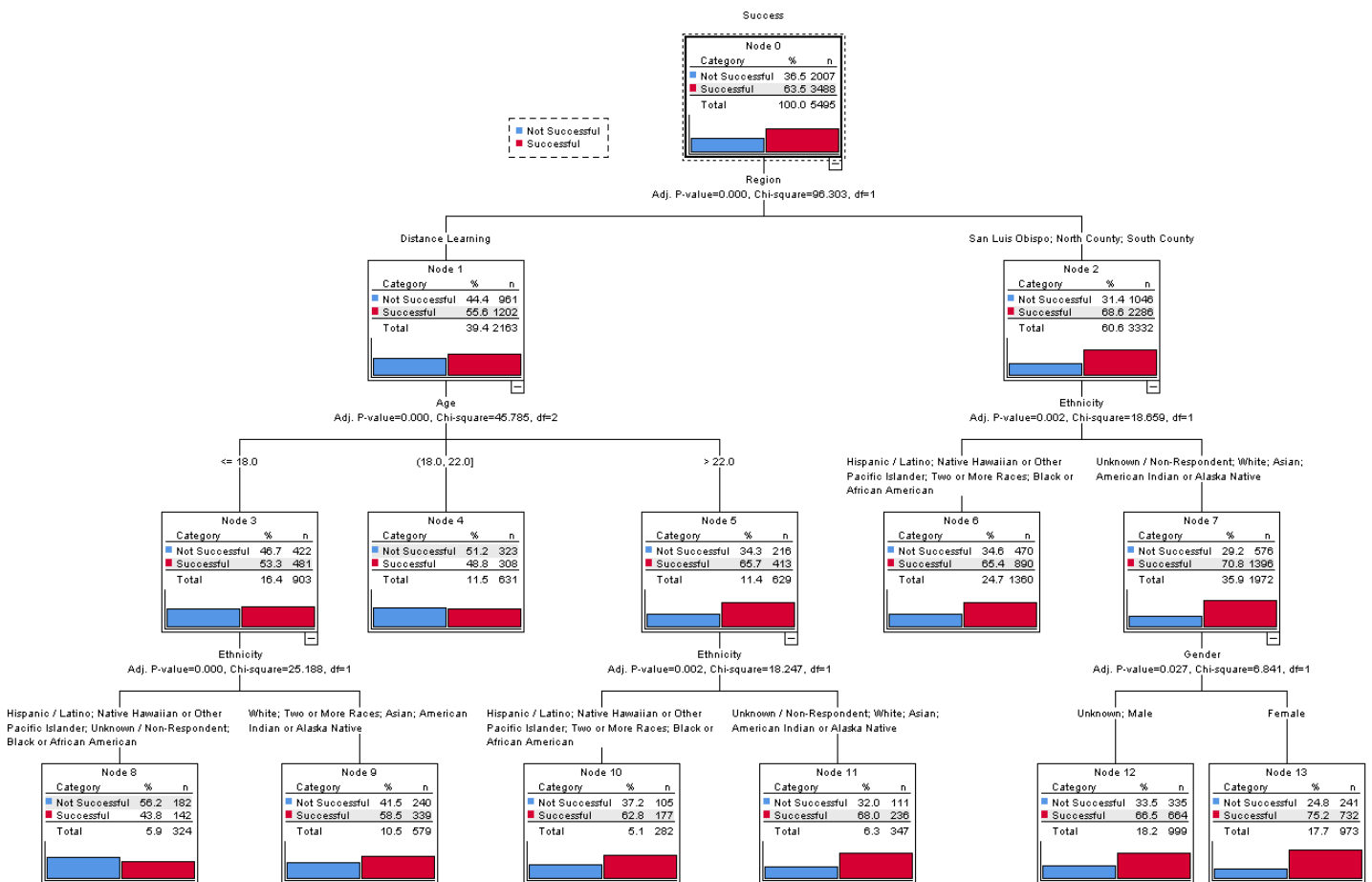


Figure 1. Decision Tree of English Division Success Variables

The first key data point comes from a “decision tree” provided in April 2022 by the Office of Institutional Research (Figure 1). That decision tree indicates that the variable with the highest impact on student success in English classes is the modality of the class—whether the course is online or in-person—with a 55.6% success rate for online students and 68.6% success rate for students taking classes in person at one of the campus centers. The subsequent most impactful factors are different for each of those modalities. For in-person classes, the second most impactful factor is ethnicity, and the third most impactful factor is gender (with women succeeding at higher rates than men). For online classes, the second most impactful factor is age, with students older than 22 having the highest success rate (65.7%), students 18 or younger having the second highest (53.3%), and students between 18-22 having the lowest success rates of the three age groups identified (48.8%). Ethnicity is the second most impactful factor for online student success.

