

COASTLINE COLLEGE

2018-2019 Annual Program Review

English & Humanities
(English, Humanities, Reading)

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Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
English Enrollment	3,755	3,923	4,094
College Student Resident FTES	6,073.20	6,343.35	5,928.76
English Resident FTES	314.65	333.76	345.71
Sections	127	138	153
Fill Rate	78.3%	81.6%	85.7%
WSCH/FTEF 595 Efficiency	443	430	421
FTEF/30	11.9	13.1	14.0
Extended Learning Enrollment	1,206	1,070	828

The percentage change in the number of English **enrollments** in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15.

The percentage change in 2016-17 **resident FTES** in English credit courses showed a slight increase from 2015-2016 and a moderate increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in English courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for English courses showed a moderate increase from 2015-16 and a moderate increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in English courses in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for English courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of English **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
English Enrollment	3,755	3,923	4,094

Modality	2014-15	2015-16	2016-17
Traditional	18.6%	15.6%	14.8%
Online	50.3%	52.4%	49.9%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	31.1%	32.0%	35.4%

Gender	2014-15	2015-16	2016-17
Female	46.6%	46.8%	43.9%
Male	52.3%	51.9%	54.8%
Unknown	1.1%	1.3%	1.3%

Ethnicity	2014-15	2015-16	2016-17
African American	10.0%	9.4%	9.3%
American Indian/AK Native	0.3%	0.4%	0.6%
Asian	27.0%	27.5%	25.5%
Hispanic	16.8%	18.3%	20.0%
Pacific Islander/HI Native	0.3%	0.4%	0.2%
White	30.9%	29.3%	29.0%
Multi-Ethnicity	12.6%	13.5%	14.6%
Other/Unknown	2.1%	1.3%	0.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	11.5%	13.3%	13.8%
20 to 24	22.3%	23.3%	21.7%
25 to 29	16.1%	15.4%	15.2%
30 to 34	12.7%	11.1%	12.1%
35 to 39	9.9%	9.8%	10.4%
40 to 49	14.9%	14.5%	14.6%
50 and Older	12.6%	12.6%	12.3%

English courses made up 6.8% of all state-funded enrollment for 2016-17. The percentage difference in English course **enrollment** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15. Enrollment in English during 2016-17 showed 14.8% of courses were taught **traditional (face-to-face)**, 49.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 35.4% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, English enrollment consisted of 43.9% **female**, 54.8% **male**, and 1.3% students of **unknown** gender. In 2016-17, English enrollment consisted of 9.3% **African American** students, 0.6% **American Indian/AK Native** students, 25.5% **Asian** students, 20.0% **Hispanic** students, 0.2% **Pacific Islander/HI Native** students, 29.0% **White** students, 14.6% **multi-ethnic** students, and 0.8% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in English revealed 13.8% aged **19 or less**, 21.7% aged **20 to 24**, 15.2% aged **25 to 29**, 12.1% aged **30 to 34**, 10.4% aged **35 to 39**, 14.6% aged **40 to 49**, and 12.3% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
English Degrees	6	5	11
College Awarded Certificates	748	644	602
English Certificates	0	0	0

The percentage change in the number of English **degrees** awarded in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of English **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
English Success Rate	72.0%	72.7%	76.1%

Modality	2014-15	2015-16	2016-17
Traditional	79.7%	74.7%	80.6%
Online	66.4%	67.9%	73.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	76.5%	79.5%	78.2%

Gender	2014-15	2015-16	2016-17
Female	70.2%	71.6%	76.0%
Male	73.4%	73.7%	76.5%
Unknown	80.0%	74.0%	58.5%

Ethnicity	2014-15	2015-16	2016-17
African American	64.2%	70.4%	74.2%
American Indian/AK Native	61.5%	64.7%	68.0%
Asian	78.2%	79.0%	81.6%
Hispanic	69.6%	68.2%	70.1%
Pacific Islander/HI Native	61.5%	80.0%	77.8%
White	72.8%	74.1%	78.9%
Multi-Ethnicity	65.7%	64.9%	70.8%
Other/Unknown	79.5%	70.0%	68.8%

Age Group	2014-15	2015-16	2016-17
19 or Less	76.2%	74.0%	78.0%
20 to 24	63.5%	62.8%	71.1%
25 to 29	66.4%	70.5%	73.1%
30 to 34	75.3%	72.7%	76.9%
35 to 39	81.4%	75.0%	79.2%
40 to 49	73.3%	78.4%	78.5%
50 and Older	78.3%	84.1%	80.1%

The percentage difference in the **course success rate** in English courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the English 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the English **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English success rate for 2016-17, the success rate was slightly higher for **traditional (face-to-face)** English courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and slightly higher for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English success rate for 2016-17, the success rate was minimally different for **female** students in English courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English success rate for 2016-17, the success rate was slightly lower for **African American** students in English courses, moderately lower for **American Indian/AK Native** students, moderately higher for **Asian** students, moderately lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and moderately lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English success rate for 2016-17, the success rate was slightly higher for students aged **19 or less** in English courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
English Retention Rate	80.9%	83.5%	85.1%

