2024 INSTRUCTIONAL ANNUAL PROGRAM PLANNING WORKSHEET

CURRENT YEAR: 2024　　　**PROGRAM(S): ENGLISH**
CLUSTER: AHMS　　　**AREA OF STUDY: ENGLISH**
LAST YEAR CPPR COMPLETED: 2020-2021 NEXT SCHEDULED CPPR: 2025-2026 CURRENT DATE: 2/22/2024

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):

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.Click here to enter text.

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.
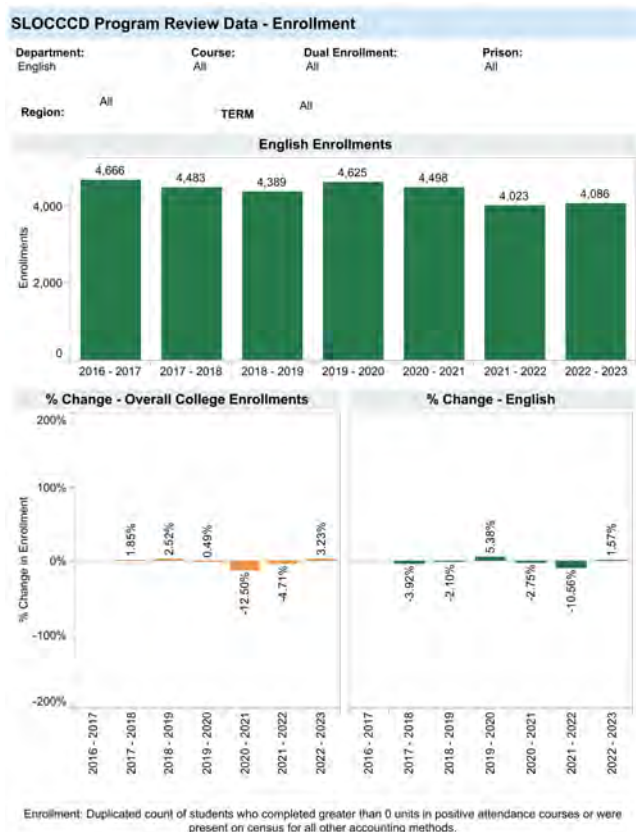
DATA ANALYSIS AND PROGRAM-SPECIFIC MEASUREMENTS
Your responses to the prompts for the data elements below should be for the entire program. If this APPW is for multiple degrees and/or certificates, then you MAY want to comment on each degree and/or certificate or discuss them holistically for the entire 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**

General Enrollment:

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.

In 2022-23, the general enrollment of students in English courses increased by 1.57% from the previous year. This represents a modest increase of 53 enrolled students from 4,023 in 2021-22 to 4,086 in 2022-23, demonstrating that conditions that may have impacted the more drastic decrease in enrollment from 2020-21 to 2021-22 (10.08%) continue to affect our program, though that decrease may have stabilized. In last year's APPW, we hypothesized that several factors in addition to the widespread repercussions of the Covid-19 pandemic contributed to the significant drop in enrollment in 2021-22 including the reduction of English 180 offerings (a pre-transfer level English course that prepared students for English 201A), and a 26.32% drop in enrolled students at the CMC. When we look at the slight increase in enrollment numbers for 2022-23, we find that our CMC enrollment is up by 41.3% from 80 students in 2021-22 to 113 students. We also find that our new offering of dual enrollment courses contributed 76 students to overall enrollment. While these represent modest gains, we anticipate that the elimination of English 180 in the fall of 2023 may continue to contribute to reduced enrollment in the coming year. We also notice that the low enrollment of students in English courses on the North County Campus remains a salient variable. After the significant drop of enrolled students on the North County Campus by 90.9% in 2020-21, we see that those numbers are increasing from a low of 58 students in 2020-21 to 204 students in 2022-23. However, this is still well below pre-pandemic numbers (635 students in 2019-2020), and the slow speed of enrollment recovery on that campus continues to be evident in our program's data. What we cannot infer from the available data is where these "missing" students have gone: to what extent they represent declined program enrollment, a move to primarily online learning, or to courses offered on the SLO campus.

English 180:

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.
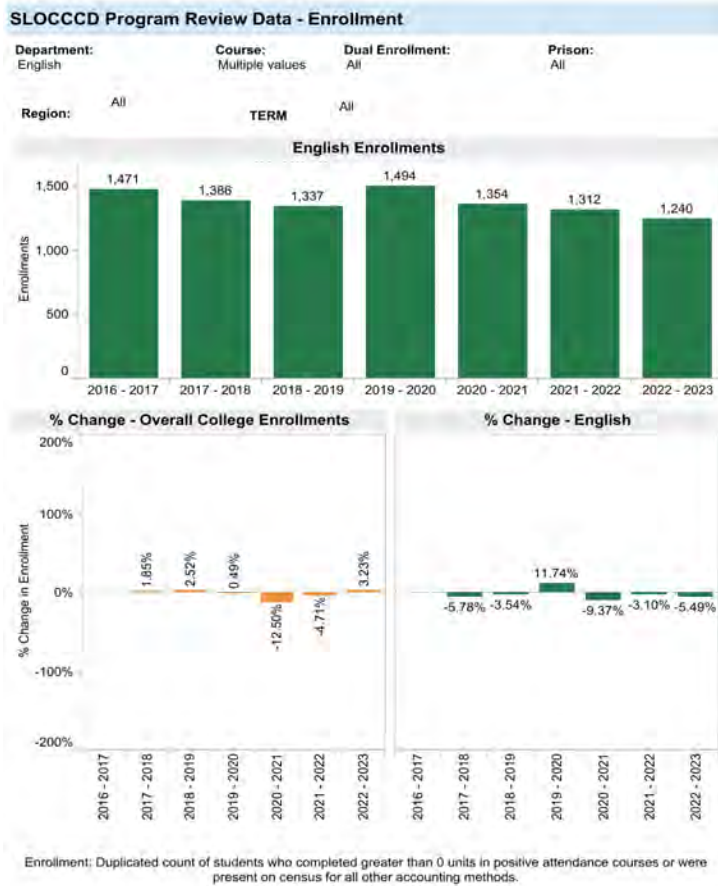
2022-23 will be the last year that we have data pertaining to English 180, which will no longer be offered due to AB1705. The current data demonstrates a 30.5% drop in enrollment from 131 students in 2021-22 to 91 students in 2022-23. This is due to the ongoing reduction of sections offered in accordance with AB705. Though we speculate that some students who were unable to enroll in English 180 may have enrolled in English 201A sections instead, there is no way to know what percentage that represents, or to have an accurate sense of whether the absence or insufficiency of pre-transfer level support courses may have contributed to a pattern of reduced program enrollment.

