

COASTLINE
COLLEGE



2019-2020
Annual Program Review

English and Humanities
(English, Humanities, Reading)

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Section 1: Program Planning:

Internal Analysis: English

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
English Enrollment	3,899	4,094	4,124
College Student Resident FTES	6,343.35	5,928.76	6,189.62
English Resident FTES	334.17	345.15	353.55
Sections	140	160	157
Fill Rate	81.4%	84.2%	82.7%
WSCH/FTEF 595 Efficiency	431	420	437
FTEF/30	13.1	14.0	13.7
Extended Learning Enrollment	1,059	821	740

The percentage change in the number of English **enrollments** in 2017-18 showed a minimal difference from 2016-17 and a moderate increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in English credit courses showed a slight increase from 2016-17 and a moderate increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in English courses in 2017-18 showed a slight decrease from 2016-17 and a substantial increase from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for English courses showed a slight decrease from 2016-17 and a slight increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in English courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16.

The percentage change in the **FTEF/30** ratio for English courses in 2017-18 showed a slight decrease from 2016-17 and a slight increase in comparison with the FTEF/30 ratio in 2015-16.

There was a moderate decrease in the number of English **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

English fill rate has maintained at 80%+ for past three years, a high number. The number of English sections offered overall will decrease in future years as a result of restricted correspondence offerings and elimination of for-credit basic skills courses. ELD enrollments (CE/mil) may continue to decrease as tuition assistance (e.g., from Navy recently) is cut back.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
English Enrollment	3,899	4,094	4,124

Modality	2015-16	2016-17	2017-18
Traditional	15.5%	14.8%	11.6%
Online	52.3%	49.9%	49.1%
Hybrid	0.0%	0.0%	3.5%
Correspondence (Cable, Telecourse, Other DL)	32.2%	35.4%	35.8%

Gender	2015-16	2016-17	2017-18
Female	46.8%	43.9%	42.4%
Male	51.9%	54.8%	56.1%
Unknown	1.3%	1.3%	1.5%

Ethnicity	2015-16	2016-17	2017-18
African American	9.4%	9.3%	9.6%
American Indian/AK Native	0.4%	0.6%	0.6%
Asian	27.4%	25.5%	24.6%
Hispanic	18.3%	20.0%	21.0%
Pacific Islander/HI Native	0.4%	0.2%	0.3%
White	29.3%	29.0%	29.8%
Multi-Ethnicity	13.4%	14.6%	13.2%
Other/Unknown	1.3%	0.8%	0.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	13.4%	13.8%	15.1%
20 to 24	23.3%	21.7%	22.2%
25 to 29	15.4%	15.2%	16.1%
30 to 34	11.1%	12.1%	12.1%
35 to 39	9.8%	10.4%	9.8%
40 to 49	14.4%	14.6%	13.2%
50 and Older	12.6%	12.3%	11.4%

English courses made up 6.7% of all state-funded enrollment for 2017-18. The percentage difference in English course **enrollment** in 2017-18 showed a minimal difference from 2016-17 and a moderate increase from 2015-16. Enrollment in English during 2017-18 showed 11.6% of courses were taught **traditional (face-to-face)**, 49.1% were taught **online**, 3.5% were taught in the **hybrid** modality, and 35.8% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality. In 2017-18, English enrollment consisted of 42.4% **female**, 56.1% **male**, and 1.5% students of **unknown** gender. In 2017-18, English enrollment consisted of 9.6% **African American** students, 0.6% **American Indian/AK Native** students, 24.6% **Asian** students, 21.0% **Hispanic** students, 0.3% **Pacific Islander/HI Native** students, 29.8% **White** students, 13.2% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in English revealed 15.1% aged **19 or less**, 22.2% aged **20 to 24**, 16.1% aged **25 to 29**, 12.1% aged **30 to 34**, 9.8% aged **35 to 39**, 13.2% aged **40 to 49**, and 11.4% aged **50 and older**.

Onsite enrollment, mirroring a College and national trend, continues to decrease. Hybrid courses in 099N, 100, and 102 have been added within the past year. Demand (unmet) for business English courses among incarcerated students remains very high. Hispanic enrollments have been increasing as a %, while Asian enrollments decrease as a %.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
English Degrees	5	11	1
College Awarded Certificates	600	602	628
English Certificates	0	0	0

The percentage change in the number of English **degrees** awarded in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from the number of degrees awarded in 2015-16.

The percentage change in the number of English **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

The Preparation for College English certificate was created in Spring 2019. The number of English certificates should increase from zero to a sustainable number (perhaps fifteen per semester) starting Summer 2019. Few students are interested in majoring in English, though all students must take English (135 for option 1, 100 for option 2, 100 and 102 for option 3) to earn an AA.

Success and Retention: English

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
English Success Rate	72.7%	76.4%	75.7%

Modality	2015-16	2016-17	2017-18
Traditional	74.7%	80.6%	75.8%
Online	68.0%	73.6%	72.3%
Hybrid	-	-	74.5%
Correspondence (Cable, Telecourse, Other DL)	79.5%	78.5%	80.4%

Gender	2015-16	2016-17	2017-18
Female	71.6%	76.5%	75.6%
Male	73.7%	76.7%	75.9%
Unknown	74.0%	58.5%	68.3%