Name Box

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.

Main 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 Amer. Ind. or AL Native	16	7	0.37	0.24	43.75	-22.10	-24.31	0.665	61.89	N/A	N/A
2 Asian	162	110.371	3.72	3.85	68.13	2.45	-7.18	1.036	96.38	N/A	N/A
3 Black or African-Amer.	51	31	1.17	1.08	60.42	-5.42	-13.42	0.919	85.47	N/A	N/A
4 Hispanic / Latino	1,464	862	33.61	30.08	58.86	-10.41	-2.52	0.895	83.26	116	153
5 Two or More Races	307	195	7.05	6.81	63.58	-2.36	-5.38	0.967	89.94	N/A	N/A
6 Unknown	49	29.1893	1.12	1.02	59.57	-6.27	-13.74	0.906	84.27	N/A	N/A
7 White	2,307	1,631	52.96	56.92	70.69	10.45	-1.86	1.075	100.00	N/A	N/A
8		0	0.00	0.00		-65.77	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
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22		0	0.00	0.00		-65.77	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
23		0	0.00	0.00		-65.77	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
24		0	0.00	0.00		-65.77	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
Total	4,356	2,865	100	100	65.77				1.00		

Overall OR (Includes Comparison Group)
65.77

Reference Group OR (Highest OR)
70.69

Figure 2. Disproportionate Impact Table, English 2020-2021, Disaggregated by Ethnicity

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.

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1 Amer. Ind. or AL Native	19	8	0.48	0.32	42.11	-22.16	-22.20	0.656	60.82	N/A	N/A
2 Asian	141	86.6163	3.59	3.44	61.43	-2.83	-8.03	0.957	88.72	N/A	N/A
3 Black or African-Amer.	46	28	1.17	1.10	60.00	-4.21	-14.16	0.935	86.66	N/A	N/A
4 Hispanic /Latino	1,305	744	33.25	29.54	57.00	-10.73	-2.69	0.888	82.32	105	141
5 Native Haw. or PI	15	6	0.38	0.24	40.00	-24.25	-24.79	0.623	57.77	N/A	N/A
6 Two or More Races	303	197.95	7.72	7.86	65.33	1.27	-5.36	1.018	94.35	N/A	N/A
7 Unknown	36	22	0.92	0.87	61.11	-3.08	-15.93	0.952	88.26	N/A	N/A
8 White	2,060	1,426	52.48	56.64	69.24	10.69	-1.99	1.079	100.00	N/A	N/A
9		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
10		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
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12		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
13		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
14		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
15		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
16		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
17		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
18		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
19		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
20		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
21		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
22		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
23		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
24		0	0.00	0.00		-64.16	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
Total	3,925	2,518	100	100	64.16			1.00			

Overall OR (Includes Comparison Group)
64.16

Reference Group OR (Highest OR)
69.24

Figure 3. Disproportionate Impact Table, English Division 2021-2022, Disaggregated by Ethnicity

One of the most significant changes in data related to ethnicity is the drop in success rates for Asian students. Between 2015-2019, the success rate for Asian students was 80.43%, which put the Percentage Point Gap (PPG-1) at 9.47 above the mean. The 2020-2021 data indicated that success rates had dropped to 68.13% (Figure 2). Then, in 2021-2022, the decline continued, dropping to 61.43% for Asian students; as a result, Asian students in English courses are no longer succeeding above the mean but are rather falling below the mean by -2.83 PPG-1 (Figure 3). At this point in time, the variables related to this drop are unclear, but one possible factor to further disaggregate might be the international student subpopulation. Finally, it's also worth noting that the number of Asian students enrolling in English classes at Cuesta has dropped by 13% over the past year, which is a larger percentage than the drop for Asian students at Cuesta overall (9%) and is larger than drops in other subpopulations in English classes, such as Latino and white students, both of which dropped by 11% in the past year. (Note that for all of the data sets discussed in this analysis, dual enrollment and prison subpopulations have been excluded.)