English 201A:

English 201A courses including those offered as dual enrollment and at CMC demonstrated a 6.55% increase in enrollment in 2022-23, doubling the overall college enrollment increase of 3.23%. Excluding the presence of CMC and dual enrollment data, there was still a slight increase in English 201A enrollment of 1.65%. Factors that could have contributed to this 1.65% increase include the possibility that reduced sections of English 180 resulted in more students registering for English 201A (though, again, we cannot measure the number of students who may have been dissuaded from registering at all), or possibly the response to student demand for more offerings of English 201A across a variety of modalities including DE, hybrid/blended, and face to face.
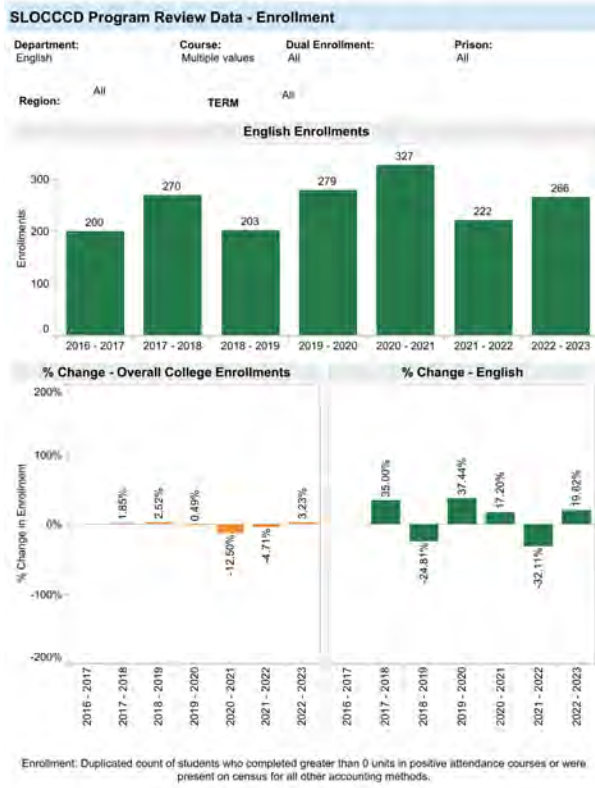
English 201B and 201C:

SLOCCCD Program Review Data - Enrollment

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

Region: All
TERM All

English Enrollments

2016 - 2017	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023
1,471	1,386	1,337	1,494	1,354	1,312	1,240

% Change - Overall College Enrollments: 1.85%, 2.52%, 0.49%, -12.50%, -4.71%, 3.23%

% Change - English: -5.78%, -3.54%, 11.74%, -9.37%, -3.10%, -5.49%

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.

Our critical thinking courses, English 201B and English 201C continued to decrease in enrollment by 5.49% in 2022-23 dropping from 1,312 enrollments in 2021-22 to 1,240 recorded in the current data. Since the pandemic began during the 2019-20 school year, this represents a total 17.96% decrease, and may be attributable to a sustained pattern of reduced student success in English 201A since 2020-21, which in turn may be a consequence of reduced pre-transfer level course offerings, and a general reduction of student success in the DE modality (57.07% average success rate in DE English 201A over the last three years, vs. a 66.48% average success rate in face-to-face sections of English 201A), in addition to other external pandemic-related strain. Though the data recorded between 2020 and 2022 demonstrates a decrease in critical thinking course enrollment that was less than the college decrease as a whole, we now find that our critical thinking course enrollment has fallen below the college wide enrollment drop of 13.98% since 2019-20. It is interesting to note that the general decrease of student success in English 201A by ~5% over the last four years (with the outlier 2019-20 year excluded) aligns with the enrollment decrease of ~5% in English 201B and English 201C. For next year, we anticipate that any fluctuation of enrollment in these courses will correlate with our rates of student success in English 201A. Furthermore, we anticipate that the change in Title V requirements for GE courses, especially regarding the arts and humanities, may compound a future decreased enrollment in these courses.
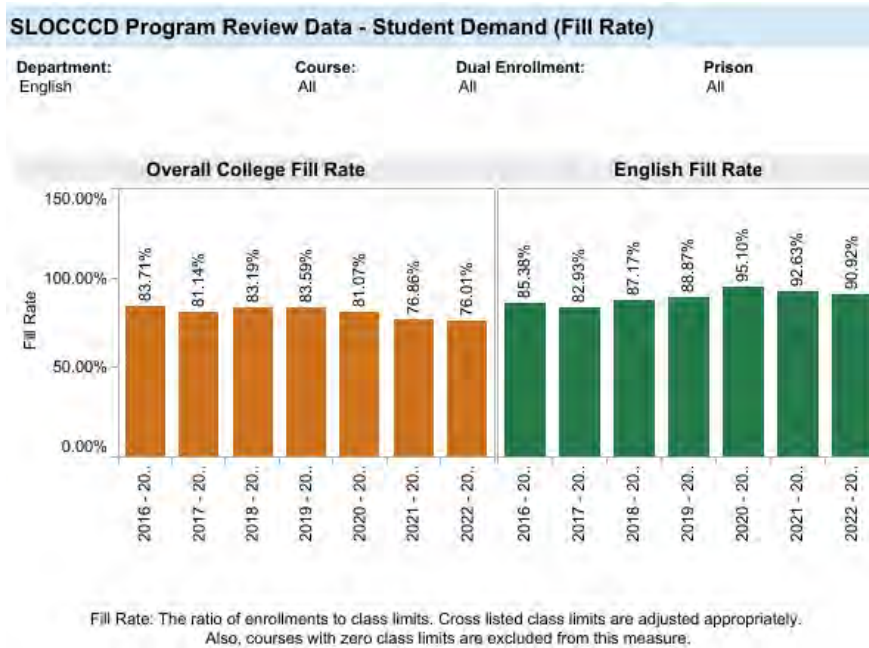
Literature Courses:

SLOCCCD Program Review Data - Enrollment

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

Region: All
TERM: All

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.

Enrollment in our program's literature courses increased by 19.82% in 2022-23, increasing from 222 enrollments in 2021-22 to 266 in the current year. This reverses the significant 32.11% percent drop in enrollment recorded in the previous year's APPW, and brings us very close to the level of enrollment we experienced before the pandemic. We attribute this increase to several factors including increased student demand for English/Ethnic Studies 213 which currently meets the Area F requirement for transfer, and the increase of literature offerings across a variety of modalities. We also anticipate that this number will continue to increase as we consider offering more sections of English/Ethnic Studies 213 and bring back our Women and Gender in Literature course, English 217. As a department, it will be interesting for us to monitor whether the notable increase in humanities graduates recorded this year by universities like UC Berkeley will have any correlation with our own literature enrollment data.
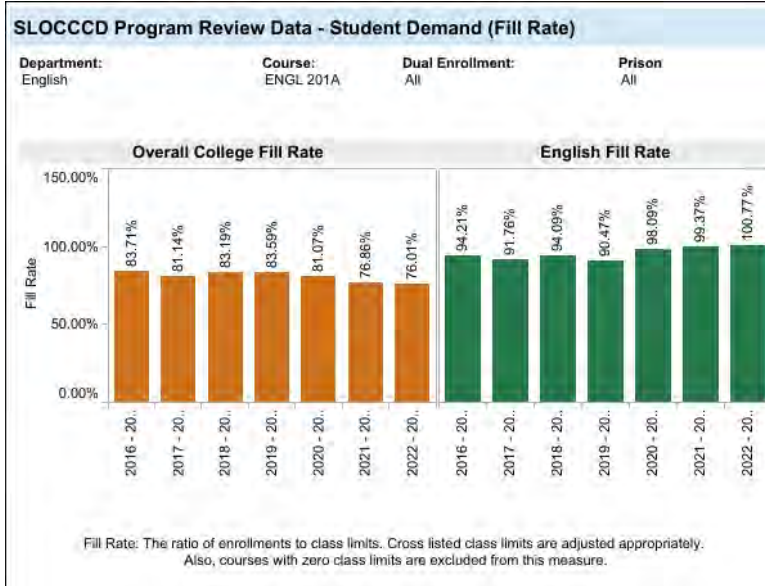
6 S a n L u i s O b i s p o C o u n t y C o m m u n i t y C o l l e g e D i s t r i c t
I n s t r u c t i o n a l A n n u a l P r o g r a m P l a n n i n g W o r k s h e e t
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B. **General Student Demand (Fill Rate) (Insert Aggregated Data Chart)**

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.

Overall English fill rates remain among the highest at Cuesta College. In the last three years these rates have dropped slightly in increments of between 1-3%. The decrease was less (1.71%) in the 2022-2023 period being reviewed, down from an almost 3% decrease in the prior year. While student demand in English courses is almost 15% higher than the overall college fill rate, we should be mindful of the slight decreases of the last two years. Possible reasons for these decreases may be found in the data for our critical thinking courses, English 201B and 201C. While our literature courses show signs of recovering numbers, these two classes have suffered low enrollments that bring down our overall fill rates. The discontinuation of pre-transfer classes and the ongoing influx of pandemic-era students with less developed skills in writing, reading, and critical thinking have decreased success rates in English 201A; consequently, less students enroll in 201B and 201C. We are most likely in an adjustment period as faculty must re-evaluate pedagogy for English 201A to account for these changes and address them mindfully. To this end, we have worked to keep our schedule aligned with student demand offering classes at times, places, and modalities for maximum utility for our student population. We have seen some positive signs of change, particularly in the increase in our literature classes in the last year, and though they are still somewhat under enrolled, their increasing enrollments and our burgeoning 201A enrollments may be the factors slightly retarding the decline in enrollments overall in the past year.
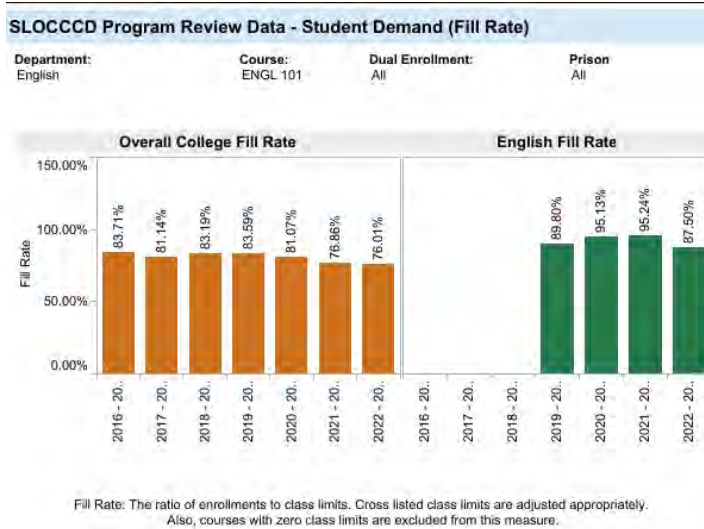
Student Demand (Fill Rates) 201A:

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.

The impressive fill rates of English 201A have increased for the third year in a row, now up 1.43% from the previous year. It is difficult to believe we have surpassed 100%. These high fill rates must be attributed to the advent of the two Assembly Bills, 705 and 1705. These two pieces of legislation have dramatically changed student first-year patterns as they have abolished pre-transfer level classes like English 180. As a result of this change, all incoming first-year students enroll in English 201A since it is the only option now offered by the English Division for first-year students.
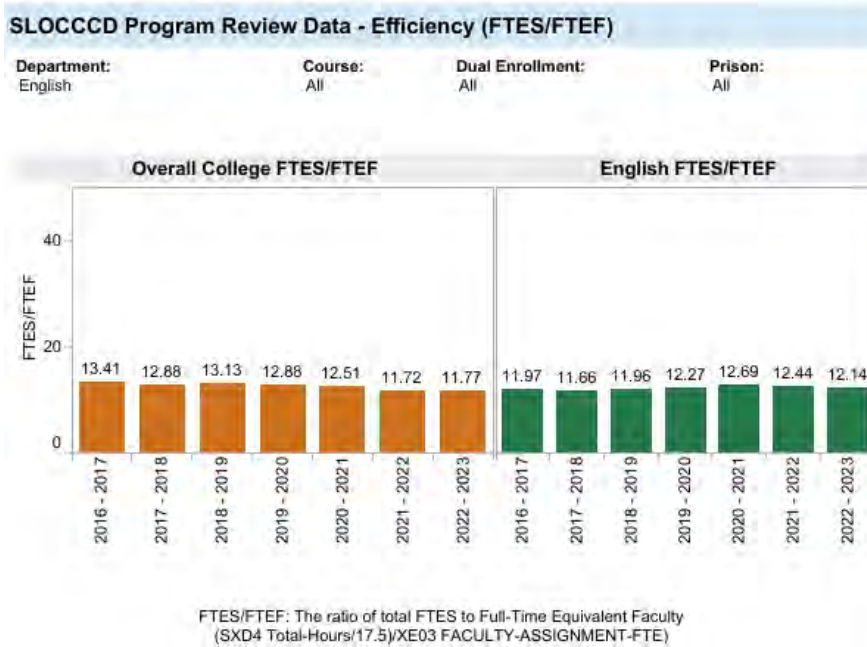
Student Demand (Fill Rates) 101:

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

English 101 fill rates are dependent on the 201A courses with which they are concurrently offered. The English Division is still in the early years of offering these concurrent support hours, and we still seem to be learning more about the offering of such courses. It is surprising and somewhat puzzling considering the sudden decrease (7.74%) in these fill rates, but it could be the result of limited offerings combined with a lack of administrative enforcement in enrollment. Adding to these factors is a lack of consistent form in the use of the support hours among different sections and with different instructors teaching the co-requisite courses. The English Division will be assessing the use and content of 101s, and we will be considering taking possible steps like formalizing the curriculum and purpose of the concurrent 101s to stabilize and increase enrollment in these nascent offerings.
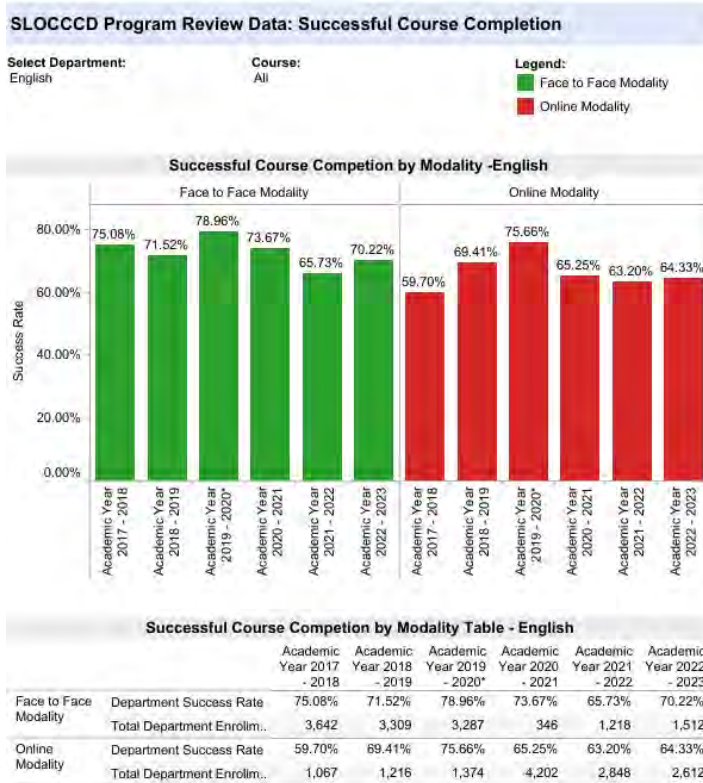
C. **General Efficiency (FTES/FTEF)**