Ethnicity	2015-16	2016-17	2017-18
African American	70.4%	75.3%	71.8%
American Indian/AK Native	64.7%	68.0%	75.0%
Asian	79.1%	81.8%	81.8%
Hispanic	68.2%	70.1%	71.6%
Pacific Islander/HI Native	80.0%	77.8%	85.7%
White	74.1%	79.6%	77.0%
Multi-Ethnicity	64.9%	70.8%	70.5%
Other/Unknown	70.0%	68.8%	75.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	74.0%	78.7%	71.5%
20 to 24	62.9%	71.3%	70.7%
25 to 29	70.5%	73.2%	75.1%
30 to 34	72.7%	77.1%	77.4%
35 to 39	75.0%	79.5%	78.8%
40 to 49	78.4%	79.0%	79.2%
50 and Older	84.1%	80.5%	83.1%

The percentage difference in the **course success rate** in English courses in 2017-18 showed a slight increase from 2016-17 and a minimal difference from 2015-16. When comparing the percentage point difference in the English 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the English **course success rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

English success rates are significantly higher than those of the College overall. Online success rates have strengthened, perhaps as a result of a new focus on RSI, and are now within the same band as hybrid and onsite success rates (72% to 75%). Correspondence course success rate at 80% is notably high. Asian and Pacific Islander students have the highest success rates. Hispanic success rates have improved for the past three years. The weakest age group is 20-24; the strongest brackets are older students, from 25 to 55%, which peaks at 83% success.

When comparing the percentage point difference between instructional modalities to the overall English success rate for 2017-18, the success rate was minimally different for **traditional (face-to-face)** English courses, slightly lower for **online** courses, slightly lower 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 2017-18, the success rate was minimally different for **female** students in English courses, minimally different for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English success rate for 2017-18, the success rate was slightly lower for **African American** students in English courses, minimally different for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, substantially higher for **Pacific Islander/HI Native** students, minimally different for **White** students, moderately lower for **multi-ethnic** students, and minimally different for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English success rate for 2017-18, the success rate was slightly lower for students aged **19 or less** in English courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly higher for students aged **30 to 34**, slightly higher for students aged **35 to 39**, slightly higher for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
English Retention Rate	83.5%	85.1%	87.1%

Modality	2015-16	2016-17	2017-18
Traditional	90.2%	92.0%	91.5%
Online	77.4%	82.4%	84.6%
Hybrid	-	-	81.4%
Correspondence (Cable, Telecourse, Other DL)	90.0%	86.1%	89.7%

Gender	2015-16	2016-17	2017-18
Female	82.4%	85.8%	87.6%
Male	84.5%	84.9%	86.9%
Unknown	80.0%	71.7%	79.4%

Ethnicity	2015-16	2016-17	2017-18
African American	83.7%	86.8%	86.8%
American Indian/AK Native	82.4%	76.0%	91.7%
Asian	87.9%	89.0%	91.2%
Hispanic	82.4%	83.3%	85.9%
Pacific Islander/HI Native	93.3%	88.9%	85.7%
White	82.8%	85.6%	86.5%
Multi-Ethnicity	77.5%	79.5%	83.3%
Other/Unknown	78.0%	81.3%	77.8%

Age Group	2015-16	2016-17	2017-18
19 or Less	87.2%	89.7%	87.5%
20 to 24	75.3%	82.0%	84.7%
25 to 29	82.7%	81.9%	86.4%
30 to 34	82.4%	85.4%	88.4%
35 to 39	86.7%	86.8%	88.9%
40 to 49	86.3%	85.9%	87.8%
50 and Older	90.7%	87.1%	88.5%

The percentage difference in the **retention rate** in English courses in 2017-18 showed a slight increase from 2016-17 and a slight increase from 2015-16. When comparing the percentage point difference in the English 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the English **retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course success.

English's retention remains higher than that of the College as a whole and has increased for three straight years, again likely as a result of RSI and proactive pre-census dropping via the LDA.

When comparing the percentage point difference between instructional modalities to the overall English retention rate for 2017-18, the retention rate was slightly higher for **traditional (face-to-face)** English courses, slightly lower for **online** courses, moderately lower 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 retention rate for 2017-18, the retention rate was minimally different for **female** students in English courses, minimally different for **male** students, and moderately lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English retention rate for 2017-18, the retention rate was minimally different for **African American** students in English courses, slightly higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, slightly lower for **Pacific Islander/HI Native** students, minimally different for **White** students, slightly 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 retention rate for 2017-18, the retention rate was minimally different for students aged **19 or less** in English courses, slightly lower for students aged **20 to 24**, minimally different for students aged **25 to 29**, slightly higher 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%

Internal Analysis: Humanities

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Humanities Enrollment	1,038	813	745
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Humanities Resident FTES	92.87	71.96	68.18
Sections	13	14	13
Fill Rate	77.1%	71.5%	65.0%
WSCH/FTEF 595 Efficiency	1,114	918	952
FTEF/30	1.4	1.3	1.2
Extended Learning Enrollment	380	304	191

The percentage change in the number of Humanities **enrollments** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16.

The percentage change in 2017-18 **resident FTES** in Humanities credit courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Humanities courses in 2017-18 showed a moderate decrease from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Humanities courses showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Humanities courses in 2017-18 showed a slight increase from 2016-17 and a substantial decrease from 2015-16.

The percentage change in the **FTEF/30** ratio for Humanities courses in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease in comparison with the FTEF/30 ratio in 2015-16.

