COASTLINE
C O L L E G E

2020-21
Comprehensive Program Review

English and Humanities
(English, Humanities, Reading)

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Executive Summary

The past five years have been perhaps the most transformative in the history of the College. English / Humanities instructors have navigated substantial challenges with the philosophy that challenges strengthen. At the same time, the program pursues stability, standardization of procedures, and instructional excellence.

- Two new FT and several PT instructors were hired to meet staffing needs for online ENGL 100 and 102 student demand.
- Program faculty took FSC 150 Canvas training and redesigned online courses.
- The College underwent accreditation by the ACCJC; instructors were required to improve SLO accuracy in Canvas course shells, which is underway. Instructors enter SLO outcomes into a data cloud every other semester for each course.
- AB 705 was implemented state-wide, leading to changes in English course offerings with the mandate that students complete Freshman Composition within one year of matriculating. English has been in compliance with 705 since Fall '18.
- Multiple new non-credit courses were developed to help students prepare for college-level courses and the labor force.
- Instructors adopted free, zero-cost (OER) materials.
- The Guided Pathways initiative ("Pathways") started and includes program mapping.
- The federal Department of Education audit found RSI (regular and substantive interaction) and LDA (last date of attendance) deficiencies that could have closed the college. LDA and RSI have mostly been corrected through training and the implementation of a program RSI plan stating minimum RSI standards tied to course units/LHEs.
- In 2020 the State and District are facing a budget deficit due to the pandemic-induced drop in tax revenues and the state's new funding formula, so English course offerings were cut back (loss of 13 independent study sections for Fall '20).
- Due to COVID-19 all Spring '20, Summer '20, and Fall '20 courses transitioned to online or remote instruction, eliminating onsite and correspondence deliveries, leading to technology training and the adoption of new tools like Zoom.

Forward Strategy

1. Implement retention techniques that keep students already enrolled throughout the term to completion. Strategies include course and assignment re-design, use of zero-cost materials, enhanced RSI, outreach to struggling students, and video conferences with students.

2. Increase 8-week offerings of ENGL C100 and ENGL C102, so more students may complete their ENGL requirements during a single semester.

3. Continue to host activities (Crux essay contest) and produce materials (literary journal) to increase student engagement.

Section 1: Program Planning

Purpose

Program vision: Build the best community college English/Humanities program in Southern California.

While this vision is aspirational and motivational, there are a few indicators we can use to measure our success: gradual post-pandemic upward enrollment trends; incremental increases in retention and success by at least 1% for the next five years. At the end of five years we plan to compare our retention and success rates to the state average and to the community college with the highest outcomes.

Five-year Summary

The past five years have been perhaps the most transformative in the history of the College. English / Humanities instructors have navigated substantial challenges with the philosophy that challenges strengthen. At the same time, the program pursues stability, standardization of procedures, and instructional excellence.

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- Program faculty took FSC 150 Canvas training and redesigned online courses.
- The College underwent accreditation by the ACCJC; instructors were required to improve SLO accuracy in Canvas course shells, which is underway. Instructors enter SLO outcomes into a data cloud every other semester for each course.
- AB 705 was implemented state-wide, leading to changes in English course offerings with the mandate that students complete Freshman Composition within one year of matriculating. English has been in compliance with 705 since Fall '18.
- Multiple new non-credit courses were developed to help students prepare for college-level courses and the labor force.
- Instructors adopted free, zero-cost (OER) materials.
- The Guided Pathways initiative ("Pathways") started and includes program mapping.
- The federal Department of Education audit found RSI (regular and substantive interaction) and LDA (last date of attendance) deficiencies that could have closed the college. LDA and RSI have mostly been corrected through training and the implementation of a program RSI plan stating minimum RSI standards tied to course units/LHEs.
- In 2020 the State and District are facing a budget deficit due to the pandemic-induced drop in tax revenues and the state's new funding formula, so English course offerings were cut back (loss of 13 independent study sections for Fall '20).
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English

As a result of AB 705, all developmental for-credit English courses (020 through 099) were suspended and replaced with a co-requisite course (090) and enhanced non-credit offerings (098N, 099N) as part of

the Preparation for College Writing Certificate. We also created courses such as C080N Composition Support, C060 E-sports, and C065N Technical Writing.

English hired and trained two new FT faculty and several additional PT faculty to meet students' high demand (e.g., over 90 students waitlisted for online Engl 100 during a single semester) for enrolling in online Engl 100 and 102.

State-funded enrollment in English at Coastline increased by approximately 1% (around 50 students) over the past five years. It can be projected that the number of sections and therefore enrollments will be uncertain in coming years due to the state and district budget, though student demand for online English 100 and 102 classes may be at a record high due to state and national layoffs. (Enrollment and employment tend to be inversely correlated.)

The English fill rate increased from 77% to 80% over the past five years, largely due to demand for online courses (100% of 100 and 102 online courses go to waitlist). On the other hand, onsite courses at Coastline experienced record low enrollments during Spring '20. Redirecting sections from onsite to online delivery is advisable and, due to the pandemic, is happening on a temporary basis for all course offerings for Summer '20 and Fall '20.

Approximately 53% of English classes are online, approximately 32% are correspondence, approximately 10% are onsite, and the remainder are hybrid. As a result of serving the incarcerated population, around 54% of English students are male. In 2018-19 only two students earned a degree in English at Coastline, though all students were required to take either English 100 (Options 1-3) or English 135 (Option 1).

In 2018-19 the English success rate was 77.7% compared to the college-wide success rate of 72.2%. Both English and college success rates have increased steadily since 2014-15. In a reversal of expectations, correspondence courses have the highest success rate at 81%, followed by hybrids at 80%, online at 76%, and onsite at 74%. English's success rates for onsite classes have dropped over the past five years from 79% to 74%, whereas online success rates have surged from 66% to 76%.

Over the past five years success rates have increased for every ethnic group, with Pacific Islander students (focus of AANAPISI grant) showing a remarkable success rate increase from 61.5% to 83.3%. By age the students with the highest success rates were, first, 50+ years of age (83%) and second 40-49 years of age (81%), suggesting that some combination of experience and maturity is a significant determinant of success. The lowest success rate (75%) was for students ages 20-24.

ELD/Contract Ed/Military student enrollments in English classes dropped by 25.4% over the past five years. Enrollments in ELD courses are expected to continue to diminish due to military education funding cuts.

English sections offered as "zero-cost," meaning students do not pay for a textbook, are varied and growing. Zero-cost courses are correlated with fill, retention, and completion rates.

As part of designing a cross-curricular Technical Writing NC course, English reached out to chairs of other programs to develop the new ENGL C065N Technical Writing course and included discipline-specific content in the Course Outline of Record.

As noted elsewhere, the English/Humanities program offers extracurricular opportunities for students to fulfill the diversity, equity, and inclusion goals of the College; we offer a literary journal (*StoryLine*), an essay contest (Crux), and an Umoja literary journal (*Nzuri*).
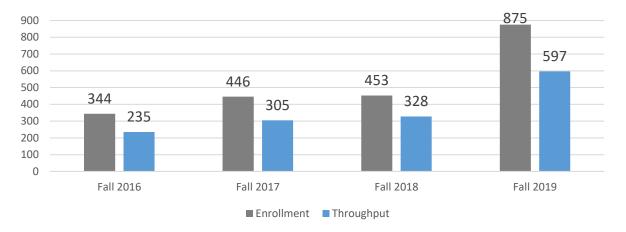
Link to StoryLine: https://online.flippingbook.com/view/739289/

Link to Crux: https://www.coastline.edu/student-life/competitions-and-awards/crux-essay-contest.php

Link to Nzuri: https://nzurijournal.com/

Internal Data Research about English C100 Throughput Provided by Office of Institutional Effectiveness
A comparison of fall data shows an increase in the number of students enrolling and completing entry-level college-level English since the implementation of AB 705. Most notable is that Coastline more than doubled the number of students completing college-level English between Fall '16 and Fall '19.