Modality	2014-15	2015-16	2016-17
Traditional	91.8%	90.2%	92.0%
Online	75.2%	77.4%	82.4%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	83.6%	90.0%	86.0%

Gender	2014-15	2015-16	2016-17
Female	79.9%	82.4%	85.8%
Male	81.8%	84.5%	84.9%
Unknown	85.0%	80.0%	71.7%

Ethnicity	2014-15	2015-16	2016-17
African American	74.6%	83.7%	86.6%
American Indian/AK Native	76.9%	82.4%	76.0%
Asian	87.5%	87.9%	89.0%
Hispanic	79.2%	82.4%	83.3%
Pacific Islander/HI Native	76.9%	93.3%	88.9%
White	80.4%	82.8%	85.6%
Multi-Ethnicity	74.9%	77.5%	79.5%
Other/Unknown	84.6%	78.0%	81.3%

Age Group	2014-15	2015-16	2016-17
19 or Less	85.8%	87.2%	89.7%
20 to 24	75.6%	75.3%	82.0%
25 to 29	75.0%	82.7%	81.9%
30 to 34	82.0%	82.4%	85.4%
35 to 39	88.1%	86.7%	86.6%
40 to 49	80.3%	86.3%	85.9%
50 and Older	87.3%	90.7%	87.1%

The percentage difference in the **retention rate** in English courses in 2016-17 showed a slight increase from 2015-16 and a moderate increase from 2014-15. When comparing the percentage point difference in the English 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the English **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall English retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** English courses, slightly lower for **online** courses, not applicable for **hybrid courses**, and minimally different for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English retention rate for 2016-17, the retention rate was minimally different for **female** students in English courses, minimally different for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English retention rate for 2016-17, the retention rate was slightly higher for **African American** students in English courses, moderately lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, slightly higher for **Pacific Islander/HI Native** students, minimally different for **White** students, moderately lower for **multi-ethnic** students, and slightly lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English retention rate for 2016-17, the retention rate was slightly higher for students aged **19 or less** in English courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, slightly higher for students aged **35 to 39**, minimally different for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Section 1: Program Planning: Humanities

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Humanities Enrollment	824	1,042	813
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Humanities Resident FTES	73.76	92.86	71.84
Sections	11	11	11
Fill Rate	78.6%	78.0%	73.7%
WSCH/FTEF 595 Efficiency	1,019	1,113	917
FTEF/30	1.2	1.4	1.3
Extended Learning Enrollment	419	383	310

The percentage change in the number of Humanities **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a slight decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Humanities credit courses showed a substantial decrease from 2015-2016 and a slight decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Humanities courses in 2016-17 showed a minimal difference from 2015-16 and a minimal difference from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Humanities courses showed a moderate decrease from 2015-16 and a moderate decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Humanities courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Humanities courses in 2016-17 showed a moderate decrease from 2015-16 and a moderate increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial decrease in the number of Humanities **Extended Learning enrollments** in 2016-17 from 2015-16 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Humanities Enrollment	824	1,042	813

Modality	2014-15	2015-16	2016-17
Traditional	8.5%	3.7%	9.5%
Online	40.3%	43.3%	46.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	51.2%	53.0%	44.5%

Gender	2014-15	2015-16	2016-17
Female	35.4%	32.9%	36.9%
Male	64.0%	66.3%	61.0%
Unknown	0.6%	0.8%	2.1%

Ethnicity	2014-15	2015-16	2016-17
African American	13.1%	15.4%	12.7%
American Indian/AK Native	0.8%	0.6%	0.7%
Asian	10.2%	10.2%	9.8%
Hispanic	23.2%	20.9%	23.9%
Pacific Islander/HI Native	0.5%	1.3%	0.5%
White	37.1%	34.5%	37.1%
Multi-Ethnicity	13.5%	15.7%	13.9%
Other/Unknown	1.6%	1.3%	1.4%

Age Group	2014-15	2015-16	2016-17
19 or Less	14.0%	11.9%	18.2%
20 to 24	17.8%	17.0%	16.7%
25 to 29	14.8%	15.6%	16.1%
30 to 34	13.6%	14.5%	12.8%
35 to 39	12.0%	12.0%	11.4%
40 to 49	17.7%	17.9%	15.1%
50 and Older	10.1%	11.1%	9.6%