There was a substantial decrease in the number of Humanities **Extended Learning enrollments** in 2017-18 from 2016-17 and a substantial decrease from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Humanities Enrollment	1,038	813	745

Modality	2015-16	2016-17	2017-18
Traditional	3.8%	9.5%	5.8%
Online	43.2%	46.0%	38.9%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	53.1%	44.5%	55.3%

Gender	2015-16	2016-17	2017-18
Female	32.9%	36.9%	30.1%
Male	66.4%	61.0%	68.5%
Unknown	0.8%	2.1%	1.5%

Ethnicity	2015-16	2016-17	2017-18
African American	15.2%	12.7%	13.3%
American Indian/AK Native	0.6%	0.7%	1.2%
Asian	10.2%	9.8%	6.4%
Hispanic	21.0%	23.9%	25.1%
Pacific Islander/HI Native	1.3%	0.5%	1.2%
White	34.5%	37.1%	36.8%
Multi-Ethnicity	15.8%	13.9%	15.0%
Other/Unknown	1.3%	1.4%	0.9%

Age Group	2015-16	2016-17	2017-18
19 or Less	11.9%	18.2%	13.3%
20 to 24	16.9%	16.7%	15.2%
25 to 29	15.6%	16.1%	14.8%
30 to 34	14.5%	12.8%	14.4%
35 to 39	12.0%	11.4%	12.8%
40 to 49	17.8%	15.1%	18.3%
50 and Older	11.2%	9.6%	11.4%

Humanities courses made up 1.2% of all state-funded enrollment for 2017-18. The percentage difference in Humanities course **enrollment** in 2017-18 showed a moderate decrease from 2016-17 and a substantial decrease from 2015-16. Enrollment in Humanities during 2017-18 showed 5.8% of courses were taught **traditional (face-to-face)**, 38.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 55.3% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2017-18, Humanities enrollment consisted of 30.1% **female**, 68.5% **male**, and 1.5% students of **unknown** gender. In 2017-18, Humanities enrollment consisted of 13.3% **African American** students, 1.2% **American Indian/AK Native** students, 6.4% **Asian** students, 25.1% **Hispanic** students, 1.2% **Pacific Islander/HI Native** students, 36.8% **White** students, 15.0% **multi-ethnic** students, and 0.9% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Humanities revealed 13.3% aged **19 or less**, 15.2% aged **20 to 24**, 14.8% aged **25 to 29**, 14.4% aged **30 to 34**, 12.8% aged **35 to 39**, 18.3% aged **40 to 49**, and 11.4% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Humanities Degrees	106	105	157
College Awarded Certificates	600	602	628
Humanities Certificates	0	0	0

The percentage change in the number of Humanities **degrees** awarded in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from the number of degrees awarded in 2015-16.

The percentage change in the number of Humanities **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

The Humanities degree remains popular (and growing) for incarcerated students.

Success and Retention: Humanities

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Humanities Success Rate	63.7%	77.1%	72.1%

Modality	2015-16	2016-17	2017-18
Traditional	56.4%	92.2%	95.3%
Online	65.8%	83.7%	75.9%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	62.4%	67.1%	67.0%

Gender	2015-16	2016-17	2017-18
Female	63.0%	86.0%	75.9%
Male	63.6%	71.6%	70.8%
Unknown	100.0%	82.4%	54.5%

Ethnicity	2015-16	2016-17	2017-18
African American	53.8%	68.0%	55.6%
American Indian/AK Native	33.3%	66.7%	88.9%
Asian	77.4%	88.8%	81.3%
Hispanic	63.8%	71.6%	69.0%
Pacific Islander/HI Native	42.9%	75.0%	66.7%
White	67.0%	80.8%	79.2%
Multi-Ethnicity	57.9%	78.8%	68.8%
Other/Unknown	85.7%	63.6%	85.7%

Age Group	2015-16	2016-17	2017-18
19 or Less	68.5%	91.9%	93.9%
20 to 24	60.0%	72.1%	65.5%
25 to 29	55.6%	75.6%	68.2%
30 to 34	61.6%	76.9%	71.0%
35 to 39	71.2%	72.0%	67.4%
40 to 49	67.6%	74.0%	66.9%
50 and Older	63.8%	71.8%	75.3%

The percentage difference in the **course success rate** in Humanities courses in 2017-18 showed a substantial increase from 2016-17 and a moderate decrease from 2015-16. When comparing the percentage point difference in the Humanities 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Humanities **course success rate** was slightly higher 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 success rate for 2017-18, the success rate was substantially higher for **traditional (face-to-face)** Humanities courses, slightly 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 2017-18, the success rate was slightly higher for **female** students in Humanities courses, slightly lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Humanities success rate for 2017-18, the success rate was substantially lower for **African American** students in Humanities courses, substantially higher for **American Indian/AK Native** students, moderately higher for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, slightly lower for **multi-ethnic** students, and substantially higher for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities success rate for 2017-18, 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**, slightly lower for students aged **30 to 34**, slightly lower for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and slightly higher for students aged **50 and older**.

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Humanities Retention Rate	81.8%	86.5%	87.5%

Modality	2015-16	2016-17	2017-18
Traditional	89.7%	94.8%	95.3%
Online	79.9%	88.2%	92.1%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	82.8%	82.9%	83.5%

Gender	2015-16	2016-17	2017-18
Female	79.2%	91.0%	89.7%
Male	82.9%	83.9%	87.1%
Unknown	100.0%	82.4%	63.6%

Ethnicity	2015-16	2016-17	2017-18
African American	81.0%	84.5%	86.9%
American Indian/AK Native	66.7%	83.3%	100.0%
Asian	92.5%	91.3%	91.7%
Hispanic	81.2%	84.0%	83.4%
Pacific Islander/HI Native	85.7%	75.0%	77.8%
White	83.0%	87.1%	92.0%
Multi-Ethnicity	73.2%	89.4%	81.3%
Other/Unknown	92.9%	72.7%	100.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	87.1%	96.6%	96.0%
20 to 24	79.4%	81.6%	86.7%
25 to 29	73.5%	84.7%	87.3%
30 to 34	78.1%	88.5%	87.9%
35 to 39	87.2%	83.9%	88.4%
40 to 49	85.9%	85.4%	81.6%
50 and Older	83.6%	80.8%	87.1%