SLOCCCD Program Review Data - Efficiency (FTES/FTEF)

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

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

The overall efficiency of the English Division remains higher than the college mean for the third consecutive year and still generally reflects a healthy program even though there has been a slight decrease (.55%) in the last two years. This decrease may be attributed to the struggles of our two critical thinking classes (201B and 201C) commented on above and elsewhere in this review. Remaining above the college mean may be due to the robust enrollments in our 201As, our continued refining of schedule offerings, and our varied and developed offerings of DE classes to meet the needs of our students.

D. **Student Success—Course Completion by Modality**

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 2017 - 2018	Academic Year 2018 - 2019	Academic Year 2019 - 2020*	Academic Year 2020 - 2021	Academic Year 2021 - 2022	Academic Year 2022 - 2023
Face to Face Modality	Department Success Rate	75.08%	71.52%	78.96%	73.67%	65.73%	70.22%
	Total Department Enrollm..	3,642	3,309	3,287	346	1,218	1,512
Online Modality	Department Success Rate	59.70%	69.41%	75.66%	65.25%	63.20%	64.33%
	Total Department Enrollm..	1,067	1,216	1,374	4,202	2,848	2,612

While it is clear from the chart above that our DE success rates have been lagging behind our face-to-face success rates, the slight increase may indicate that we are beginning the climb back to the narrow margin (3.3%) achieved in the 2019-2020 school year. That year the percentages were no doubt greatly affected by the pandemic shift from majority face-to-face offerings to all DE in the month of March. While it may be years before we regain such a narrow margin, we can consider reasons for the somewhat sizable gap (6.11%) exists. Possible reasons are gaps in tech and computer literacy among students new to online classes. The large number of students enrolling in online courses in general, and the typically self-motivated and growth mindset that is necessary to succeed in online courses. With the implementation of online educational initiatives like POCR, OER, JEDI, and other equity and DE pedagogy programs, we hope to see improvement in our DE course success rates.

E. **Degrees and Certificates Awarded**

10 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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SLOCCCD Program Review Data: Degrees and Certificates Awarded

Program: English | Award Type: All | Area of Study: All

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

Program Awards Table

Award Type	Award	2016	2017	2018	2019	2020	2021	2022	2023
AA	English (AA)	1	3	1	1				
	English (AAT)	1	1						
	Total	2	4	1	1				
AAT	English (AAT)	13	4	14	20	17	25	17	17
	Total	13	4	14	20	17	25	17	17

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

The number of AA-Ts awarded (17) remained consistent from 2022 to 2023, which means strategies implemented by our Future of English division subcommittee, including speaking with potential students on Promise Day and faculty actively promoting the English AA-T in our classes has helped our recruitment efforts. Additionally, we have used monies from the 2021-2022 Foundation Grant to help create visually welcoming and engaging classroom environments and office hallways. Artwork featuring great writers and creative thinkers now adorns our buildings and classrooms. We are also in the process of updating our department website to excite students about our program and course offerings. We hope our marketing strategies will continue to increase student interest in pursuing AA-Ts in English.

GENERAL STUDENT SUCCESS – COURSE COMPLETION

Both college-wide and department-wide success rates increased for the 2022-2023 academic year. In English, our overall success rates increased by 2.54%, from 63.95% in 2021-2022 to 66.49% in 2022-2023. And while both E201A and E201B did increase success rates at a little over 1% (1.16% and 1.14%. respectively), E201C saw the biggest increase for the year at 4.54% (a 79.45% success rate).
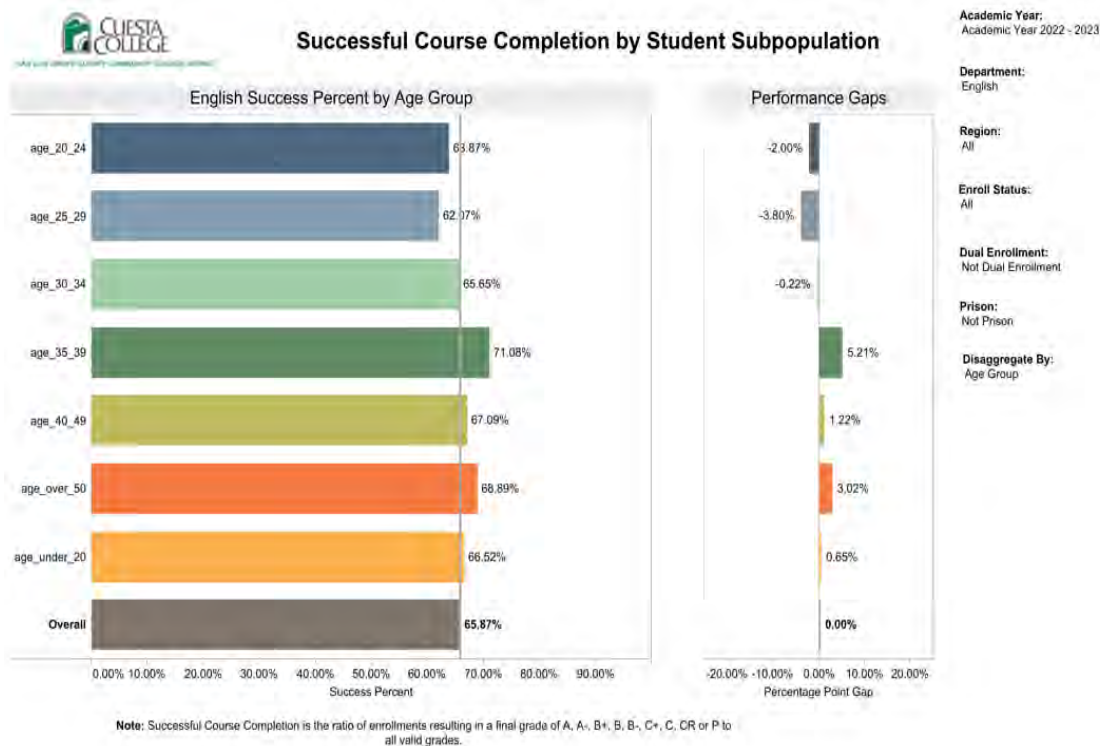
While speculating on the reasons for the increases, we include all of the following: a) our division increased the number of in-person course offerings as well as the number of hybrid modality courses--please refer to enrollment data and success by modality in this document; b) in February 2023, taskforce 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; c) the impact of AB1705 signals a slow(er) upward trend in success rates over time; current students are still 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; d) embedded tutoring opportunities and more in-person interaction between students and resources like the Writing Center has also helped our upward trend (and, of course, expanding the reach of resources continues to be our goal).