An additional data point of concern related to enrollment is the drop in Latino student taking English classes at Cuesta College. According to Tableau data, from 2016-2021, the number of Latino students averaged around 1450, give or take a few dozen each year (see Figure 2 for the 2020-2021 "cohort count"). However, in 2021-2022, Latino student enrollment dropped below 1400 for the first time since 2016 (when the current Tableau data begins), and it dropped precipitously by ~11% in just one year. This is steeper than the one-year decline for Latino students enrolled in the district as a whole, which was a decline of ~5%. It's worth noting, however, that white student enrollment in English classes also dropped by ~11% over the past year, which is steeper than the one-year decline for white students enrolled in the district as a whole, which was ~8%.

Some good news is that the success-rate gap for Black and African-American students continues to shrink. Although the success rate for these students dropped very slightly over the past year from 60.42% to 60.00%, the success-rate gap decreased from -5.42 PPG-1 (Figure 2) to -4.21 PPG-1 (Figure 3).

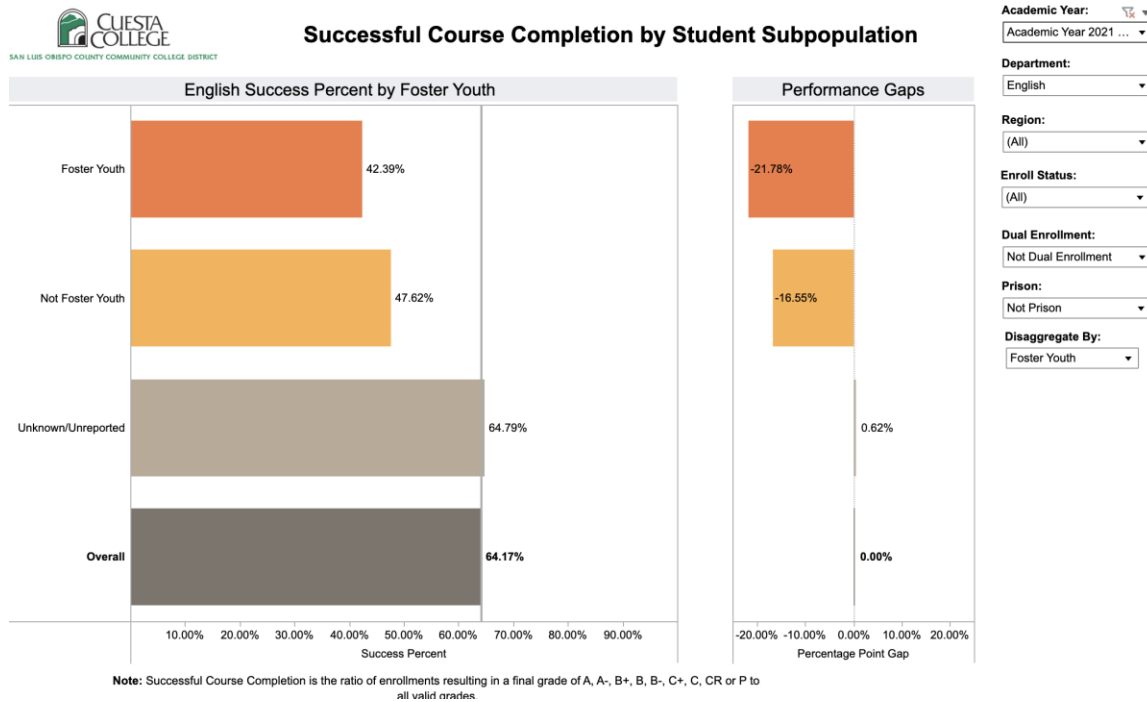


Figure 4. Successful Course Completion by Student Subpopulation, English Division, 2021-2022, Foster Youth

Success rates for foster youth and low-income or “academically disadvantaged” students continue to decline. As reported in last year’s APPW, success rates for foster youth from 2015-2019 averaged 49.53%, but they climbed to 59.96% for 2020-2021. However, the 2021-2022 data shows that although the number of foster students enrolled in Cuesta English classes increased from 83 to 94 students over the past year, their success rates have dropped steeply during that same time period, falling even below the previous average to 42.39% (Figure 4). Potential reasons for this drop are unclear, and it will be important to monitor the direction and rate of change for this subpopulation’s success rate. It might also be worth seeking additional information and professional development from those staff members at Cuesta who serve this subpopulation.