The percentage difference in the **retention rate** in Humanities courses in 2017-18 showed a slight increase from 2016-17 and a moderate increase from 2015-16. When comparing the percentage point difference in the Humanities 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Humanities **retention rate** was slightly higher 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 2017-18, 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 2017-18, the retention rate was slightly higher for **female** students in Humanities 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 Humanities retention rate for 2017-18, the retention rate was minimally different for **African American** students in Humanities courses, substantially higher for **American Indian/AK Native** students, slightly higher for **Asian** students, slightly lower for **Hispanic** students, moderately lower for **Pacific Islander/HI Native** students, slightly higher for **White** students, moderately lower for **multi-ethnic** students, and substantially higher for students of **other or unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities retention rate for 2017-18, the retention rate was moderately higher for students aged **19 or less** in Humanities courses, minimally different for students aged **20 to 24**, minimally different for students aged **25 to 29**, minimally different for students aged **30 to 34**, minimally different for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and minimally different 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%

Internal Analysis: Reading

Productivity	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Reading Enrollment	18	3	32
College Student Resident FTES	6,343.35	5,928.76	6,189.62
Reading Resident FTES	1.55	0.27	2.96
Sections	2	1	2
Fill Rate	18.9%	6.7%	35.6%
WSCH/FTEF 595 Efficiency	127	45	243
FTEF/30	0.2	0.1	0.2
Extended Learning Enrollment	0	0	0

The percentage change in the number of Reading **enrollments** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in 2017-18 **resident FTES** in Reading credit courses showed a substantial increase from 2016-17 and a substantial increase in comparison with resident FTES in 2015-16.

The percentage change in the number of **sections** in Reading courses in 2017-18 showed a substantial increase from 2016-17 and a minimal difference from the number of sections in 2015-16.

The percentage change in the **fill rate** in 2017-18 for Reading courses showed a substantial increase from 2016-17 and a substantial increase in comparison with the fill rate in 2015-16.

The percentage change in the **WSCH/FTEF** ratio in Reading courses in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16.

The percentage change in the **FTEF/30** ratio for Reading courses in 2017-18 showed a substantial increase from 2016-17 and a minimal difference in comparison with the FTEF/30 ratio in 2015-16.

There was no comparative data in the number of Reading **Extended Learning enrollments** in 2017-18 from 2016-17 and no comparative data from 2015-16.

Comparison of Enrollment Trends	2015-16	2016-17	2017-18
College State-Funded Enrollment	63,485	60,149	61,512
Reading Enrollment	18	3	32

Modality	2015-16	2016-17	2017-18
Traditional	0.0%	0.0%	0.0%
Online	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%

Gender	2015-16	2016-17	2017-18
Female	72.2%	100.0%	59.4%
Male	27.8%	0.0%	37.5%
Unknown	0.0%	0.0%	3.1%

Ethnicity	2015-16	2016-17	2017-18
African American	16.7%	0.0%	25.0%
American Indian/AK Native	0.0%	0.0%	0.0%
Asian	44.4%	33.3%	34.4%
Hispanic	5.6%	0.0%	6.3%
Pacific Islander/HI Native	0.0%	0.0%	0.0%
White	16.7%	33.3%	18.8%
Multi-Ethnicity	16.7%	33.3%	15.6%
Other/Unknown	0.0%	0.0%	0.0%

Age Group	2015-16	2016-17	2017-18
19 or Less	5.6%	0.0%	6.3%
20 to 24	5.6%	33.3%	31.3%
25 to 29	11.1%	66.7%	12.5%
30 to 34	22.2%	0.0%	6.3%
35 to 39	5.6%	0.0%	6.3%
40 to 49	27.8%	0.0%	18.8%
50 and Older	22.2%	0.0%	18.8%

Reading courses made up 0.1% of all state-funded enrollment for 2017-18. The percentage difference in Reading course **enrollment** in 2017-18 showed a substantial increase from 2016-17 and a substantial increase from 2015-16. Enrollment in Reading during 2017-18 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 2017-18, Reading enrollment consisted of 59.4% **female**, 37.5% **male**, and 3.1% students of **unknown** gender. In 2017-18, Reading enrollment consisted of 25.0% **African American** students, 0.0% **American Indian/AK Native** students, 34.4% **Asian** students, 6.3% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 18.8% **White** students, 15.6% **multi-ethnic** students, and 0.0% students of **other** or **unknown** ethnicity. The age breakdown for 2017-18 enrollments in Reading revealed 6.3% aged **19 or less**, 31.3% aged **20 to 24**, 12.5% aged **25 to 29**, 6.3% aged **30 to 34**, 6.3% aged **35 to 39**, 18.8% aged **40 to 49**, and 18.8% aged **50 and older**.

Awards	2015-16	2016-17	2017-18
College Awarded Degrees	2,047	2,221	2,213
Reading Degrees	0	0	0
College Awarded Certificates	600	602	628
Reading Certificates	0	0	0

The percentage change in the number of Reading **degrees** awarded in 2017-18 showed no comparative data from 2016-17 and no comparative data from the number of degrees awarded in 2015-16.

The percentage change in the number of Reading **certificates** awarded in 2017-18 showed no comparative data from 2016-17 and showed no comparative data in comparison with the number of certificates awarded in 2015-16.