Chart shows English 100 Enrollment and Throughput Trends (AB 705 implemented Fall '18, Engl 099 no longer offered as of Fall '19)

The implementation of AB 705, which removed all prerequisites from placement into English C100, has led to a surge in enrollments in that class. The Engl C100 success rates pre-AB 705 (68.3% and 68.4%) are almost identical to the success rate post-705 (68.2%) in Fall '19. This success rate has remained constant even as the number of students completing English C100 went from 235 in Fall '16 to 597 in Fall '19. This is an increase of 154% over three years.

- Fall '16 English 100 completions = 235 (success rate of 68.3%)
- Fall '17 English 100 completions = 305 (success rate of 68.4%)
- Fall '18 English 100 completions = 328 (success rate of 72.4%)
- Fall '19 English 100 completions = 597 (success rate of 68.2%)

While many more students are completing English C100 than before, the completion rate of ~68% leaves room for improvement.

English waitlists by modality, Spring 2020
https://public.tableau.com/profile/aeronzentner#!/vizhome/WeeklyWaitlistedStatus/WeeklyWaitlisted Status

Table shows English waitlists by modality

Subject	Modality	Part of Term	6 Weeks	5 Weeks	4 Weeks	3 Weeks	2 Weeks	1 Week	1st Day
English	Correspondence	16 Weeks	1	1	2	2	4	5	6
	Hybrid	16 Weeks	0	0	0	0	0	0	0
	Independent Study	16 Weeks	0	0	1	2	2	2	2
	Lecture and/or Discussion	1st 8 Weeks	0	0	0	0	0	0	0
		2nd 8 Weeks	0	0	0	0	0	0	0
		16 Weeks	0	0	0	0	0	0	0
	Online	1st 8 Weeks	36	39	52	55	77	88	97
		2nd 8 Weeks	16	21	22	23	26	28	39
		16 Weeks	49	56	60	62	102	147	178
		Intersession	79	90	104	107	112	112	112

Coastline in general and English in particular would be well-served to reassess the scheduling of classes. As part of an enrollment management plan and in the interest of higher productivity, it is advisable to move substantial numbers of classes online (very high student demand) and strategically reduce onsite offerings (low student demand). Per the above table, there were zero waitlisted students for all onsite/f2f courses during Spring '20. Aggregating waitlists for all English online classes—1st eight weeks, 2nd eight weeks, 16 weeks, winter intersession—there were 426 students.

End of semester enrollments in onsite Engl 100 during Spring '20 showed 12 students, 10 students, 9 students, and 3 students, a total of 34 students over four sections. Four onsite Engl 100 sections were canceled during Spring '20; no online courses were canceled.

English C100 Outcomes Separated by state-funded/ELD/co-req
Table shows success rates for state-funded, ELD, 100, and 100/090 sections for Fall '19 and Spring '20

Success Rates in ENGL C100	FALL 2019			SPRING 2020		
	State-Funded	Extended Learning	Total	State-Funded	Extended Learning	Total
Without ENGL C090	64.8%	77.0%	68.5%	74.8%	82.3%	77.8%
With ENGL C090	77.1%	20.0%	70.0%	63.6%	100.0%	71.4%
Grand Total	65.5%	75.9%	68.5%	74.2%	82.6%	77.6%

Success Counts in ENGL C100	FALL 2019			SPRING 2020		
	State-Funded	Extended Learning	Total	State-Funded	Extended Learning	Total
Without ENGL C090	379	194	573	302	232	534
With ENGL C090	27	1	28	14	6	20
Grand Total	406	195	601	316	238	554

English C100 students in ELD (contract ed / military) outperformed general fund students, having a completion rate lead of over 12% in English 100 in Fall '19 and 8% in Spring '20.

Unexpectedly, given the outbreak of Covid and general societal instability, student success in Engl C100 went from 64.8% in Fall '19 to 74.8% in Spring '20, a significant increase.

On the state-funded side, in Fall '19 the 090 students were enrolled in STAR; their success rate was a strong 77%. In Spring '20 the 090 success rate dipped to 63.6%; there is no STAR in spring. It is likely that STAR participation plays some part in the differing outcomes of 090 students over two semesters.

Overall, more time and data are needed to compare the effects of multiple variables such as STAR, 090, ELD, and state-funded enrollments on success rates in English C100.

Humanities

To date, Humanities course offerings and instructors have been unaffected by budget cuts and AB 705.

Humanities continues to provide a steady 12 annual sections of HUMS 100, 110, and 135. The fill rate has diminished over the past five years from 77% to 71%. 57% of Hums students are correspondence, 36% are online, and 7% are onsite (ECHS class). Students are disproportionately male (71%) due to the incarcerated population. The number of degrees in Humanities (usually earned by incarcerated students) went from 88 to 154 over the past five years.

The success rate in Hums is quite high at almost 85%. Retention is excellent at almost 92%.

Reading

Enrollment in Reading has been unsteady, during one year going from 26 students to 3 to 40. Reading is now down to one course and one section per semester, READ C102. The Reading fill rate, most recently at 22%, is very low. The '18-'19 Reading success rate at around 53% is substantially lower than the college success rate of 72%. The most recent retention rate was 65%. Due to a small sample size of students, volatile outcomes are to be expected.

To address these issues, the Reading discipline suspended READ C099 and READ C100, and it will focus on offering READ C102 Critical Reading as a critical thinking transfer course. READ C099N, a course in development since Fall '18, was removed from the curriculum approval queue because there was no noncredit sequence with which it could align.

As the college moves toward clarifying pathways for students, READ C102 will continue to be offered and the course outline of record updated as necessary to serve as a viable option for students seeking an A3 CSU critical thinking course and for students who wish to strengthen their approach to reading across the curriculum. Further, READ C102 will continue to operate as a value-conscious open educational resources course using zero-cost materials.

Internal Analysis and Program Effectiveness: English

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	3,751	3,915	4,094	4,118	3,807
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	315.51	333.86	348.56	355.25	332.60
Sections	129	140	160	157	147
Fill Rate	77.7%	81.4%	84.2%	82.5%	80.3%
WSCH/FTEF 595 Efficiency	443	431	420	437	423
FTEF/30	11.9	13.1	14.0	13.7	13.3
Extended Learning Enrollment	1,206	1,068	821	743	962

The percentage change in the number of English **enrollments** in 2018-19 showed a moderate decrease from 2017-18 and a slight increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in English credit courses showed a moderate decrease from 2017-18 and a moderate increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in English courses in 2018-19 showed a moderate decrease from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for English courses showed a slight decrease from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in English courses in 2018-19 showed a slight decrease from 2017-18 and a slight decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for English courses in 2018-19 showed a slight decrease from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was a substantial increase in the number of English **Extended Learning enrollments** in 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	3,751	3,915	4,094	4,118	3,807