Humanities courses made up 1.3% of all state-funded enrollment for 2016-17. The percentage difference in Humanities course **enrollment** in 2016-17 showed a moderate decrease from 2015-16 and a moderate decrease from 2014-15. Enrollment in Humanities during 2016-17 showed 9.5% of courses were taught **traditional (face-to-face)**, 46.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 44.5% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Humanities enrollment consisted of 36.9% **female**, 61.0% **male**, and 2.1% students of **unknown** gender. In 2016-17, Humanities enrollment consisted of 12.7% **African American** students, 0.7% **American Indian/AK Native** students, 9.8% **Asian** students, 23.9% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 37.1% **White** students, 13.9% **multi-ethnic** students, and 1.4% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Humanities revealed 18.2% aged **19 or less**, 16.7% aged **20 to 24**, 16.1% aged **25 to 29**, 12.8% aged **30 to 34**, 11.4% aged **35 to 39**, 15.1% aged **40 to 49**, and 9.6% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Humanities Degrees	0	0	0
College Awarded Certificates	748	644	602
Humanities Certificates	0	0	0

The percentage change in the number of Humanities **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Humanities **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Humanities Success Rate	62.2%	63.7%	77.1%

Modality	2014-15	2015-16	2016-17
Traditional	87.0%	56.4%	92.2%
Online	64.4%	65.8%	83.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	56.4%	62.4%	67.1%

Gender	2014-15	2015-16	2016-17
Female	66.3%	63.0%	86.0%
Male	60.1%	63.6%	71.6%
Unknown	40.0%	100.0%	82.4%

Ethnicity	2014-15	2015-16	2016-17
African American	51.9%	53.8%	68.0%
American Indian/AK Native	28.6%	33.3%	66.7%
Asian	68.7%	77.4%	88.8%
Hispanic	61.1%	63.8%	71.6%
Pacific Islander/HI Native	100.0%	42.9%	75.0%
White	65.7%	67.0%	80.8%
Multi-Ethnicity	61.3%	57.9%	78.8%
Other/Unknown	53.8%	85.7%	63.6%

Age Group	2014-15	2015-16	2016-17
19 or Less	74.6%	68.5%	91.9%
20 to 24	54.4%	60.0%	72.1%
25 to 29	59.5%	55.6%	75.6%
30 to 34	58.9%	61.6%	76.9%
35 to 39	61.6%	71.2%	72.0%
40 to 49	64.4%	67.6%	74.0%
50 and Older	63.9%	63.8%	71.8%

The percentage difference in the **course success rate** in Humanities courses in 2016-17 showed a substantial increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Humanities 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Humanities **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Humanities success rate for 2016-17, the success rate was substantially higher for **traditional (face-to-face)** Humanities courses, moderately higher for **online** courses, not applicable for **hybrid courses**, and moderately lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Humanities success rate for 2016-17, the success rate was moderately higher for **female** students in Humanities courses, moderately lower for **male** students, and moderately higher for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Humanities success rate for 2016-17, the success rate was moderately lower for **African American** students in Humanities courses, substantially lower for **American Indian/AK Native** students, substantially higher for **Asian** students, moderately lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities success rate for 2016-17, the success rate was substantially higher for students aged **19 or less** in Humanities courses, moderately lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, minimally different for students aged **30 to 34**, moderately lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Humanities Retention Rate	76.6%	81.8%	86.5%

Modality	2014-15	2015-16	2016-17
Traditional	95.7%	89.7%	94.8%
Online	76.4%	79.9%	88.2%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	73.7%	82.8%	82.9%

Gender	2014-15	2015-16	2016-17
Female	78.4%	79.2%	91.0%
Male	76.0%	82.9%	83.9%
Unknown	40.0%	100.0%	82.4%

Ethnicity	2014-15	2015-16	2016-17
African American	67.6%	81.0%	84.5%
American Indian/AK Native	85.7%	66.7%	83.3%
Asian	81.9%	92.5%	91.3%
Hispanic	79.5%	81.2%	84.0%
Pacific Islander/HI Native	100.0%	85.7%	75.0%
White	77.8%	83.0%	87.1%
Multi-Ethnicity	73.0%	73.2%	89.4%
Other/Unknown	69.2%	92.9%	72.7%

Age Group	2014-15	2015-16	2016-17
19 or Less	91.2%	87.1%	96.6%
20 to 24	70.1%	79.4%	81.6%
25 to 29	74.4%	73.5%	84.7%
30 to 34	74.1%	78.1%	88.5%
35 to 39	74.7%	87.2%	83.9%
40 to 49	76.0%	85.9%	85.4%
50 and Older	78.3%	83.6%	80.8%

The percentage difference in the **retention rate** in Humanities courses in 2016-17 showed a moderate increase from 2015-16 and a substantial increase from 2014-15. When comparing the percentage point difference in the Humanities 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Humanities **retention rate** was minimally different than the **college average** and substantially higher than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Humanities retention rate for 2016-17, the retention rate was moderately higher for **traditional (face-to-face)** Humanities courses, slightly higher for **online** courses, not applicable for **hybrid courses**, and slightly lower for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Humanities retention rate for 2016-17, the retention rate was slightly higher for **female** students in Humanities courses, slightly lower for **male** students, and slightly lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Humanities retention rate for 2016-17, the retention rate was slightly lower for **African American** students in Humanities courses, slightly lower for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, substantially lower for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly higher for **multi-ethnic** students, and substantially lower for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities retention rate for 2016-17, the retention rate was substantially higher for students aged **19 or less** in Humanities courses, slightly lower for students aged **20 to 24**, slightly lower for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly lower for students aged **35 to 39**, slightly lower for students aged **40 to 49**, and moderately lower for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Section 1: Program Planning: Reading