Success and Retention: Reading

Comparison of Success Rates	2015-16	2016-17	2017-18
College State-Funded Success Rate	66.7%	68.6%	70.4%
College Institution Set Standard Success Rate	55.6%	56.7%	58.3%
Reading Success Rate	55.6%	66.7%	40.6%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	55.6%	66.7%	40.6%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	53.8%	66.7%	42.1%
Male	60.0%	-	41.7%
Unknown	-	-	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	0.0%	-	25.0%
American Indian/AK Native	-	-	-
Asian	62.5%	100.0%	45.5%
Hispanic	0.0%	-	50.0%
Pacific Islander/HI Native	-	-	-
White	100.0%	0.0%	16.7%
Multi-Ethnicity	66.7%	100.0%	80.0%
Other/Unknown	-	-	-

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	-	50.0%
20 to 24	100.0%	100.0%	30.0%
25 to 29	50.0%	50.0%	25.0%
30 to 34	50.0%	-	50.0%
35 to 39	0.0%	-	100.0%
40 to 49	40.0%	-	33.3%
50 and Older	75.0%	-	50.0%

The percentage difference in the **course success rate** in Reading courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the Reading 2017-18 course success rate to the College's overall success average* (70.4%) and the institution-set standard* (58.3%) for credit course success, the Reading **course success rate** was substantially lower than the **college average** and substantially lower than the **institution-set standard** for credit course success.

When comparing the percentage point difference between instructional modalities to the overall Reading success rate for 2017-18, 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 2017-18, the success rate was slightly higher for **female** students in Reading courses, slightly higher for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading success rate for 2017-18, the success rate was substantially lower for **African American** students in Reading courses, not applicable for **American Indian/AK Native** students, slightly higher for **Asian** students, moderately higher 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 2017-18, the success rate was moderately higher for students aged **19 or less** in Reading courses, substantially lower for students aged **20 to 24**, substantially lower for students aged **25 to 29**, moderately higher for students aged **30 to 34**, substantially higher for students aged **35 to 39**, moderately lower for students aged **40 to 49**, and moderately higher for students aged **50 and older**.

READING discipline direction and fill rate / success / retention narrative: *The reading discipline at Coastline is still in a relative infancy when compared to the longstanding disciplines of English, math, and ESL. As a core academic area, reading is a necessary and critical component for student success. The following is a list of points that are currently being pursued to enhance both enrollment and achievement within this area:*

**Work more closely with the articulation officer and with counseling to find ways to advertise, promote, and recommend reading courses to students to support their success in various pathways leading to a certificate or degree. Work with the marketing department to find ways to communicate to students the value of reading coursework and how it can boost their success by helping them to become more efficient readers.*

**READ C102: Critical Reading, is a new offering for fall 2019 that also serves as a third option for students seeking the A3 critical thinking transfer requirement for CSU admission. This OER course will be offered online and will serve as an economical and valuable option to help students boost college-level reading abilities to improve their overall performance across the curriculum.*

**READ C100 continues to gain momentum in enrollment and supports students across the curriculum to develop foundational reading abilities at the college level. In essence, READ C100 prepares students to read at college-level regardless of major or concentration.*

**READ C099 is a newer course designed to provide preparation for students who may have been out of school for a long time, or who may possibly be transitioning from ESL or other areas where they would benefit from a gentler introduction to college-level reading practices.*

**Finally, the reading discipline is poised to embrace Coastline Pathways and other large-scale initiatives designed to enhance the experience of Coastline students. The reading discipline is committed to meet students where they are to take them where they want to be.*

**Implement online retention strategies, which may include these: review Grades to determine particular assignments that derailed students; consult with the Faculty Center about retention tips; get an online teaching mentor; use Civitas, etc., to contact struggling students; redesign courses so that skills accumulate bit by bit; use OERs instead of the publisher site.*

Comparison of Retention Rates	2015-16	2016-17	2017-18
College State-Funded Retention Rate	83.4%	83.7%	85.1%
College Institution Set Standard Retention Rate	69.9%	70.9%	71.1%
Reading Retention Rate	61.1%	66.7%	50.0%

Modality	2015-16	2016-17	2017-18
Traditional	-	-	-
Online	61.1%	66.7%	50.0%
Hybrid	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-

Gender	2015-16	2016-17	2017-18
Female	61.5%	66.7%	57.9%
Male	60.0%	-	41.7%
Unknown	-	-	0.0%

Ethnicity	2015-16	2016-17	2017-18
African American	33.3%	-	50.0%
American Indian/AK Native	-	-	-
Asian	62.5%	100.0%	45.5%
Hispanic	0.0%	-	50.0%
Pacific Islander/HI Native	-	-	-
White	100.0%	0.0%	33.3%
Multi-Ethnicity	66.7%	100.0%	80.0%
Other/Unknown	-	-	-

Age Group	2015-16	2016-17	2017-18
19 or Less	100.0%	-	50.0%
20 to 24	100.0%	100.0%	50.0%
25 to 29	50.0%	50.0%	25.0%
30 to 34	50.0%	-	100.0%
35 to 39	100.0%	-	100.0%
40 to 49	40.0%	-	33.3%
50 and Older	75.0%	-	50.0%