F. **Disaggregated Student Success**

Disaggregated data from 2022-2023 brings some good news. Whereas the 2021-2022 data showed declining success rates among multiple subpopulations, the 2022-2023 data shows improvement in almost all subpopulations. (Note that all of the following data sets exclude prison and dual enrollment subpopulations.)

Disaggregation by Ethnicity:

12 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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All ethnic subpopulations showed improvement in success rates over 2021-2022, including areas of slight change and areas of significant change. These are key highlights:

- The American Indian and Native Alaskan student success rate jumped from 44.44% (n18) to 68.75% (n16). This is a dramatic positive change, but the numbers are too small to make clear inferences about the increasing success rates.
- The Asian student success rates has increased. In our previous APPW, we noted that Asian student 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. However, in 2022-2023, the success rates for Asian students climbed slightly to 62.39%. The number of enrollments for Asian students continues to decline.
- Success rates for Black and African-American students increased from 59.57% to 62.39%, and the percentage point gap (PPG-1) continues to get smaller, shrinking in 2022-2023 to -2.53, which is a drop from -4.21 the previous year. The number of Black and African-American students also climbed from 48 to 64.
- Hispanic and Latino student success rates have increased slightly, but the PPG also has increased, which means that despite a slight increase in the success rate, the achievement gap is wider. These changes are small and it's not clear that either of them are statistically significant. However, from the Disproportionate Impact Tool (DI Tool), for which an image in included below, we can see that the achievement gap is statistically significant and thus this is an area for continued effort. Another positive piece of news is that Hispanic and Latino enrollments, which showed a significant drop in 2021-2022, have bounced back and are closer to pre-quarantine numbers.

13 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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Although there is a lot of good news in this data, several of the ethnic groups still show a disproportionate impact based on the 80% rule, which suggests that any subpopulation with a success rate of less than 80% of the most successful group should be considered disproportionate. The groups falling under that 80% rule can be identified in the DI table below.
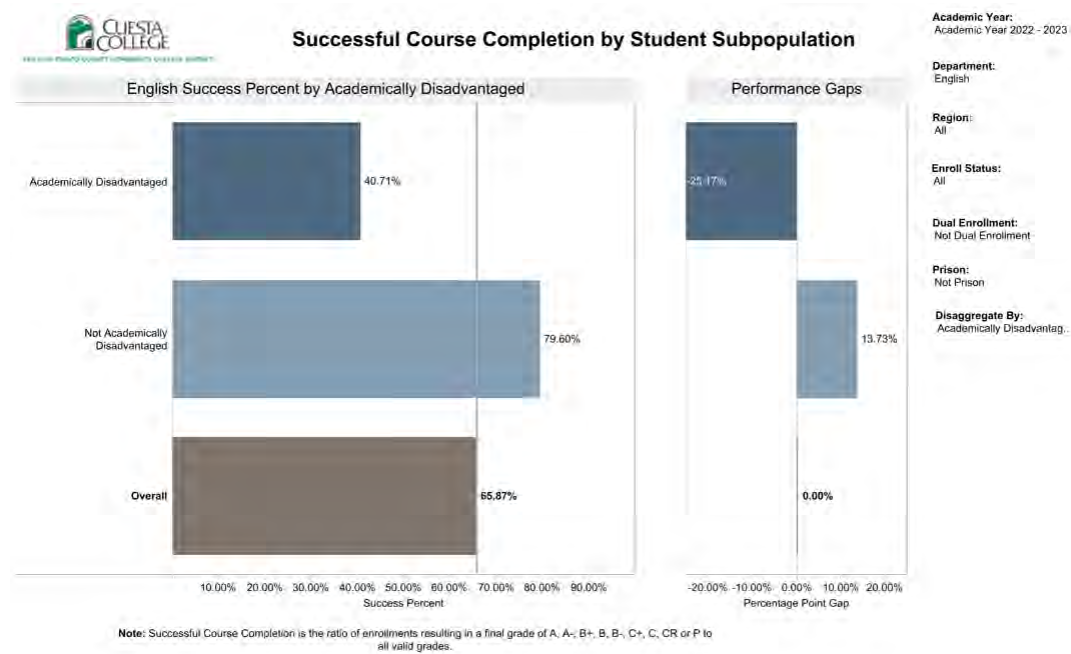
Disproportionate Impact Calculator: Outcome Rates Available
Note: Please enter the cohort and outcome counts into the **Yellow Cells**.
If copying and pasting into the yellow cells, paste as "values" or "values & number formatting" for best results.