Internal Analysis

Productivity	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Reading Enrollment	26	18	3
College Student Resident FTES	6,073.20	6,343.35	5,928.76
Reading Resident FTES	2.41	1.55	0.27
Sections	3	2	1
Fill Rate	21.7%	18.9%	6.7%
WSCH/FTEF 595 Efficiency	132	127	45
FTEF/30	0.3	0.2	0.1
Extended Learning Enrollment	0	0	0

The percentage change in the number of Reading **enrollments** in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in 2016-17 **resident FTES** in Reading credit courses showed a substantial decrease from 2015-2016 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Reading courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2016-17 for Reading courses showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Reading courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Reading courses in 2016-17 showed a substantial decrease from 2015-16 and a substantial decrease in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Reading **Extended Learning enrollments** in 2016-17 from 2015-16 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17
College State-Funded Enrollment	61,418	64,029	60,242
Reading Enrollment	26	18	3

Modality	2014-15	2015-16	2016-17
Traditional	11.5%	0.0%	0.0%
Online	88.5%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17
Female	73.1%	72.2%	100.0%
Male	26.9%	27.8%	0.0%
Unknown	0.0%	0.0%	0.0%

Ethnicity	2014-15	2015-16	2016-17
African American	0.0%	16.7%	0.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	23.1%	44.4%	33.3%
Hispanic	26.9%	5.6%	0.0%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	23.1%	16.7%	33.3%
Multi-Ethnicity	19.2%	16.7%	33.3%
Other/Unknown	7.7%	0.0%	0.0%

Age Group	2014-15	2015-16	2016-17
19 or Less	7.7%	5.6%	0.0%
20 to 24	19.2%	5.6%	33.3%
25 to 29	11.5%	11.1%	66.7%
30 to 34	11.5%	22.2%	0.0%
35 to 39	15.4%	5.6%	0.0%
40 to 49	15.4%	27.8%	0.0%
50 and Older	19.2%	22.2%	0.0%

Reading courses made up 0.0% of all state-funded enrollment for 2016-17. The percentage difference in Reading course **enrollment** in 2016-17 showed a slight decrease from 2015-16 and a slight decrease from 2014-15. Enrollment in Reading during 2016-17 showed 0.0% of courses were taught **traditional (face-to-face)**, 100.0% were taught **online**, 0.0% were taught in the **hybrid** modality, and 0.0% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2016-17, Reading enrollment consisted of 100.0% **female**, 0.0% **male**, and 0.0% students of **unknown** gender. In 2016-17, Reading enrollment consisted of 0.0% **African American** students, 0.0% **American Indian/AK Native** students, 33.3% **Asian** students, 0.0% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 33.3% **White** students, 33.3% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2016-17 enrollments in Reading revealed 0.0% aged **19 or less**, 33.3% aged **20 to 24**, 66.7% aged **25 to 29**, 0.0% aged **30 to 34**, 0.0% aged **35 to 39**, 0.0% aged **40 to 49**, and 0.0% aged **50 and older**.

Awards	2014-15	2015-16	2016-17
College Awarded Degrees	1,882	2,109	2,220
Reading Degrees	0	0	0
College Awarded Certificates	748	644	602
Reading Certificates	0	0	0

The percentage change in the number of Reading **degrees** awarded in 2016-17 showed no comparative data from 2015-16 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Reading **certificates** awarded in 2016-17 showed no comparative data from 2015-16 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Comparison of Success Rates	2014-15	2015-16	2016-17
College State-Funded Success Rate	65.4%	66.7%	68.1%
College Institution Set Standard Success Rate	55.3%	55.4%	56.7%
Reading Success Rate	69.2%	55.6%	66.7%

Modality	2014-15	2015-16	2016-17
Traditional	66.7%	-	-
Online	69.6%	55.6%	66.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	68.4%	53.8%	66.7%
Male	71.4%	60.0%	0.0%
Unknown	0.0%	-	-

Ethnicity	2014-15	2015-16	2016-17
African American	0.0%	0.0%	0.0%
American Indian/AK Native	-	-	-
Asian	83.3%	62.5%	100.0%
Hispanic	71.4%	0.0%	-
Pacific Islander/HI Native	-	-	-
White	66.7%	100.0%	0.0%
Multi-Ethnicity	60.0%	66.7%	100.0%
Other/Unknown	50.0%	-	-

Age Group	2014-15	2015-16	2016-17
19 or Less	50.0%	100.0%	-
20 to 24	60.0%	100.0%	100.0%
25 to 29	66.7%	50.0%	50.0%
30 to 34	33.3%	50.0%	0.0%
35 to 39	75.0%	0.0%	0.0%
40 to 49	100.0%	40.0%	0.0%
50 and Older	80.0%	75.0%	0.0%