The percentage difference in the **retention rate** in Reading courses in 2017-18 showed a substantial decrease from 2016-17 and a substantial decrease from 2015-16. When comparing the percentage point difference in the Reading 2017-18 retention rate to the College's overall retention average* (85.1%) and the institution-set standard* (71.1%) for credit course success, the Reading **retention rate** was substantially lower than the **college average** and substantially 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 2017-18, 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 2017-18, the retention rate was moderately higher for **female** students in Reading courses, moderately lower for **male** students, and substantially lower for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading retention rate for 2017-18, the retention rate was minimally different for **African American** students in Reading courses, not applicable for **American Indian/AK Native** students, slightly lower for **Asian** students, minimally different 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 2017-18, the retention rate was minimally different for students aged **19 or less** in Reading courses, minimally different for students aged **20 to 24**, substantially lower for students aged **25 to 29**, substantially higher for students aged **30 to 34**, substantially higher for students aged **35 to 39**, substantially lower for students aged **40 to 49**, and minimally different 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)

At the Fall '18 discipline meeting the collection of SLOs data from Canvas was demonstrated for all instructors in attendance. A written description of the process was also sent to all instructors in the program. A semester before we'd set up timetable for regular collection of SLOs data in the SLO Cloud. Instructors are advised each semester to self-assess their aggregate SLO data for a class and adjust assignments accordingly.

Table X SLO Assessment and Plan

SLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
<i>ENGLISH C100</i>		<i>All C100 instructors</i>	
<i>SLO1: Using critical reading and analytical thinking, search for and find relevant, reliable, unbiased sources and use these sources in research papers with correct MLA and/or APA documentation</i>	<i>Research essays</i>	<i>SLO Cloud results show the following for SLO1: 88% students met 12% students did not meet Results from Fall '18</i>	<i>The current 100 COR's SLOs don't always match the 100 SLOs uploaded in Canvas or in the SLO Cloud</i>
<i>SLO2: Write organized, logical, grammatically-correct expository essays in Standard English using a variety of rhetorical modes that exhibit clear thesis statements, topic sentences, and supporting details.</i>	<i>Other essays</i>	<i>SLO Cloud results show the following for SLO2: 83.5% met 16.5% did not meet Results from Fall '18</i>	<i>The current 100 COR's SLOs don't always match the 100 SLOs uploaded in Canvas or in the SLO Cloud</i>

Table X PSLO Results

PSLO	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
<i>-no PSLOs for English-</i>			
<i>HUMANITIES PSLOs:</i>	<i>Survey of graduated HUMS students</i>		<i>Note that only 1 student responded to this PSLO post-graduate survey, which is from 2016-17. No students responded in 2017-18.</i>
<i>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.</i>		<i>Respondent reports "100% able and confident" to fulfill this PSLO</i>	
<i>Critically evaluate historical sources, literature, art, film, music, or other types of cultural expressions in terms of their relevance to the American experience</i>		<i>Respondent reports "100% able and confident" to fulfill this PSLO</i>	
<i>Evaluate a literary work in terms of style and descriptive</i>		<i>Respondent reports "100% able and</i>	

<i>technique, language, tone, mood, and literary conventions, such as symbolism, imagery, irony, and poetic devices such as meter and rhyme pattern</i>		<i>confident” to fulfill this PSLO</i>	
<i>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.</i>		<i>Respondent reports “100% able and confident” to fulfill this PSLO</i>	

Source for Humanities PSLO data:

<http://documents.coastline.edu/research%20and%20planning/Outcomes%20Assessment/PSLOs/PSLO%20Humanities.pdf>

Curriculum Review

Table Curriculum Review

Course	Title	Term Reviewed	Status
ENGL C020	Basic Grammar 1	Fall '18	Active, no longer offered
ENGL C021	College Spelling 1	Fall '18	Active, no longer offered
ENGL C024	College Vocabulary 1	Fall '18	Active, no longer offered
ENGL C025	College Vocabulary 2	Fall '18	Active, no longer offered
ENGL C091	Basic Reading 1	Summer '18	Suspended
ENGL C092	Basic Reading 2	Summer '18	Suspended
ENGL C094	Basic Reading 3	Summer '18	Suspended
ENGL C095	Basic Reading 4	Summer '18	Suspended
ENGL C096	Basic Reading 5	Summer '18	Suspended
ENGL C098	Developmental Writing	Fall '18	Suspended
ENGL C099	Fundamentals of Composition	Spring '19	Active, no longer offered
ENGL C100	Freshman Composition	Ongoing	Active
ENGL C102	Critical Reasoning, Reading, and Writing	Ongoing	Active
ENGL C103	Business English	Ongoing	Active
ENGL C109	Essay Writing	Ongoing	Active – offered only ELD
ENGL C111	Composition and Literature	Ongoing	Awaiting C-ID approval
ENGL C133	Introduction to Creative Writing	Ongoing	Active
ENGL C135	Business Writing	Ongoing	Active
ENGL C136	Business Communication	Ongoing	Active
ENGL C140	Appreciation of Literature	Ongoing	Active
ENGL C143	Children's Literature	Ongoing	Active
ENGL C144	The International Short Story	Ongoing	Active, offered Summer
ENGL C145	American Literature: The Short Story	Ongoing	Active
ENGL C146	Introduction to 20th Century Military Fiction	Ongoing	Active, no longer offered
ENGL C150	American Literature through the Civil War	Ongoing	Active, offered Fall
ENGL C155	American Literature 1865 to Present	Ongoing	Active, offered Spring
ENGL C181	Shakespeare	Ongoing	Active, offered Summer
ENGL C270	British Literature to 1800	Ongoing	Active, offered Fall

ENGL C275	British Literature Since 1800	Ongoing	Active, offered Spring
ENGL C296	Gothic Victorian Literature	Ongoing	Active, offered Fall*
ENGL C297	Contemporary Gothic Literature	Ongoing	Active, offered Spring
HUM C100	Introduction to the Humanities	Ongoing	Active
HUM C110	Humanities through the Arts	Ongoing	Active
HUM C135	History and Appreciation of the Cinema	Ongoing	Active
READ C099	Basic Reading	Ongoing	Active
READ C100	College Reading	Ongoing	Active
READ C102	Critical Reading	Ongoing	Active

Two new enhanced non-credit courses were added to the English curriculum: ENGL 098N Sentences to Paragraphs and ENGL 099N Paragraphs to Essays. Together these comprise the new certificate, Preparation for College Writing. In addition, a new non-credit Reading course is pending approval: READ 099N Basic Reading.