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	18.6%	15.6%	14.8%	11.7%	10.3%
Online	50.3%	52.4%	49.9%	49.1%	52.7%
Hybrid	0.0%	0.0%	0.0%	3.5%	4.7%
Correspondence (Cable, Telecourse, Other DL)	31.1%	32.1%	35.4%	35.7%	32.3%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	46.6%	46.8%	43.9%	42.4%	44.0%
Male	52.4%	51.9%	54.8%	56.0%	54.2%
Unknown	1.1%	1.3%	1.3%	1.5%	1.8%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	10.0%	9.4%	9.3%	9.5%	8.6%
American Indian/AK Native	0.3%	0.4%	0.6%	0.6%	0.5%
Asian	26.9%	27.4%	25.5%	24.6%	24.8%
Hispanic	16.8%	18.3%	20.0%	21.1%	20.4%
Pacific Islander/HI Native	0.3%	0.4%	0.2%	0.3%	0.5%
White	30.9%	29.3%	29.0%	29.7%	29.7%
Multi-Ethnicity	12.6%	13.5%	14.6%	13.2%	14.3%
Other/Unknown	2.1%	1.3%	0.8%	0.9%	1.3%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	11.5%	13.4%	13.8%	15.1%	15.2%
20 to 24	22.3%	23.3%	21.7%	22.2%	20.0%
25 to 29	16.0%	15.4%	15.2%	16.1%	17.4%
30 to 34	12.7%	11.1%	12.1%	12.1%	10.2%
35 to 39	9.9%	9.8%	10.4%	9.9%	10.9%
40 to 49	14.9%	14.4%	14.6%	13.2%	13.6%
50 and Older	12.7%	12.6%	12.3%	11.4%	11.2%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

English courses made up 6.4% of all state-funded enrollment for 2018-19. The percentage difference in English course **enrollment** in 2018-19 showed a moderate decrease from 2017-18 and a slight increase from 2014-15. Enrollment in English during 2018-19 showed 10.3% of courses were taught **traditional (face-to-fac**e), 52.7% were taught **online**, 4.7% were taught in the **hybrid** modality, and 32.3% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, English enrollment consisted of 44.0% **female**, 54.2% **male**, and 1.8% students of **unknown** gender. In 2018-19, English enrollment consisted of 8.6% **African American** students, 0.5% **American Indian/AK Native** students, 24.8% **Asian** students, 20.4% **Hispanic** students, 0.5% **Pacific Islander/HI Native** students, 29.7% **White** students, 14.3% **multi-ethnic** students, and 1.3% students of **other** or

unknown ethnicity. The age breakdown for 2018-19 enrollments in English revealed 15.2% aged **19 or less**, 20.0% aged **20 to 24**, 17.4% aged **25 to 29**, 10.2% aged **30 to 34**, 10.9% aged **35 to 39**, 13.6% aged **40 to 49**, 11.2% aged **50 and older**, and 0.0% **unknown**.Program Awards: English

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	6	5	11	1	2
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of English degrees awarded in 2018-19 showed a substantial increase from 2017-18 and a substantial decrease from the number of degrees awarded in 2014-15.

The percentage change in the number of English certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Success and Retention: English

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	72.0%	72.7%	76.4%	76.1%	77.7%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	79.7%	74.7%	80.8%	75.8%	73.9%
Online	66.4%	68.0%	73.6%	72.5%	75.9%
Hybrid	-	-	-	74.5%	80.6%
Correspondence (Cable, Telecourse, Other DL)	76.5%	79.5%	78.6%	81.2%	81.4%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	70.2%	71.6%	76.5%	75.7%	76.1%
Male	73.4%	73.7%	76.7%	76.5%	79.1%
Unknown	80.0%	74.0%	60.4%	68.3%	73.5%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	64.2%	70.4%	75.3%	72.0%	74.5%
American Indian/AK Native	61.5%	64.7%	68.0%	75.0%	78.9%
Asian	78.2%	79.1%	81.9%	81.9%	81.7%
Hispanic	69.6%	68.2%	70.2%	72.2%	74.6%
Pacific Islander/HI Native	61.5%	80.0%	77.8%	85.7%	83.3%
White	72.8%	74.1%	79.6%	77.6%	82.3%
Multi-Ethnicity	65.7%	64.9%	70.8%	70.8%	68.3%
Other/Unknown	79.5%	70.0%	68.8%	75.0%	65.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	76.2%	74.0%	78.7%	71.7%	78.0%
20 to 24	63.5%	62.9%	71.3%	70.9%	74.8%
25 to 29	66.4%	70.5%	73.2%	75.6%	75.6%
30 to 34	75.3%	72.7%	77.1%	78.4%	77.1%
35 to 39	81.4%	75.0%	79.5%	79.3%	77.5%
40 to 49	73.3%	78.4%	79.2%	79.9%	80.9%
50 and Older	78.3%	84.1%	80.7%	83.3%	82.6%
Unknown	-	-	0.0%	50.0%	-

The percentage difference in the **course success rate** in English courses in 2018-19 showed a slight increase from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the English 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) 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.

When comparing the percentage point difference between instructional modalities to the overall English success rate for 2018-19, the success rate was a slight decrease for **traditional (face-to-face)** English courses, a slight decrease for **online** courses, a slight increase for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English success rate for 2018-19, the success rate was a slight decrease for **female** students in English courses, a slight increase for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English success rate for 2018-19, the success rate was a slight decrease for **African American** students in English courses, a slight increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English success rate for 2018-19, the success rate was a minimal difference for students aged **19 or less** in English courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a minimal difference for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.9%	83.5%	85.1%	87.1%	87.3%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	91.8%	90.2%	92.0%	91.5%	93.1%
Online	75.2%	77.4%	82.4%	84.6%	84.2%
Hybrid	-	-	-	81.4%	91.7%
Correspondence (Cable, Telecourse, Other DL)	83.6%	90.0%	86.1%	89.7%	89.9%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	79.9%	82.4%	85.8%	87.6%	85.9%
Male	81.8%	84.5%	84.9%	86.9%	88.7%
Unknown	85.0%	80.0%	71.7%	79.4%	82.4%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	74.6%	83.7%	86.8%	86.8%	88.7%
American Indian/AK Native	76.9%	82.4%	76.0%	91.7%	89.5%
Asian	87.5%	87.9%	89.0%	91.2%	90.1%
Hispanic	79.2%	82.4%	83.3%	85.9%	86.3%
Pacific Islander/HI Native	76.9%	93.3%	88.9%	85.7%	88.9%
White	80.4%	82.8%	85.6%	86.5%	88.6%
Multi-Ethnicity	74.9%	77.5%	79.5%	83.3%	81.0%
Other/Unknown	84.6%	78.0%	81.3%	77.8%	81.6%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	85.8%	87.2%	89.7%	87.5%	90.5%
20 to 24	75.6%	75.3%	82.0%	84.7%	86.0%
25 to 29	75.0%	82.7%	81.9%	86.4%	84.9%
30 to 34	82.0%	82.4%	85.4%	88.4%	86.1%
35 to 39	88.1%	86.7%	86.8%	88.9%	86.7%
40 to 49	80.3%	86.3%	85.9%	87.8%	88.8%
50 and Older	87.3%	90.7%	87.1%	88.5%	89.4%
Unknown	-	-	0.0%	100.0%	-

The percentage difference in the **course retention rate** in English courses in 2018-19 showed a minimal difference from 2017-18 and a moderate increase from 2014-15. When comparing the percentage point difference in the English 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the English **course retention rate** was slightly higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall English retention rate for 2018-19, the retention rate was a moderate increase for **traditional (face-to-face)** English courses, a slight decrease for **online** courses, a slight increase for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall English retention rate for 2018-19, the retention rate was a slight decrease for **female** students in English courses, a slight increase for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall English retention rate for 2018-19, the retention rate was a slight increase for **African American** students in English courses, a slight increase for **American Indian/AK Native** students, a slight increase for **Asian** students, a slight decrease for **Hispanic** students, a slight increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a moderate decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall English retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in English courses, a slight decrease for students aged **20 to 24**, a slight decrease for students aged **25 to 29**, a slight decrease for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Humanities

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	823	1,039	813	745	624
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	75.41	94.06	73.87	68.73	58.30
Sections	13	13	14	13	12
Fill Rate	77.3%	77.1%	71.5%	64.9%	70.9%
WSCH/FTEF 595 Efficiency	1,019	1,114	918	948	771
FTEF/30	1.2	1.4	1.3	1.2	1.2
Extended Learning Enrollment	407	382	301	189	117

The percentage change in the number of Humanities **enrollments** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in 2018-19 **resident FTES** in Humanities credit courses showed a substantial decrease from 2017-18 and a substantial decrease in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Humanities courses in 2018-19 showed a moderate decrease from 2017-18 and a moderate decrease from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Humanities courses showed a moderate increase from 2017-18 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 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15.