Successful Course Completion by Student Subpopulation

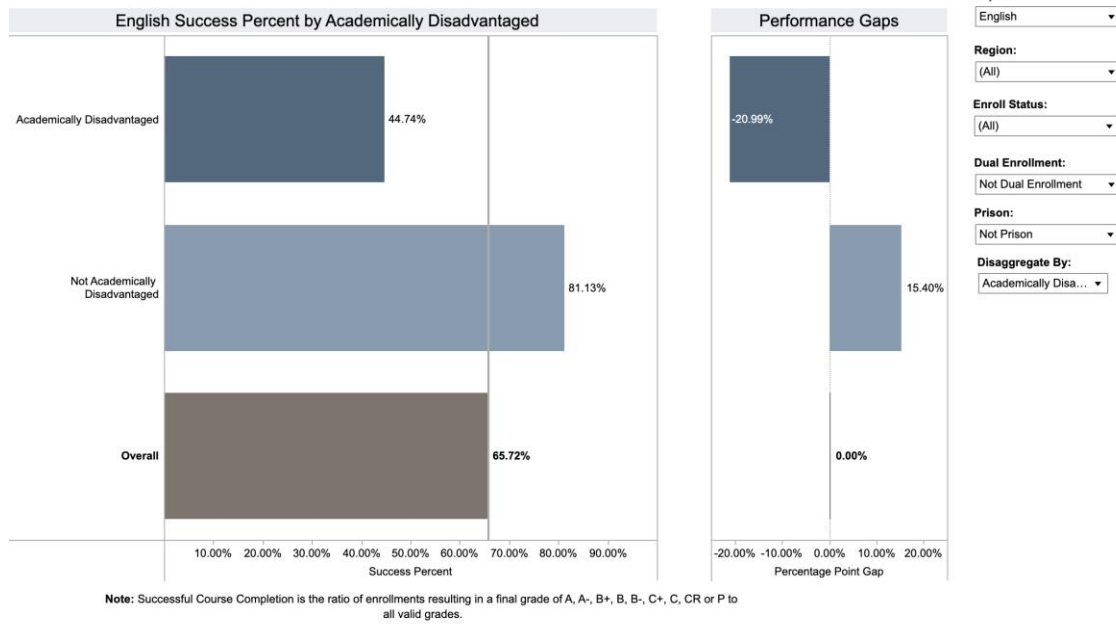


Figure 5. Successful Course Completion by Student Subpopulation, English Division, 2021-2022, Academically Disadvantaged Students

As noted above, low income students designated as “academically disadvantaged” have also seen success rates that continue to decline. As noted in last year’s APPW, success rates for this subpopulation from 2015-2019 were approximately 60.19%, but they dropped to 48.29% for 2020-2021. In 2021-2022, the success rates dropped even further to 44.74% (Figure 5). In addition, we also noted in last year’s APPW that not only were success rates declining for this group but that they made up a decreasing percentage of students enrolled in English classes at Cuesta. During 2015-2019, this student population counted for 62% of students in English courses. For the 2018-2019 year, the percentage had dropped to 54%. For 2020-2021, it was 42%. For 2021-2022, it dropped even further to 37%. (And for the district as a whole, from 2020-2021 to 2021-2022, that number dropped from 37% to 31%). While it is expected in times of low unemployment that enrollment at Cuesta will drop, it might be worth comparing the current numbers and rates of change to data from previous periods that indicate some shared economic factors. Such data might offer direction about how to address these declining enrollments.

It seems especially important to consider data related to decreasing enrollments in English classes at Cuesta College. Most student-success data, including the data related to AB 705 and AB 1705, speaks to the success rates of students who enroll in ENGL 201A, and that data is important, but it does not address the “silent subpopulation” that isn’t accounted for in that data: those students who choose not to enroll in Cuesta English classes at all. The fact that enrollment in English classes has dropped significantly more than for the district as a whole should lead us to consider how to account for and/or serve these “absent” or “missing” students.

In the English Division, we continue to monitor carefully these changes in equity-related data, and we have also pursued professional development opportunities so that we can learn possible strategies for improving success rates. On April 29, 2022, we held a full-day English Division retreat that was attended by approximately 25 faculty members, both full-time and part-time, to discuss strategies for teaching ENGL 201A that will help increase

student success. Since equity was a central focus of the retreat, we had a session focused on equity data for English 201A, and we had two additional sessions during which presenters discussed teaching practices that research has shown to be effective for decreasing equity-related achievement gaps. We also discussed other practices that can help our students succeed, especially with the changes brought by AB 705 (and, subsequently, AB 1705). In addition, several members of the English faculty attended JEDI training in the summer of 2022.

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.*

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

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.