Progress on Initiative(s)

Table X Progress on Forward Strategies

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.	<i>Terminated</i>	At the All College and beyond, English 099 instructors will forge a plan to create pathways with ESL C160 instructors, thus ensuring students' persistence.	<i>ENGL C099 is no longer offered. Instead, students who complete ESL 4 proceed to ENGL 098N or 099N (if they are lifelong learners not seeking a degree) or to 100/090 (if they seek a degree).</i>
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.	<i>Completed</i>	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.	<i>Per AB 705, students now enroll directly into 100 or 100/090. No more for-credit developmental classes (098 and 099) are offered, starting Fall '19.</i>
By spring 2021, hire at least one new full-time English instructor.	<i>Completed</i>	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.	<i>Two new f.t. English instructors have been hired for the Fall '17 semester.</i>
English has updated its cut scores on the English Placement Test and has	<i>Completed</i>	No placement test is used in English from Fall '18	<i>Students placed into college-level English</i>

<p>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.</p>		<p>forward. Instead, all students are eligible to take 100 or 100/090 (co-req) based on their h.s. grades or guided self-placement decision.</p>	
<p>Establish an essay award competition</p>	<p><i>Completed</i></p>	<p>The inaugural student essay competition was held during the 2018-2019 academic year, with awards announced in Spring '19.</p>	<p><i>Students participated in the essay competition</i></p>
<p><i>Found a literary journal</i></p>	<p><i>In progress</i></p>	<p><i>In Spring '19 a grant was awarded to fund the platform for designing the literary journal, and a call for submissions was made to the department.</i></p>	

Response to Program/Department Committee Recommendation(s)

Table X Progress on Recommendations

Recommendation(s)	Status	Response Summary
Build more awareness around the discipline-specific majors.	<i>Addressed</i>	Humanities will build student awareness about majors via internal promotion (instructors communicating future class and major options with their current students) and external marketing.
<i>NEW: Market the ENGL 100/090 co-req option</i>	<i>In progress</i>	<i>Use classroom visits and Marketing Dept. communiques to students to promote the 100/090 option, especially for students completing the ESL pathway.</i>

Program Planning and Communication Strategies

The program's instructors receive central communications from the co-chairs often (2-3 times per month and more) via email, and instructors meet at scheduled discipline meetings. During these sessions, reminders to use the SLO cloud are issued. Instructors have also received written instructions and viewed an onsite demonstration on how to upload SLOs into Canvas and attach them to specific assignments.

Coastline Pathways

Along with streamlining our course offerings to comply with AB705 and provide more equitable opportunities to all students, our department has been involved with Coastline Pathways efforts toward strengthening student retention across the college. Through our English department representative, who co-led the Pathways Academic Persistence workgroup for 2018-2019, we have studied the ways in which Coastline may improve our efforts to keep students engaged and supported during each step of their college experience. Recently, the group made recommendations for short-term and long-term goals toward improving student retention. After researching these goals, the Pathways core team will provide concrete guidelines to the Academic Persistence design team, which will begin implementing these changes this fall.

Implications of Change

The major change in English is the implementation of AB 705. No for-credit developmental courses are offered. Instead, students enroll in either 100 or 100/090 (co-req support course). Students who are not ready to pursue a degree may enroll in the free, developmental, non-credit courses 098N and 099N, which lead to the Preparation for College Writing certificate. These NC classes and the certificate will be marketed to lifelong learners, underprepared students, and Adult Ed Students (Lincoln Center in Garden Grove) by the Non-Credit Outreach Specialists.

Section 2: Human Capital Planning

Staffing

Table X Staffing Plan

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	<i>n/a</i>				
Current year			<i>In Spring '19 three new PT instructors were hired and FSC 150 trained in order to meet student demand for online ENGL 100 and 102.</i>		
1 year	<i>n/a</i>				
2 years	<i>n/a</i>				
3 years	<i>n/a</i>				

Professional Development

Table X Professional Development

Name (Title)	Professional Development	Outcome
KL	<ul style="list-style-type: none"> <i>a. "Homeless Youth Online Training" from The National Center for Child Traumatic Stress.</i> <i>b. @One Webinar: Creating Inclusivity and Supporting Equity: Building and Using an Equity Rubric</i> 	<ul style="list-style-type: none"> <i>a. Learned about adolescent development, adolescent risk behaviors, LGBTQ youth, HIV testing, legal and ethical issues, resiliency, and trauma among homeless and runaway youth.</i> <i>b. Learned about using the equity rubric from Peralta to make courses more equitable.</i>
CA	<ul style="list-style-type: none"> <i>a. CAP Community of Practice Workshop</i> <i>b. Coastline Summer Institute</i> <i>c. EDUC 107 – Intro to Distance Learning</i> <i>d. EDUC 107 – Intro to Distance Learning</i> <i>e. Coastline Flex Day</i> <i>f. Webinar: Getting Engaged—Online!</i> <i>g. Webinar: How to Make Online Discussion Assignments Manageable & Meaningful for Students & Faculty</i> 	<ul style="list-style-type: none"> <i>a. Various teaching techniques to aid acceleration</i> <i>b. Methods for improving accessibility in my Canvas classes</i> <i>c. The experience of a student taking an online class; also, methods of instruction delivery online</i> <i>d. Expectations for full-time faculty</i> <i>e. Methods to create and maintain equity among various ethnic varieties of student</i> <i>f. Methods for increasing student engagement in online classes</i> <i>g. Different designs for discussion assignments</i>