The percentage change in the **FTEF/30** ratio for Humanities courses in 2018-19 showed a slight increase from 2017-18 and a slight 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 2018-19 from 2017-18 and a substantial decrease from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	823	1,039	813	745	624

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	8.4%	3.8%	9.5%	5.8%	7.1%
Online	40.3%	43.1%	46.0%	38.9%	35.9%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	51.3%	53.1%	44.5%	55.3%	57.1%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	35.5%	32.8%	36.9%	30.1%	28.0%
Male	63.9%	66.4%	61.0%	68.5%	71.0%
Unknown	0.6%	0.8%	2.1%	1.5%	1.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	13.1%	15.2%	12.7%	13.3%	12.8%
American Indian/AK Native	0.9%	0.6%	0.7%	1.2%	0.6%
Asian	10.1%	10.2%	9.8%	6.4%	9.0%
Hispanic	23.2%	21.0%	23.9%	25.1%	26.4%
Pacific Islander/HI Native	0.5%	1.3%	0.5%	1.2%	0.8%
White	37.2%	34.6%	37.1%	36.8%	35.6%
Multi-Ethnicity	13.5%	15.8%	13.9%	15.0%	13.6%
Other/Unknown	1.6%	1.3%	1.4%	0.9%	1.1%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	13.9%	11.9%	18.2%	13.3%	13.0%
20 to 24	17.9%	16.9%	16.7%	15.2%	12.8%
25 to 29	14.8%	15.6%	16.1%	14.8%	10.9%
30 to 34	13.6%	14.5%	12.8%	14.4%	16.7%
35 to 39	12.0%	12.0%	11.4%	12.8%	13.9%
40 to 49	17.7%	17.8%	15.1%	18.3%	17.8%
50 and Older	10.1%	11.2%	9.6%	11.4%	12.5%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Humanities courses made up 1.0% of all state-funded enrollment for 2018-19. The percentage difference in Humanities course **enrollment** in 2018-19 showed a substantial decrease from 2017-18 and a substantial decrease from 2014-15. Enrollment in Humanities during 2018-19 showed 7.1% of courses were taught **traditional (face-to-fac**e), 35.9% were taught **online**, 0.0% were taught in the **hybrid** modality, and 57.1% were taught in the **correspondence (cable, telecourse, and other distance learning)** modality.

In 2018-19, Humanities enrollment consisted of 28.0% **female**, 71.0% **male**, and 1.0% students of **unknown** gender. In 2018-19, Humanities enrollment consisted of 12.8% **African American** students, 0.6% **American Indian/AK Native** students, 9.0% **Asian** students, 26.4% **Hispanic** students, 0.8% **Pacific**

Islander/HI Native students, 35.6% **White** students, 13.6% **multi-ethnic** students, and 1.1% students of **other** or **unknown** ethnicity. The age breakdown for 2018-19 enrollments in Humanities revealed 13.0% aged **19 or less**, 12.8% aged **20 to 24**, 10.9% aged **25 to 29**, 16.7% aged **30 to 34**, 13.9% aged **35 to 39**, 17.8% aged **40 to 49**, 12.5% aged **50 and older**, and 0.0% **unknown**.Program Awards: Humanities

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	88	106	105	157	154
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Humanities degrees awarded in 2018-19 showed a slight decrease from 2017-18 and a substantial increase from the number of degrees awarded in 2014-15.

The percentage change in the number of Humanities certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Success and Retention: Humanities

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	62.2%	63.7%	77.1%	72.3%	84.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	87.0%	56.4%	92.2%	95.3%	100.0%
Online	64.4%	65.8%	83.7%	75.9%	81.3%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	56.4%	62.4%	67.1%	67.5%	84.6%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	66.3%	63.0%	86.0%	75.9%	87.4%
Male	60.1%	63.6%	71.6%	71.2%	83.3%
Unknown	40.0%	100.0%	82.4%	54.5%	83.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	51.9%	53.8%	68.0%	56.6%	80.0%
American Indian/AK Native	28.6%	33.3%	66.7%	88.9%	75.0%
Asian	68.7%	77.4%	88.8%	81.3%	83.9%
Hispanic	61.1%	63.8%	71.6%	69.0%	84.8%
Pacific Islander/HI Native	100.0%	42.9%	75.0%	66.7%	100.0%
White	65.7%	67.0%	80.8%	79.2%	88.3%
Multi-Ethnicity	61.3%	57.9%	78.8%	69.6%	77.6%

Other/Unknown	53.8%	85.7%	63.6%	85.7%	85.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	74.6%	68.5%	91.9%	93.9%	95.1%
20 to 24	54.4%	60.0%	72.1%	65.5%	77.9%
25 to 29	59.5%	55.6%	75.6%	68.2%	79.4%
30 to 34	58.9%	61.6%	76.9%	71.0%	86.5%
35 to 39	61.6%	71.2%	72.0%	68.4%	78.2%
40 to 49	64.4%	67.6%	74.0%	67.6%	86.5%
50 and Older	63.9%	63.8%	71.8%	75.3%	87.2%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Humanities courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Humanities 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Humanities **course success rate** was substantially 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 2018-19, the success rate was a substantial increase for **traditional (face-to-face)** Humanities courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a minimal difference for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Humanities success rate for 2018-19, the success rate was a slight increase for **female** students in Humanities courses, a slight decrease for **male** students, and a slight decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Humanities success rate for 2018-19, the success rate was a slight decrease for **African American** students in Humanities courses, a moderate decrease for **American Indian/AK Native** students, a minimal difference for **Asian** students, a minimal difference for **Hispanic** students, a substantial increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a moderate decrease for **multi-ethnic** students, and a slight increase for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities success rate for 2018-19, the success rate was a substantial increase for students aged **19 or less** in Humanities courses, a moderate decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a moderate decrease for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight increase for students aged **50 and older**, and no comparative data for students of unknown age.