The percentage difference in the **course success rate** in Reading courses in 2016-17 showed a substantial increase from 2015-16 and a slight decrease from 2014-15. When comparing the percentage point difference in the Reading 2016-17 course success rate to the College's overall success average* (66.6%) and the institution-set standard* (56.6%) for credit course success, the Reading **course success rate** was slightly lower than the **college average** and moderately higher than the **institution-set standard*** (56.6%) for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Reading success rate for 2016-17, the success rate was not applicable for **traditional (face-to-face)** Reading courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Reading success rate for 2016-17, the success rate was minimally different for **female** students in Reading courses, not applicable for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading success rate for 2016-17, the success rate was not applicable for **African American** students in Reading courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially higher for **multi-ethnic** students, and not applicable for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Reading success rate for 2016-17, the success rate was not applicable for students aged **19 or less** in Reading courses, substantially higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, not applicable for students aged **30 to 34**, not applicable for students aged **35 to 39**, not applicable for students aged **40 to 49**, and not applicable for students aged **50 and older**.

Comparison of Retention Rates	2014-15	2015-16	2016-17
College State-Funded Retention Rate	85.7%	86.1%	85.8%
College Institution Set Standard Retention Rate	70.1%	69.9%	73.2%
Reading Retention Rate	84.6%	61.1%	66.7%

Modality	2014-15	2015-16	2016-17
Traditional	66.7%	-	-
Online	87.0%	61.1%	66.7%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2014-15	2015-16	2016-17
Female	84.2%	61.5%	66.7%
Male	85.7%	60.0%	0.0%
Unknown	0.0%	-	-

Ethnicity	2014-15	2015-16	2016-17
African American	0.0%	33.3%	0.0%
American Indian/AK Native	-	-	-
Asian	83.3%	62.5%	100.0%
Hispanic	71.4%	0.0%	-
Pacific Islander/HI Native	-	-	-
White	83.3%	100.0%	0.0%
Multi-Ethnicity	100.0%	66.7%	100.0%
Other/Unknown	100.0%	-	-

Age Group	2014-15	2015-16	2016-17
19 or Less	100.0%	100.0%	-
20 to 24	80.0%	100.0%	100.0%
25 to 29	100.0%	50.0%	50.0%
30 to 34	33.3%	50.0%	0.0%
35 to 39	75.0%	100.0%	0.0%
40 to 49	100.0%	40.0%	0.0%
50 and Older	100.0%	75.0%	0.0%

The percentage difference in the **retention rate** in Reading courses in 2016-17 showed a moderate increase from 2015-16 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Reading 2016-17 retention rate to the College's overall retention average* (85.8%) and the institution-set standard* (73.2%) for credit course success, the Reading **retention rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard*** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Reading retention rate for 2016-17, the retention rate was not applicable for **traditional (face-to-face)** Reading courses, minimally different for **online** courses, not applicable for **hybrid courses**, and not applicable for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Reading retention rate for 2016-17, the retention rate was minimally different for **female** students in Reading courses, not applicable for **male** students, and not applicable for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading retention rate for 2016-17, the retention rate was not applicable for **African American** students in Reading courses, not applicable for **American Indian/AK Native** students, substantially higher for **Asian** students, not applicable for **Hispanic** students, not applicable for **Pacific Islander/HI Native** students, substantially lower for **White** students, substantially higher for **multi-ethnic** students, and not applicable for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Reading retention rate for 2016-17, the retention rate was not applicable for students aged **19 or less** in Reading courses, substantially higher for students aged **20 to 24**, substantially lower for students aged **25 to 29**, not applicable for students aged **30 to 34**, not applicable for students aged **35 to 39**, not applicable for students aged **40 to 49**, and not applicable for students aged **50 and older**.

*Note: College term success and retention averages and institution-set standards are computed annually and recorded in the college Key Performance Indicators (KPI) Scorecard.

Data Source: Banner Student Information System

Calculation Categories

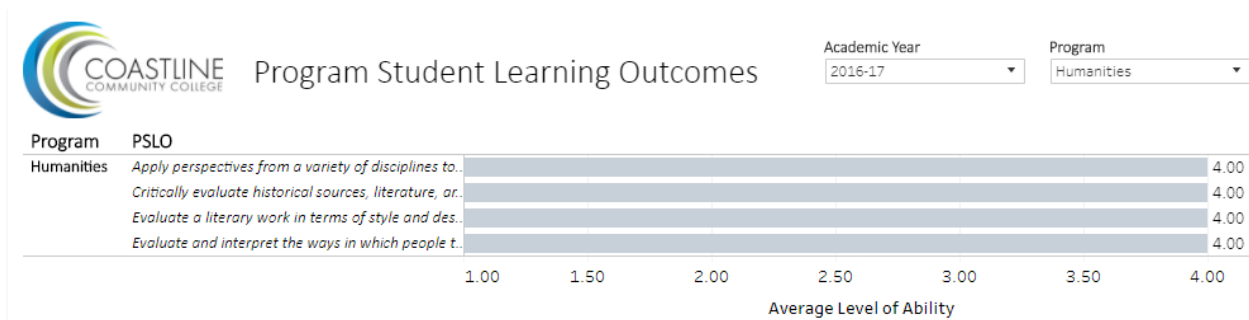
Language	Range
Minimal to No Difference	< 1.0%
Slight Increase/Decrease	Between 1.0% and 5.0%
Moderate Increase/Decrease	Between 5.1% and 10.0%
Substantial Increase/Decrease	> 10.0%