SD	<p>a. College Flex Days b. Coastline Pathways BBQ c. OER webinars from ASCCC d. Texas Digital Libraries (TDL) OER Webinar Series</p>	<p>a. Attend events on topics such as Starfish and collecting SLOs; participate in panel on RSI b. Interact with Pathways leaders in booths; hear panel discuss progress over past year c. Liaison Debrief and Next Steps; Curating and Publishing OER Materials; OER What's Next d. Tales from an OER Program miniseries</p>
MB	<p>a. Attendance at NCORE conference May 2019 b. Attended CCID conference (Community College International Development) c. Attended Umoja Regional Symposium d. Attended Capture the Magic! Techsmith Workshop e. Participated in Growth Mindset class in the Faculty Center for Innovation and Excellence f. Participated in Crucial Conversations class at OCC</p>	<p>a. Learning TBD b. Learned about study abroad programs and scholarship opportunities for community college students c. Increased understanding about Umoja community—including its rituals, values, and practices d. Learned about including Camtasia in my canvas courses e. Studied Dweck's theory about infinite possibilities for intellectual and personal growth; increased learning about strategies for student learning f. Practiced improving professional communication skills</p>
KM	<p>Attendance and participation in the CAP Conference</p>	<p>Learned how to design curriculum around a theme, create pre and post reading activities, and implement authentic peer assessments into co-reqs</p>
OC	<p>a. Participated in Guided Pathways Academic Persistence workgroup b. Completed first year of Crux, Coastline's essay contest</p>	<p>a. Learned more about current college-wide efforts to support students and how we can improve these efforts. b. Saw it meeting a college-wide need for public recognition of student writing, and learned how to improve the contest for next year to recognize even more students.</p>
AW	<p>a. Attended SLO Workshop b. Self-Published the novel <i>The Butcher of McGregor</i></p>	<p>a. Added SLO Rubric to HUM 110 and HUM 135 in SpeedGrader. It has facilitated the reporting of SLOs. b. The screen play I wrote based upon the novel has been submitted to Netflix.</p>
LC	<p>a. Last summer in August I attended all of the world language seminars for the American Council for International Studies in Boston, Mass.</p>	<p>b. I learned about the lasting impact experiential learning has for our students, particularly our Millennials. We cannot depend on technology alone, no matter</p>

		<p><i>how advanced it becomes. Providing assignments that will require kinesthetic feedback will help turn our students into life-long learners.</i></p>
<p><i>MD</i></p>	<p><i>a. Project Soapbox b. Completed Canvas Training for Online Faculty (FSC C150 Part II) c. Developing online class for ENGL C103 for Summer 2019 forward d. Proctorio training for faculty and staff e. Camtasia training in the FSC e. 12 additional units of continuing education and Project Management Certificate courses f. AAWCC/Women Hold Up Half the Sky</i></p>	<p><i>a. Judged classroom speeches, helped choose finalist at regional competition</i></p>

Section 3: Facilities Planning

Facility Assessment

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Instructors report no specific facilities needs. However, instructors teaching hybrid courses request to continue to have classes held in computer labs.

Section 4: Technology Planning

Technology Assessment

N/A

Section 5: New Initiatives

Initiative:

- *Market the ENGL 100/090 co-req option. Use classroom visits and Marketing Dept. communiques to students to promote the 100/090 option, especially for students completing the ESL pathway.*
 - *Supported goals*
 - *Student Success, Completion, and Achievement*
 - *Student Retention and Persistence*
 - *Increase student success, retention, and persistence across all instructional delivery modalities with emphasis in distance education.*
 - *Contributes to Pathways by advising students of an option for completing their English requirement.*
 - *Initiative supported by internal research.*
 - *No resources needed other than personnel.*
 - *Outcome is that enrollments in the 100/090 classes will increase to near the average fill rate for the program.*
 - *Timeline: this initiative is already underway and will be ongoing.*
- *Found a literary journal. In Spring '19 a grant was awarded to fund the platform for designing the literary journal, and a call for submissions was made to the department. Additional ongoing funds are needed to continue this momentum.*
 - *Supported goals*
 - *Instructional and Programmatic Excellence*
 - *Foster and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement.*
 - *Contributes to Pathways by promoting students' writings and building portfolio for post-graduation careers.*
 - *Initiative supported by external research.*
 - *Funding source needed.*
 - *Outcome is that Coastline will enhance its prestige and provide students a platform to showcase their professional writing and editing skills, leading to job placement.*
 - *Timeline: this initiative is already underway and will be ongoing.*
- *See prior request and content below about the Student Essay Competition initiative, which began last year.*

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).

How does this initiative play a part in Coastline Pathways?

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

Section 6: Prioritization

List and prioritize resource requests based on the requests from the initiatives

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Continue the Student essay competition	Funding	\$1,200	Ongoing		Internal and external research	Student Success, Completion, and Achievement	Annually	
Establish a Literary journal for publishing student work	Funding	\$1,070	Ongoing		Internal and external research	Instructional and Programmatic Excellence	Annually	

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 service 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