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	76.6%	81.8%	86.5%	87.5%	91.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	95.7%	89.7%	94.8%	95.3%	100.0%
Online	76.4%	79.9%	88.2%	92.1%	87.9%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	73.7%	82.8%	82.9%	83.5%	92.7%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	78.4%	79.2%	91.0%	89.7%	92.0%
Male	76.0%	82.9%	83.9%	87.1%	91.4%
Unknown	40.0%	100.0%	82.4%	63.6%	83.3%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	67.6%	81.0%	84.5%	86.9%	90.0%
American Indian/AK Native	85.7%	66.7%	83.3%	100.0%	100.0%
Asian	81.9%	92.5%	91.3%	91.7%	89.3%
Hispanic	79.5%	81.2%	84.0%	83.4%	92.7%
Pacific Islander/HI Native	100.0%	85.7%	75.0%	77.8%	100.0%
White	77.8%	83.0%	87.1%	92.0%	92.8%
Multi-Ethnicity	73.0%	73.2%	89.4%	81.3%	88.2%
Other/Unknown	69.2%	92.9%	72.7%	100.0%	85.7%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	91.2%	87.1%	96.6%	96.0%	96.3%
20 to 24	70.1%	79.4%	81.6%	86.7%	88.4%
25 to 29	74.4%	73.5%	84.7%	87.3%	85.3%
30 to 34	74.1%	78.1%	88.5%	87.9%	95.2%
35 to 39	74.7%	87.2%	83.9%	88.4%	90.8%
40 to 49	76.0%	85.9%	85.4%	81.6%	92.8%
50 and Older	78.3%	83.6%	80.8%	87.1%	89.7%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Humanities courses in 2018-19 showed a slight increase from 2017-18 and a substantial increase from 2014-15. When comparing the percentage point difference in the Humanities 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Humanities **course retention rate** was moderately higher than the **college average** and substantially higher than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Humanities retention rate for 2018-19, the retention rate was a moderate increase for **traditional (face-to-face)** Humanities courses, a slight decrease for **online** courses, no comparative data for **hybrid courses**, and a slight increase for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Humanities retention rate for 2018-19, the retention rate was a minimal difference for **female** students in Humanities courses, a minimal difference for **male** students, and a moderate decrease for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Humanities retention rate for 2018-19, the retention rate was a slight decrease for **African American** students in Humanities courses, a moderate increase for **American Indian/AK Native** students, a slight decrease for **Asian** students, a slight increase for **Hispanic** students, a moderate increase for **Pacific Islander/HI Native** students, a slight increase for **White** students, a slight decrease for **multi-ethnic** students, and a moderate decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Humanities retention rate for 2018-19, the retention rate was a slight increase for students aged **19 or less** in Humanities courses, a slight decrease for students aged **20 to 24**, a moderate decrease for students aged **25 to 29**, a slight increase for students aged **30 to 34**, a minimal difference for students aged **35 to 39**, a slight increase for students aged **40 to 49**, a slight decrease for students aged **50 and older**, and no comparative data for students of **unknown** age.

Internal Analysis and Program Effectiveness: Reading

Productivity	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	26	18	3	32	40
State-Funded Resident FTES	6,073.30	6,343.88	5,929.28	6,189.33	6,104.88
Subject Resident FTES	2.41	1.65	0.27	2.96	3.70
Sections	3	2	1	2	4
Fill Rate	21.7%	18.9%	6.7%	35.6%	22.2%
WSCH/FTEF 595 Efficiency	132	127	45	243	152
FTEF/30	0.3	0.2	0.1	0.2	0.4
Extended Learning Enrollment	0	0	0	0	0

The percentage change in the number of Reading **enrollments** in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15.

The percentage change in 2018-19 **resident FTES** in Reading credit courses showed a substantial increase from 2017-18 and a substantial increase in comparison with resident FTES in 2014-15.

The percentage change in the number of **sections** in Reading courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from the number of sections in 2014-15.

The percentage change in the **fill rate** in 2018-19 for Reading courses showed a substantial decrease from 2017-18 and a slight increase in comparison with the fill rate in 2014-15.

The percentage change in the **WSCH/FTEF** ratio in Reading courses in 2018-19 showed a substantial decrease from 2017-18 and a substantial increase from 2014-15.

The percentage change in the **FTEF/30** ratio for Reading courses in 2018-19 showed a substantial increase from 2017-18 and a substantial increase in comparison with the FTEF/30 ratio in 2014-15.

There was no comparative data in the number of Reading **Extended Learning enrollments** in 2018-19 from 2017-18 and no comparative data from 2014-15.

Comparison of Enrollment Trends	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Enrollment	61,279	63,824	60,164	61,368	59,444
Subject State-Funded Enrollment	26	18	3	32	40

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	11.5%	0.0%	0.0%	0.0%	0.0%
Online	88.5%	100.0%	100.0%	100.0%	100.0%
Hybrid	0.0%	0.0%	0.0%	0.0%	0.0%
Correspondence (Cable, Telecourse, Other DL)	0.0%	0.0%	0.0%	0.0%	0.0%

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	73.1%	72.2%	100.0%	59.4%	57.5%
Male	26.9%	27.8%	0.0%	37.5%	42.5%
Unknown	0.0%	0.0%	0.0%	3.1%	0.0%

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	16.7%	0.0%	25.0%	22.5%
American Indian/AK Native	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	23.1%	44.4%	33.3%	34.4%	20.0%
Hispanic	26.9%	5.6%	0.0%	6.3%	2.5%
Pacific Islander/HI Native	0.0%	0.0%	0.0%	0.0%	0.0%
White	23.1%	16.7%	33.3%	18.8%	32.5%
Multi-Ethnicity	19.2%	16.7%	33.3%	15.6%	15.0%
Other/Unknown	7.7%	0.0%	0.0%	0.0%	7.5%

Age Group	2014-15	2015-16	2016-17	2017-18	2018-19
19 or Less	7.7%	5.6%	0.0%	6.3%	5.0%
20 to 24	19.2%	5.6%	33.3%	31.3%	25.0%
25 to 29	11.5%	11.1%	66.7%	12.5%	20.0%
30 to 34	11.5%	22.2%	0.0%	6.3%	7.5%
35 to 39	15.4%	5.6%	0.0%	6.3%	7.5%
40 to 49	15.4%	27.8%	0.0%	18.8%	12.5%
50 and Older	19.2%	22.2%	0.0%	18.8%	27.5%
Unknown	0.0%	0.0%	0.0%	0.0%	0.0%

Reading courses made up 0.1% of all state-funded enrollment for 2018-19. The percentage difference in Reading course **enrollment** in 2018-19 showed a substantial increase from 2017-18 and a substantial increase from 2014-15. Enrollment in Reading during 2018-19 showed 0.0% of courses were taught **traditional (face-to-fac**e), 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 2018-19, Reading enrollment consisted of 57.5% **female**, 42.5% **male**, and 0.0% students of **unknown** gender. In 2018-19, Reading enrollment consisted of 22.5% **African American** students, 0.0% **American Indian/AK Native** students, 20.0% **Asian** students, 2.5% **Hispanic** students, 0.0% **Pacific Islander/HI Native** students, 32.5% **White** students, 15.0% **multi-ethnic** students, and 7.5% students of **other** or

unknown ethnicity. The age breakdown for 2018-19 enrollments in Reading revealed 5.0% aged **19 or less**, 25.0% aged **20 to 24**, 20.0% aged **25 to 29**, 7.5% aged **30 to 34**, 7.5% aged **35 to 39**, 12.5% aged **40 to 49**, 27.5% aged **50 and older**, and 0.0% **unknown**.Program Awards: Reading

Awards	2014-15	2015-16	2016-17	2017-18	2018-19
Degrees (Coastline Total)	1,609	1,893	2,074	2,025	2,188
Subject Degrees Awarded	0	0	0	0	0
Certificates (Coastline Total)	692	600	602	628	709
Subject Certificates Awarded	0	0	0	0	0

The percentage change in the number of Reading degrees awarded in 2018-19 showed no comparative data from 2017-18 and no comparative data from the number of degrees awarded in 2014-15.

The percentage change in the number of Reading certificates awarded in 2018-19 showed no comparative data from 2017-18 and showed no comparative data in comparison with the number of certificates awarded in 2014-15.