Student (SLOs) and Program Student Learning Outcome (PSLOs)

2016-2017 Humanities Program Student Learning Outcomes (PSLOs)

Humanities PSLOs	N	Able and Confident	Able and Somewhat Confident	Able and Not Confident	Not Able
Apply perspectives from a variety of disciplines to develop an understanding of American culture, past and present, and its impact upon both the peoples of the United States and those outside its borders.	1	100.0%	0.0%	0.0%	0.0%
Critically evaluate historical sources, literature, art, film, music, or other types of cultural expressions in terms of their relevance to the American experience.	1	100.0%	0.0%	0.0%	0.0%
Evaluate a literary work in terms of style and descriptive technique, language, tone, mood, and literary conventions, such as symbolism, imagery, irony, and poetic devices such as meter and rhyme pattern.	1	100.0%	0.0%	0.0%	0.0%
Evaluate and interpret the ways in which people through the ages in different cultures have responded to themselves and the world around them in artistic and cultural creation.	1	100.0%	0.0%	0.0%	0.0%

There were not enough respondents (less than 10) to the 2016-2017 post-graduate survey for the Humanities Program to produce meaningful data.



Curriculum Review

Summarize curriculum activities in the past year, providing dates of revisions, new course adoptions, and/or course deletions. Present a list of current degree(s)/certificate(s) and write a summary on new any degree or certificate discontinued over the past year.

Table Curriculum Review

Course	Date Reviewed	Status
English C098	Fall 2017	suspended
Reading C099	Fall 2017	new course added
English C090 – C100 co-requisite	Spring 2018	new co-req course approved
English C098N	Fall 2018	new NC course created for certificate
English C099N	Fall 2018	new NC course created for certificate

Progress on Initiative(s)

Table Progress on Forward Strategy Initiatives

Initiative(s)	Status	Progress Status Description	Outcome(s)
In collaboration with the Student Success Center, the Counseling Department, the ESL Department, and the English Department, implement an initiative with the outcome that, by 2020, at least 50% of the students who pass ESL C160 will persist to English C099 in the subsequent semester.	In-Progress	At the All College and beyond, English 099 instructors will forge a plan to create pathways with ESL C160 instructors, thus ensuring students' persistence.	TBD in 2020
By 2021, improve Coastline's performance on the Student Success Scorecard by 5% in the percentage of students who begin in remedial English courses and progress to English C100.	In-Progress	The number of students who begin at 098 (two levels below 100), without having taken any basic skills courses, is negligible. The most recent scorecard already shows a substantial increase in remedial to college progression.	TBD in 2021
By spring 2021, hire at least one new full-time English instructor.	Completed	Starting in Fall '16, the English department will be requesting two new full-time English faculty members OR one new full-time English faculty members + one new Humanities (with dual FSA) full-time faculty member.	Two new f.t. English instructors have been hired for the Fall '17 semester.
English has updated its cut scores on the English Placement Test and has introduced a pilot to evaluate the merits of multiple measures (GPA, highest grade in highest level of English) placement. In addition, English will explore acceleration options, including an 099/100 course wherein students enroll in 100 but take a co-requisite course that provides supplemental instruction and tutoring.			

Response to Program/Department Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Build more awareness around the discipline-specific majors.	Underway	Humanities will build student awareness about majors via internal promotion (instructors communicating future class and major options with their current students) and external marketing.

Program Planning and Communication Strategies

Describe the communication methods and interaction strategies used by your program faculty to discuss programmatic-level planning, SLO/PSLO data, institutional performance data, and curriculum and programmatic development.

Beyond the twice-yearly discipline meetings where topics such as SLOs data collection, online best practices, and curriculum are discussed, faculty in the English and Humanities program communicate regularly via email. In addition, a program Canvas shell has been created as a repository for documents and data, including KPIs.

Implications of Change

Provide a summation of perspective around the implications associated with shift in the program performance trends

Due to AB 705, the English program has devised more options for students to place directly into freshman composition. These include guided self-placement, placement via h.s. cumulative GPA or highest grade in highest level of English, and a co-requisite option (Engl 090-100) for students who place into 099 via the aforementioned options but wish to enroll directly in 100 while concurrently enrolling in an additional, one-unit basic skills class.