|	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 AK Nat.	16	11	0.40	0.43	68.75	3.78	-22.71	1.058	83.59	N/A	N/A
2	Asian	117	72.9963	2.95	2.83	62.39	-2.67	-8.78	0.960	75.85	N/A	N/A
3	Black or African-Amer.	64	40	1.61	1.55	62.50	-2.53	-11.86	0.962	75.99	N/A	N/A
4	Hispanic/Latino	1,415	815	35.65	31.59	57.59	-11.49	-2.58	0.886	70.02	127	163
5	Native Hawaain, Other PI	10	5	0.25	0.19	50.00	-15.02	-30.99	0.769	60.79	N/A	N/A
6	Two or More Races	257	184.141	6.48	7.14	71.65	7.13	-5.51	1.103	87.11	N/A	N/A
7	Unknown	33	27	0.83	1.05	82.25	17.41	-13.04	1.266	100.00	N/A	N/A
8	White	2,057	1,424	51.83	55.21	71.22	8.81	-1.99	1.065	84.17	N/A	N/A
9			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
10			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
11			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
12			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
13			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
14			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
15			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
16			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
17			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
18			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
19			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
20			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
21			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
22			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
23			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
24			0	0.00	0.00		-64.98	#DIV/0!	#DIV/0!	0.00	#DIV/0!	#DIV/0!
Total		3,969	2,579	100	100	64.98			1.00			

Overall OR (Includes Comparison Group)
64.98

Disaggregation by Academic Disadvantage:

Successful Course Completion by Student Subpopulation

English Success Percent by Academically Disadvantaged

Academically Disadvantaged — 40.71%
Not Academically Disadvantaged — 79.60%
Overall — 65.87%

Performance Gaps

-25.17%
13.73%
0.00%

Academic Year: Academic Year 2022 - 2023
Department: English
Region: All
Enroll Status: All
Dual Enrollment: Not Dual Enrollment
Prison: Not Prison
Disaggregate By: Academically Disadvantag..

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 to all valid grades.

Academically disadvantaged students are one of two subpopulations to show a slight drop in success rates from 2021-2022 (41.70%) to 2022 to 2023 (40.71%). Although the change is slight and may not be significantly significant, the gap itself is one of the largest percentage point gaps of any subpopulation. In addition, the number of students in this subpopulation is large (with an n of 1379 in 2022-2023), so this group seems in need of significant attention. In fact, last year, we noted that the percentage of English enrollments in this subpopulation had dropped significantly from 60.9% during 2015-2019 to 37% in 2021-2022. In 2022-2023 we saw a rebound, and academic disadvantaged students made up 55% of English enrollments.

Disaggregation by First Generation:
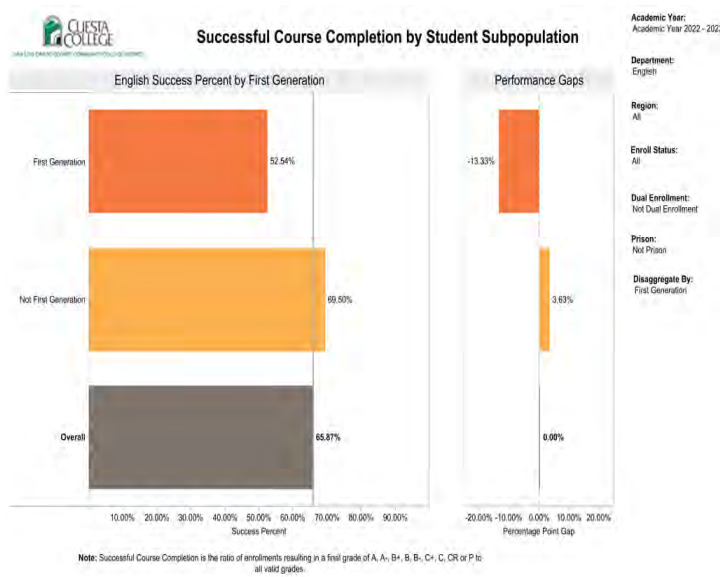
In last year's APPW, we did not address the data for first-generation students, but this subpopulation's success rate deserves attention. It is one of two subpopulations that had a drop in success rates from 2021-2022 (55.05%) to 2022-2023 (52.54%). While the change is not large, the gap between first generation and non-first generation success rates is significant.

Disaggregation by Foster Youth:
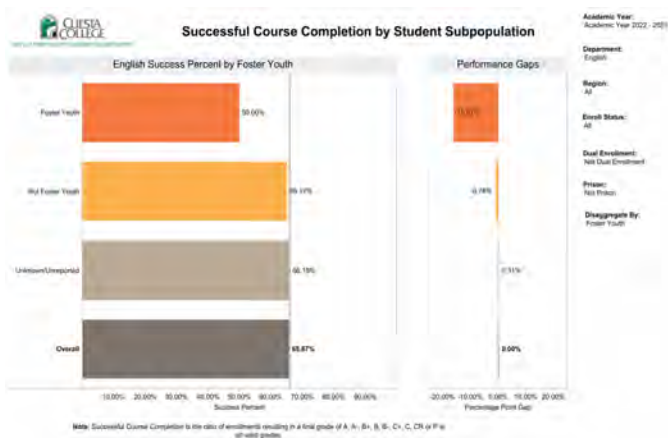
Although foster youth success rates are significantly below those who are not foster youth, the data from 2022-2023 shows a positive change to 50.00%, which returns the success rate to pre-quarantine averages after a drop to 43% in the 2021-2022 academic year. However, like the academically disadvantaged subpopulation, there is a significant achieve gap for foster youth that deserves continued attention.