Success and Retention: Reading

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	69.2%	55.6%	66.7%	40.6%	52.5%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	66.7%	-	-	-	-
Online	69.6%	55.6%	66.7%	40.6%	52.5%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	68.4%	53.8%	66.7%	42.1%	52.2%
Male	71.4%	60.0%	0.0%	41.7%	52.9%
Unknown	0.0%	-	-	0.0%	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	0.0%	0.0%	25.0%	44.4%
American Indian/AK Native	-	-	-	-	-
Asian	83.3%	62.5%	100.0%	45.5%	75.0%
Hispanic	71.4%	0.0%	-	50.0%	0.0%
Pacific Islander/HI Native	-	-	-	-	-
White	66.7%	100.0%	0.0%	16.7%	69.2%
Multi-Ethnicity	60.0%	66.7%	100.0%	80.0%	33.3%
Other/Unknown	50.0%	-	-	-	0.0%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	50.0%	100.0%	-	50.0%	0.0%
20 to 24	60.0%	100.0%	100.0%	30.0%	50.0%
25 to 29	66.7%	50.0%	50.0%	25.0%	37.5%
30 to 34	33.3%	50.0%	0.0%	50.0%	100.0%
35 to 39	75.0%	0.0%	0.0%	100.0%	33.3%
40 to 49	100.0%	40.0%	0.0%	33.3%	40.0%
50 and Older	80.0%	75.0%	0.0%	50.0%	72.7%
Unknown	-	-	-	-	-

The percentage difference in the **course success rate** in Reading courses in 2018-19 showed a substantial increase from 2017-18 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Reading 2018-19 course success rate to the College's overall success average* (72.2%) and the institution-set standard* (59.8%) for credit course success, the Reading **course success 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 success rate for 2018-19, the success rate was no comparative data for **traditional (face-to-face)** Reading courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Reading success rate for 2018-19, the success rate was a minimal difference for **female** students in Reading courses, a minimal difference for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading success rate for 2018-19, the success rate was a moderate decrease for **African American** students in Reading courses, no comparative data for **American Indian/AK Native** students, a substantial increase for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a substantial increase for **White** students, a substantial decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Reading success rate for 2018-19, the success rate was a substantial decrease for students aged **19 or less** in Reading courses, a slight decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a substantial decrease for students aged **35 to 39**, a substantial decrease for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of unknown age.

Retention: Reading

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	84.6%	61.1%	66.7%	50.0%	65.0%

Modality	2014-15	2015-16	2016-17	2017-18	2018-19
Traditional	66.7%	-	-	-	-
Online	87.0%	61.1%	66.7%	50.0%	65.0%
Hybrid	-	-	-	-	-
Correspondence (Cable, Telecourse, Other DL)	-	-	-	-	-

Gender	2014-15	2015-16	2016-17	2017-18	2018-19
Female	84.2%	61.5%	66.7%	57.9%	69.6%
Male	85.7%	60.0%	0.0%	41.7%	58.8%
Unknown	0.0%	-	-	0.0%	-

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	0.0%	33.3%	0.0%	50.0%	55.6%
American Indian/AK Native	-	-	-	-	-
Asian	83.3%	62.5%	100.0%	45.5%	87.5%
Hispanic	71.4%	0.0%	-	50.0%	0.0%
Pacific Islander/HI Native	-	-	-	-	-
White	83.3%	100.0%	0.0%	33.3%	76.9%
Multi-Ethnicity	100.0%	66.7%	100.0%	80.0%	50.0%
Other/Unknown	100.0%	-	-	-	33.3%

Age Group	2014-15	2015-16	2016-17	2018-19	2018-19
19 or Less	100.0%	100.0%	-	50.0%	50.0%
20 to 24	80.0%	100.0%	100.0%	50.0%	50.0%
25 to 29	100.0%	50.0%	50.0%	25.0%	37.5%
30 to 34	33.3%	50.0%	0.0%	100.0%	100.0%
35 to 39	75.0%	100.0%	0.0%	100.0%	66.7%
40 to 49	100.0%	40.0%	0.0%	33.3%	60.0%
50 and Older	100.0%	75.0%	0.0%	50.0%	90.9%
Unknown	-	-	-	-	-

The percentage difference in the **course retention rate** in Reading courses in 2018-19 showed a substantial increase from 2017-18 and a substantial decrease from 2014-15. When comparing the percentage point difference in the Reading 2018-19 course retention rate to the College's overall retention average* (86.1%) and the institution-set standard* (72.3%) for credit course retention, the Reading **course retention rate** was substantially lower than the **college average** and moderately lower than the **institution-set standard** for credit course retention.

When comparing the percentage point difference between instructional modalities to the overall Reading retention rate for 2018-19, the retention rate was no comparative data for **traditional (face-to-face)** Reading courses, a minimal difference for **online** courses, no comparative data for **hybrid courses**, and no comparative data for **correspondence (cable, telecourse, and other distance learning)** courses.

When comparing the percentage point difference between genders to the overall Reading retention rate for 2018-19, the retention rate was a slight increase for **female** students in Reading courses, a moderate decrease for **male** students, and no comparative data for students of **unknown** gender.

When comparing the percentage point difference between ethnicity groups to the overall Reading retention rate for 2018-19, the retention rate was a moderate decrease for **African American** students in Reading courses, no comparative data for **American Indian/AK Native** students, a substantial increase for **Asian** students, a substantial decrease for **Hispanic** students, no comparative data for **Pacific Islander/HI Native** students, a substantial increase for **White** students, a substantial decrease for **multi-ethnic** students, and a substantial decrease for students of **other** or **unknown** ethnicity.

When comparing the percentage point difference between age groups to the overall Reading retention rate for 2018-19, the retention rate was a substantial decrease for students aged **19 or less** in Reading courses, a substantial decrease for students aged **20 to 24**, a substantial decrease for students aged **25 to 29**, a substantial increase for students aged **30 to 34**, a slight increase for students aged **35 to 39**, a slight decrease for students aged **40 to 49**, a substantial increase for students aged **50 and older**, and no comparative data for students of **unknown** age.

Equity
Gender

As a result of serving the incarcerated population, around 54% of English students are male.

Males slightly outperform females in English.

Female and male success rates over past five years

Female	70.2%	71.6%	76.5%	75.7%	76.1%
Male	73.4%	73.7%	76.7%	76.5%	79.1%

More investigation into this gender disparity needs to be undertaken.

Ethnicity

Over the past five years success rates have increased for every ethnic group, with Pacific Islander students (focus of AANAPISI grant) showing a remarkable success rate increase from 61.5% to 83.3%.

Table shows success rates by ethnicity over five years

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	64.2%	70.4%	75.3%	72.0%	74.5%
American Indian/AK Native	61.5%	64.7%	68.0%	75.0%	78.9%
Asian	78.2%	79.1%	81.9%	81.9%	81.7%

Hispanic	69.6%	68.2%	70.2%	72.2%	74.6%
Pacific Islander/HI Native	61.5%	80.0%	77.8%	85.7%	83.3%
White	72.8%	74.1%	79.6%	77.6%	82.3%
Multi-Ethnicity	65.7%	64.9%	70.8%	70.8%	68.3%
Other/Unknown	79.5%	70.0%	68.8%	75.0%	65.3%

It is apparent that success rates for all ethnicities have increased over the past five years (excepting the category of Other/Unknown).

Table shows retention rates for college vs. English

Comparison of Retention Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Retention Rate	82.3%	83.4%	83.7%	85.1%	86.1%
College Institution Set Standard Retention Rate	70.1%	70.0%	70.9%	71.1%	72.3%
Subject Retention Rate	80.9%	83.5%	85.1%	87.1%	87.3%

At 87.3% English now slightly surpasses the College retention rate of 86.1%. Improved RSI, course design, familiarity with Canvas, and other efforts (Civitas, etc.) are likely responsible.

Table shows retention by ethnicity

Ethnicity	2014-15	2015-16	2016-17	2017-18	2018-19
African American	74.6%	83.7%	86.8%	86.8%	88.7%
American Indian/AK Native	76.9%	82.4%	76.0%	91.7%	89.5%
Asian	87.5%	87.9%	89.0%	91.2%	90.1%
Hispanic	79.2%	82.4%	83.3%	85.9%	86.3%
Pacific Islander/HI Native	76.9%	93.3%	88.9%	85.7%	88.9%
White	80.4%	82.8%	85.6%	86.5%	88.6%
Multi-Ethnicity	74.9%	77.5%	79.5%	83.3%	81.0%
Other/Unknown	84.6%	78.0%	81.3%	77.8%	81.6%

Students enrolled in English across all ethnic groups showed an increase in retention over the past five years, excepting the group Other/Unknown. Retention rates are consistently within the 80-90% for all groups.