Along the same line, English C098 was suspended, effective Fall 2018, making English C099 the sole remedial English class in the composition sequence. Similarly, the English 020-025 sequence, which was offered via independent study, will no longer be offered as of Spring '19 due to changes at the CA Dept of Corrections and Rehabilitation.

See below for more information and initiatives.

Section 2: Human Capital Planning

Staffing

Table 2.1 Staffing Plan

Year	Administrator	Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year 2017-18	No change	No change	Two new f.t. faculty were hired, bringing the total to four	There are approximately 22 p.t. faculty in English & Humanities	No change	No change
Current year 2018-19				An additional p.t. instructor was hired to teach English C102 onsite		
1 year 2019-20						
2 years 2020-21						
3 years 2021-22			After new f.t. faculty are tenured, program may seek add'l f.t. faculty.			

Professional Development

Provide a description of the program's staff professional development participation over the past year. Include evidence that supports program constituents participating in new opportunities to meet the professional development needs of the program.

Table 2.2 Professional Development

Name (Title)	Professional Development	Outcome
MB	Participated in the Diversity workgroup committee and attending the NCORE conference (National Conference on Race and Ethnicity); began utilizing Starfish in my summer classes to track students' progress	I learned more about equity-minded teaching and retention strategies for online students. I have been more persistent about contacting students when they have missed major assignments.
MF	ASCCC fall 2017 Plenary Session all three days and attended break-out sessions on AB 7 05 and on curriculum. I just finished two days at the Guided Pathways Retreat. Have been working with team to develop an OER textbook for English C103.	I was on the careers team and got some good ideas from the group that I would like to see implemented in our classes.
KL	July and August 2017: @One Training: Creating Accessible Course Content (U17E01)	I learned a great deal about creating accessible course content.

Name (Title)	Professional Development	Outcome
KL (cont'd)	<p>July 2017: Accepted the invitation to join the Peace, Justice, and Sustainability Advisory Board of GWC's Peace Studies Program</p> <p>November 2017: Attended SharePoint Training.</p> <p>March 2018: SafeTALK Training</p> <p>May 2018: Vet Net Ally Training</p>	<p>Outcome: Learning more about these values has informed my teaching.</p> <p>I learned how to post agendas and minutes to help with the accreditation process.</p> <p>I learned the four steps to help students avoid acting on suicidal thoughts.</p> <p>I have a greater sensitivity to Veterans' issues and concerns, and I learned how to mitigate them.</p>
KM	<p>CAP conference attendance in July of this year. The overall theme of the conference was Equity. I attended the "Focused and Pre-Reading" session on Saturday as well as the "Establishing Themes" session on Sunday.</p>	<p>My most significant learning takeaway was understanding how to implement effective pre and post reading activities that incorporate video and audio forms of technology.</p>
SB	<p>Starfish training/pilot and Equity workshop.</p> <p>Teaching Writing to English Language Learners.</p> <p>Teaching Students with Autism Spectrum Disorder.</p> <p>Your Own Words: Effective Vocabulary Instruction.</p> <p>CAP Community of Practice.</p>	<p>This is particularly helpful as it provided me with strategies to better serve the ESL students in my Freshman Composition courses. It also helps to reinforce the idea that teaching ESL, while related to our discipline, requires a unique set of skills that most English faculty members don't possess.</p> <p>It focused a lot on working with a support staff and the parents of the student, which isn't possible at our level of education.</p> <p>The ASD course emphasized the need for personal attendants for students who have behavior issues or who have a difficult time remaining on task. This is a service that we don't offer at Coastline. The strategies I learned to better serve this unique population are helpful and are Universal Design best practices.</p>
OC	<p>Two CAP conferences.</p> <p>Designed and co-chaired a session at Coastline's Summer Institute.</p>	<p>These conferences allowed me to develop new skills and perspectives to help all students-- especially first-generation college students, at-risk students, students who would have previously been placed in basic skills classes,</p>

Name (Title)	Professional Development	Outcome
		<p>etc., succeed in transfer level classes.</p> <p>The SI activity allowed me to engage in collaboration with math faculty on how to better help students with reading and comprehension problems that are cross-disciplinary.</p>
SD	<p>CAP conferences</p> <p>OER conferences</p> <p>OEI ongoing training</p> <p>Participation in NCTE</p> <p>Participation in UCI's National Writing Project</p> <p>Flex Day events and break-out groups (including presenting)</p> <p>Discipline meetings (including presenting)</p>	<p>The events informed me about the following: acceleration; faculty mini-grants and zero-cost adoptions; online retention and essay proofreading options; new data and research on ways of assessing student work; SLOs, RSI, LDA, AB 705.</p>

Section 3: Facilities Planning

Facility Assessment

There are no pressing facilities requests. However, given demand, an additional computer lab at Le-Jao would be helpful.