Disaggregation by Gender:

In past APPWs, we made observations about gender differences among foster youth, but we did not analyze gender-related data for the English enrollments among other subpopulations, and we thought that data should be considered. 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, where were 66.45% for female students and 65.27% for male students.
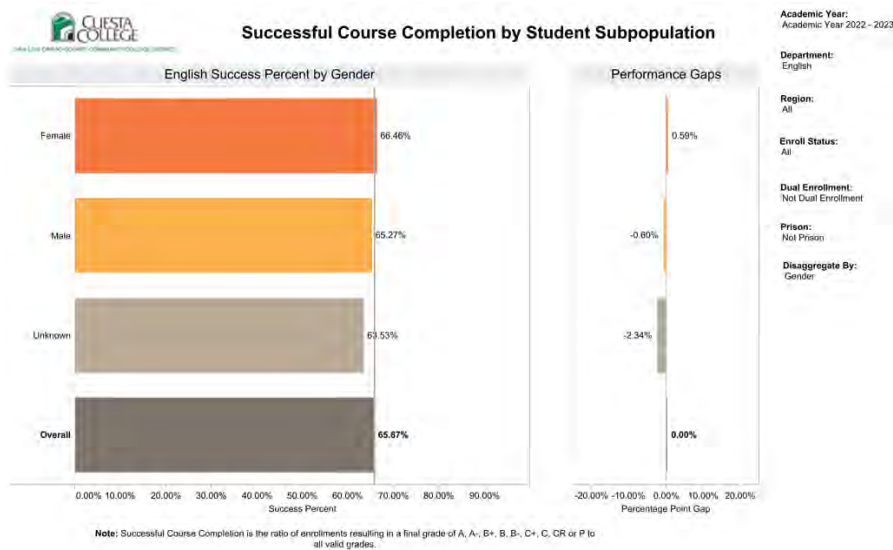
In general, most of the disaggregated data shows positive trends, but there are still groups experiencing disproportionate impact that deserve further attention by the English Division and the district as a whole. The English Division faculty continue to discuss topics raised at our spring 2022 ENGL 201A and equity data retreat, and additional faculty members have participated in JEDI training, including the division chair. Two English faculty members, Matthew Davis and Rachael Barnett, continue to serve as JEDI training facilitators. In addition, as a division, we have worked to reduced textbook costs to decrease financial burdens on students.

We regret that we have not had steady staffing and leadership for our area's Student Success Team, but, in summer 2024, a program called Summer Promise Student Program is planned to focus on the success of a 201A class with a cohort of first-generation students. These students will also be enrolled in a College Student Success class and will receive wrap-around student services. This program will be a good pilot for exploring ways to close equity gaps for first-generation students.

16 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 November 18, 2022 Document to be Used for Submission Spring, March 4, 2024

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.

List those programs of study (degrees and/or certificates) and courses that were scheduled for major or minor modification during the 2022-2023 year in the 5-year calendar of the Curriculum Review Worksheet.

The following courses were identified in the previous CPPR for needed or scheduled modification. None of the courses listed below were scheduled for the 2022-2023 academic year, but some of them do still need modification.

- ENGL 206
- ENGL 212B
- ENGL 231
- ENGL 215
- ENGL 247

That said, during the 2022-2023, we did modify and update some curriculum, including the following courses:

ENGL 237: This course was modified to seek approval for CSU GE area C2 approval (in addition to already established C1 approval). After significant work on the part of the faculty proposer, along with dedicated support from the articulation officer, the course is now approved for both C1 and C2.

ENGL 201A: This course was modified to reflect changes articulation and C-ID standards.

From the list generated in #1, identify those programs of study and courses that underwent the scheduled modifications during the 2022-2023 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)
None		

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 2022-2023 year. Complete the table below for those items only.

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
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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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)
None			

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 2024	Forthcoming
ENGL 231	Fall 2021	Fall 2024	Forthcoming
ENGL 215	Fall 2021	Fall 2024	Forthcoming
ENGL 247	Fall 2021	Spring 2024	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 2022-2023 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			

18 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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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

During the extreme changes that came with the pandemic and quarantine, we suspended our regular assessment schedule because comparative and useful data would have been challenging to gather. However, our Spring 2022 retreat served as an opportunity to review equity data and have conversations about qualitative data, and the results of the retreat led to modifications in the ENGL 201A course outline of record.

PROGRAM PLANNING / FORECASTING FOR THE NEXT ACADEMIC YEAR

Next year, we will return to offering the ENGL 101 co-requisite course in a face-to-face modality. Data reviewed in February 2020, just before quarantine, demonstrated higher success rates for students who took the ENGL 201A/ENGL 101 pairing than those who did not (although percentages varied among GPA subpopulations).

We will also be offering ENGL 217: Women and Gender in Literature. It's been while since this course has been offered, in part because previous attempts to offer the course resulted in underenrollment. But this is an important course in our program, and it's important to provide it for our students.

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		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Demand (Fill Rate)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Efficiency (FTES/FTEF)		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success – Course Completion		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Student Success — Course Modality		☐ Identified ☐ Resources Allocated ☐ Implemented	**Select one**
Degrees and Certificates Awarded		☐ Identified ☐ Resources Allocated ☐ 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.

20 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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