Age

By age the students with the highest success rates were, first, 50+ years of age (83%) and second 40-49 years of age (81%), suggesting that some combination of experience and maturity is a significant determinant of success. The lowest success rate (75%) was for students ages 20-24.

Achievement
In 2018-19 the English success rate was 77.7% compared to the college-wide success rate of 72.2%. Both English and college success rates have increased steadily since 2014-15.

Success rates

Comparison of Success Rates	2014-15	2015-16	2016-17	2017-18	2018-19
State-Funded Success Rate	65.4%	66.7%	68.6%	70.9%	72.2%
College Institution Set Standard Success Rate	55.4%	55.5%	56.7%	58.3%	59.8%
Subject Success Rate	72.0%	72.7%	76.4%	76.1%	77.7%

In a reversal of expectations, correspondence courses have the highest success rate at 81%, followed by hybrids at 80%, online at 76%, and onsite at 74%. English's success rates for onsite classes have dropped over the past five years from 79% to 74%, whereas online success rates have surged from 66% to 76%.

In 2018-19 only two students earned a degree in English at Coastline, though all students were required to take either English 100 (Option 1-3) or 135 (Option 1).

Many English courses are offered "zero-cost," meaning students do not pay for a textbook. This is correlated with both success/completion and retention.

Program Efficiency
Table shows English efficiency over past five years

Fill Rate	77.7%	81.4%	84.2%	82.5%	80.3%
WSCH/FTEF 595 Efficiency	443	431	420	437	423

The fill rate for English peaked in 2017 at 84.2% before declining to 80.3%. This can be attributed to shrinking enrollments and fill rates in onsite/f2f English courses. English independent study courses (103 and 135) regularly attain 100% fill rate, as do English 100 and 102 online courses. The WSCH/FTEF 595 productivity metric outcomes ranged from a high of 443 to a low of 420.

Table shows state-funded English enrollments over past five years

Subject State-Funded Enrollment	3,751	3,915	4,094	4,118	3,807

Enrollments in English continue to decrease slightly from a high attained in 2018. They are expected to drop substantially over the next year (2020-2021), as 13 independent study sections were removed from the Fall '20 schedule due to budget cuts.

Table shows ELD enrollments over five years

Extended Learning Enrollment	1,206	1,068	821	743	962

ELD/Contract Ed/Military student enrollments in English classes dropped by 25.4% over the past five years. Enrollments in ELD courses are expected to continue to diminish due to funding cuts.

Action plan
Coastline in general and English in particular are advised to re-assess the scheduling of onsite/f2f classes. As part of an enrollment management plan and in the interest of higher productivity, it is recommended to move substantial numbers of classes online and reduce onsite offerings, as student demand for onsite/f2f classes is low. Per the table presented in the Executive summary, there were zero

waitlisted students for onsite/f2f instruction during Spring '20. Aggregating waitlists for all English online classes—1st eight weeks, 2nd eight weeks, 16 weeks, winter intersession—there were 426 waitlisted students for online sections.

Furthermore, at the end of the Spring '20 semester, enrollments in onsite Engl 100 were as follows: 12 students, 10 students, 9 students, 3 students = 34 students over four sections. Four onsite Engl 100 sections were canceled during Spring '20, whereas no online courses for any level were canceled.

Table shows % change in enrollments for onsite/f2f vs. online classes over past five years

| Traditional | 18.6% | 15.6% | 14.8% | 11.7% | 10.3% |
| Online | 50.3% | 52.4% | 49.9% | 49.1% | 52.7% |

An increase in online 100/102 sections to match student demand and a strategic decrease in onsite/f2f offerings would lead to higher fill rates and WSCH/FTEF efficiency, as well as resulting in more students completing English C100/C102 and, by extension, degrees at Coastline.

Student Survey Results

Students enrolled (including students who dropped) in English C100 during Spring '20 were posed these questions:

1. Did you enroll in English C100 Freshman Composition or its equivalent at another college during your first year of college? (yes/no)
    a. RESULTS = 62% Yes, 38% No (n = 100)
2. How should Coastline communicate the importance of enrolling in English C100 Freshman Composition during students' first year of college?
    a. RESPONSES (unedited; redundant responses excluded) = *It should be a requirement. *Via email or a meeting with a counselor. It is very important to take this class right away. *It helps to be able to write research papers in so many other classes. *It is a big help to take this class first. I would make it mandatory. *Let students know to be able to get into most classes and majors you must take English C100. *Freshmen orientation, newcomers packet/e-mail for online students. *During advising sessions. *Keep offering online courses with zero cost materials. *Emphasize that this class is needed to transfer to many four-year colleges and that taking it first year will give you a chance to get a better grade if needed or will allow you to explore other classes second year. *By explaining it will make all research papers for other classes easier. It will also teach them proper formatting and how to articulate their ideas. *The best way would be through counselors. That I'd generally where most people start their journey in college. *Coastline should emphasize the amount of learning that goes on in this class and should let potential students know that this class will help them to improve their writing and vocabulary skills to communicate the importance of enrolling in English C100. *Make sure student know it a pre req to most degrees. *Emphasise on how taking English C100 could help the students understand what their professors required of them for all of their writing assignments and help them earn those A's with less struggles. *I think it should be stressed significantly especially if it's the students first college because for me I took English at another school and it wasn't

transferable anymore which led me to have to take English all over again. *Phone. *Coastline should let students know that by taking English 100 in the first year, student will be able to write better essays and obtain higher grades.

3. How can English C100 Freshman Composition instructors help students succeed in that class?

    a. RESPONSES (unedited; redundant responses excluded) = *By communicating well and help students build confidence. *Providing different type of materials and resources so all students can find what works best for them. *Being clear on instructions. *Following up with class every Monday, ensuring everyone is in track and good. *I think signifying the importance of following directions for assignment criteria would be helpful. There were times I noticed students didn't follow assignment instructions but I couldn't tell if it had an impact on how the assignment was graded. *being available to answer questions is key. *Staying engaged with the students, and having a clear syllabus. *Be available for student questions, provide guidance and feedback. *Grade to the school standard but realize these are freshmen classes not upper level be realistic in the grading metric. *Be more through about how you require your students to write. *Give a full example of a paper. Then as the course goes on, use that example throughout the course. Breaking it down section by section. So students have a comparison throughout the course. Also if a instructor gives feedback to one student, there should give feedback to all students. Otherwise they will not know if they are doing good or bad. *sample essays, allow retries on quizzes. *Give specific, constructive criticism. *Provide more "how to" videos. *More constructive criticism. *I was told I needed more detail in my essays but then was marked down for going over the word count. It would've been helpful to have suggestions on how to give more detail but stay within the word count. For instance, focus on this aspect or argument A and delete argument B. *I honestly felt that the class I took had all the factors needed to succeed. *It a student is not succeeding then it is on the individual rather the teacher. continue to have ongoing communication with students via email. *English C100 instructors can help students succeed in this class by regularly making announcements about the upcoming modules, giving feedback on any essays, discussions, or other assignments, and being available for students to contact the instructor if they have questions or concerns. *I'll will say be patient and nice. Lots of people afraid of English. *More verbal videos sometimes hearing instructions or an explanation helps a lot! *More interaction. *Make the goals obtainable. *Helps prepare to write papers in other classes and find research. *Explain every aspects of writing essays in as much detail as possible. Explain what a paragraph should look like, how a complex sentence functions, how in-text citation works, how referencing should be done, how to write a thesis, how to include TAG, how the format should look like. Basically, as detailed as possible, like a step by step. *One-on-one meeting would help immensely. And the opportunity to improve grade by allowing students to resubmit a past assignment within certain time frame would excite the student and encourage them to master their writing. *I learned how to write my essay as MLA or APA, I learned many new structures to organize my essay well. It's really helpful for my next classes. *A little more clarity on what the essay is about. *Be sure to make the syllabus easy enough to follow directions. With some of the assignments, I found it difficult to