Section 4: Technology Planning

Technology Assessment

An instructor requested that there be one contact person at the FSC or at Tech Support who is a specialist in the needs of particular programs such as English. In addition, perhaps someone could be "on call" for tech support during off hours.

Section 5: New Initiatives

Initiative: Provide a short description of the initiative.

Describe how the initiative supports the college mission:

Provide an explanation of how the initiative supports the College mission.

What college goal does the initiative support? Select one

- Student Success, Completion, and Achievement
- Instructional and Programmatic Excellence
- Access and Student Support
- Student Retention and Persistence
- Culture of Evidence, Planning, Innovation, and Change
- Partnerships and Community Engagement
- Fiscal Stewardship, Scalability, and Sustainability

What Educational Master Plan objective does the initiative support? Select all that apply

- Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.
- Provide universal access to student service and support programs.
- Strengthen post-Coastline outcomes (e.g., transfer, job placement).
- Explore and enter new fields of study (e.g., new programs, bachelor's degrees).
- Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.
- Strengthen community engagement (e.g., student life, alumni relations, industry and academic alliances).
- Maintain the College's Asian American and Native American Pacific Islander Serving Institution (AANAPISI) designation and pursue becoming a designated Hispanic Serving Institution (HSI).

What evidence supports this initiative? Select all that apply

- Learning Outcome (SLO/PSLO) assessment
- Internal Research (Student achievement, program performance)
- External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.

Provide a summary of how the evidence supports the initiative.

Recommended resource(s) needed for initiative achievement:

Specify what resource(s) are needed to support the completion of the initiative.

What is the anticipated outcome of completing the initiative?

Specify the anticipated result(s) of completing the initiative.

Provide a timeline and timeframe from initiative inception to completion.

Create a timeline and provide a timeframe that can be used to complete the initiative

The English program has undertaken three major initiatives:

(a) AB 705 curriculum changes involving suspension of basic skills courses and introduction of 090, a co-req course. This is part of Student Success, Completion, and Achievement and of Strengthen post-Coastline outcomes (e.g., transfer, job placement).

(b) The creation of a basic skills enhanced non-credit certificate consisting of 098N Writing Sentences to Paragraphs and 099N Writing Paragraphs to Essays. This is part of Student Success, Completion, and Achievement and of Strengthen post-Coastline outcomes (e.g., transfer, job placement). The certificate is called Preparation for College Writing and will go to the Curriculum committee for approval in October of 2018.

(c) An essay award competition was introduced to the administration and the Academic Senate in Spring 2018. This supports the college goal of Student Success, Completion, and Achievement. It also supports the EMP goal of strengthening community engagement in student life. Resources needed for this initiative include a nominal amount of funding for the prizes along with some human resources (essay scorers). As there will be essay awards for different modes and disciplines, the anticipated result is that students of varying majors and faculty of varying fields will participate in and reinforce writing across the disciplines.

Section 6: Prioritization

List and prioritize resource requests that emerge from the initiatives. For full-time positions, include a Coast District approved job description

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Establish an essay award competition	Funding and volunteers to score essays	\$1,200	Ongoing	No	External Research	Student Success, Completion, and Achievement	2019-20	1

Prioritization Glossary

Initiative:	Provide a short description of the plan
Resource(s):	Describe the resource(s) needed to support the completion of the initiative
Est. Cost:	Estimated financial cost of the resource(s)
Funding Type:	Specify if the resource request is one-time or ongoing
Health, Safety Compliance:	Specify if the request relates to health or safety compliance issue(s)
Evidence:	Specify what data type(s) supported the initiative (Internal research, external research, or learning outcomes)
College Goal:	Specify what College goal the initiative aligns with
To be completed by:	Specify year of anticipated completion
Priority:	Specify a numerical rank to the initiative

Data Glossary

Enrolled (Census): The official enrollment count based on attendance at the census point of the course.

FTES: Total full-time equivalent students (FTES) based on enrollment of resident and non-resident students. Calculations based on census enrollment or number of hours attended based on the type of Attendance Accounting Method assigned to a section.

FTEF30: A measure of productivity that measures the number of **full-time faculty** loaded for the entire year at 30 Lecture Hour Equivalents (15 LHEs per fall and spring terms). This measure provides an estimate of full-time positions required to teach the instruction load for the subject for the academic year.

WSCH/FTEF (595): A measure of productivity that measures the weekly student contact hours compared to full-time equivalent faculty. When calculated for a 16 week schedule, the productivity benchmark is 595. When calculated for an 18 week schedule, the benchmark is 525.

Success Rate: The number of passing grades (A, B, C, P) compared to all valid grades awarded.

Retention Rate: The number of retention grades (A, B, C, P, D, F, NP, I*) compared to all valid grades awarded.

Fall-to-Spring Persistence: The number of students who completed the course in the fall term and re-enrolled (persisted) in the same subject the subsequent spring semester.

F2S Percent: The number of students who completed a course in the fall term and re-enrolled in the same subject the subsequent spring semester divided by the total number of students enrolled in the fall in the subject.