understand the terms and there were multiple steps that were a bit overwhelming. *Possibly short video based lecture to enforce the reading. I did learn information however a VTC for the class for a short lecture or a dial in once per week would help. *Normally I find it when one person asks a question normally 2 or 3 others were thinking the same. *By making sure the student understands the lesson and give an example of what the lesson is referencing. Also give feedback. *Give clearly instruction on each essay. Provide feedback or grammar review on the problem that student have most. *Give encourage comment on student work. It could give motivation for student on writing. *Take them step by step in forming introduction paragraphs, body paragraphs, argumentative paragraphs and rebuttals as well as punctuation, sentence formation and using the thesaurus! *By providing every student with the proper knowledge and insight and tools to be successful in writing papers using different styles and citations. *As long as the teachers provide the tools it's up to the students to apply it and use it. Also possibly using different styles such as MLA, APA etc to be able to properly understand the difference between the two of them. It will also broaden your knowledge in the process. *More feedback that's not so focused on the compliment sandwich. The compliment sandwich is fine, but the meat needs to be more impactful and direct. *Communication and honesty, my professor was very upfront and realistic. *More sample papers.

Based on English 100 students' feedback one concludes this: around 2/3 took Freshman Composition during their first year of college; they believe there should be more marketing and advising explaining the academic benefits of this, and that enrolling in 100 during Y1 should be a requirement; they would like improved interaction with instructors, along with enriched feedback, clearer instructions, and better communication.

Instructor Survey Results

22 English/Humanities instructors were polled anonymously. 17-18 responded thus:

1. Would you like additional RSI (regular and substantive interaction for online teaching) training?

    I'd like lots of RSI training = 16.67%, 3

    I'd like some clarification about RSI = 22.22%, 4

    I teach online but don't need additional RSI training = 55.56%, 10

    I don't teach online = 5.56%, 1

2. Please indicate how often you practice RSI according to the approved English/Humanities plan.

    Always = 76.47%, 13

    Sometimes = 11.76%, 2

    Rarely = 0.00%, 0

    Never = 0.00%, 0

Not applicable - I've never taught online = 11.76%, 2

3. Are you familiar with the Last Date of Attendance (LDA) requirement?

    Yes = 100%, 17

4. Please indicate how often you submit the LDA in MyCCC after students drop or become inactive.
    Always = 64.71%. 11
    Sometimes = 35.29%, 6
    Rarely / Never = 0

5. Would you like additional LDA training?

    Yes, lots = 5.88%, 1

    Yes, some clarification = 41.18%, 7

    No, I don't need any more LDA training = 52.94%, 9

6. Are you familiar with Student Learning Outcomes (SLOs)?

    Yes, very = 94.12%, 16

    Yes, somewhat, though I need some clarification = 5.88%, 1

    No, not really = 0

7. Please indicate whether SLOs are displayed accurately in Canvas for each of your courses.

    Always = 88.24%, 15

    Sometimes = 11.76%, 2

    Rarely / Never = 0

8. What other online or onsite training needs might you have? (Ex: Zoom, accessibility, captioning, OER, using the SLO data cloud, using a SmartBoard in the classroom, retention, classroom management, designing online discussions, using Turnitin in Canvas, etc.)

    *Retention, developing engaging assignments. *Always Zoom practice. *Recommend FUSE to Relay training as an easy way around Camtasia. *Not familiar with Smart Board.   *SmartBoards sound interesting, although I only teach online so I don't know when I'll use the info. *I'm always interested in new ideas for engaging online discussion activities. *Accessibility, SmartBoard in the classroom, retention, classroom management, and Turnitin in Canvas. *Zoom, SLO data cloud, designing online discussions. *Zoom training might be helpful! *Accessibility (esp. in regard to images and PDFs), retention strategies for online courses. *I'm curious about how training in retention would work. *Relay/ Techsmith training Camtasia training. *SLO Data Cloud and more Zoom. *Learning how to use Pear Deck, Padlet, Flipgrid, and other apps in online classes. *Learning how to create interesting buttons and import and size interesting images (Maybe this is called Advanced Canvas training.)   *Zoom *How much unpaid time to we

have to get trained? *I'd like more info about available webinars from our student services on campus, especially library instruction. *Captioning, OER, SLO data cloud, designing online discussions, using turnitin in Canvas.

Based on instructors' responses, one concludes the following: more guidance on RSI is needed; instructors are familiar with LDA but need clarification; instructors are confident about SLOs but need help with the data cloud; instructors request training for Zoom, accessibility, data cloud, and retention strategies.

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

ENGLISH C100 SLO Assessment Data

SLO	SLO outcomes	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
CSLO 1: 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.	Fall '18: 87.1% met Spring '19: 84.3% met Fall '19: 73.4% met Spring '20 87.6%	Essay rubrics	FT and PT faculty	n/a
CSLO 2: 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.	Fall '18: 84.8% met Spring '19: 77.9% met Fall '19: 78.3% met Spring '20 98.3%	Essay rubrics	FT and PT faculty	n/a

Students attained both ENGL 100 CSLOs at high rates. There was some semester-to-semester spread, likely due to faculty learning how/when to enter SLOs into the data cloud.

Here is additional CSLO data from a NC developmental course, ENGL 099N, and from the other largest course in the program, ENGL 102.

ENGL C099N
Fall '19 SLO1 = 77% met, SLO2 = 77% met
Spring '20 SLO1 = 85% met, SLO2 = 85% met

ENGL C102
Spring '19 SLO 1 = 98% met, SLO2 = 93% met
Fall '19 SLO1 = 88% met, SLO2 = 93% met

HUMANITIES C100 SLO Assessment Data

SLO	SLO outcomes	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
CSLO 1: Articulate and interpret historical interrelationships between the political, social, economic, geographical, cultural, religious, philosophical, and artistic characteristics of Western Civilization over time.	Spring '20: 58.3% met 16.7% partially met 25% not met	Essay rubrics	FT and PT faculty	n/a
CSLO 2: Illustrate the historical continuity of ideas and values and recognize the expression of those ideas and values in the arts of specific periods in Western Civilization.	Spring '20 58.3% met 16.7% partially met 25% not met	Essay rubrics	FT and PT faculty	n/a

Students attained the HUMS C100 SLOs at a lower rate than did students in ENGL C100. The sample size for HUMS was much smaller; there was data submitted for only 12 total students. There is only one HUMS 100 online course offered each session. The program will need to follow up with HUMS instructors and ensure data is uploaded and that outcomes are achieved at a higher rate.

READING C102 SLO Assessment Data

SLO	SLO outcomes	Method(s) of Assessment	Participant(s) in the Planning Discussion	Recommended Changes
CSLO 1: Construct an evaluation of any argument in college-level reading material.	Fall '19 100% met Spring '20 85.7% met	Reading rubrics	FT and PT faculty	n/a
CSLO 2: Formulate and establish an opinion or position based on evidence and reason to agree, disagree, or provide alternative perspectives on a variety of real-world issues.	Fall '19 57.1% met Spring '20 85.7% met	Reading rubrics	FT and PT faculty	n/a

Reading C102 is the only remaining course at Coastline that focuses exclusively on reading, READ C099 and C100 having been suspended. Only one C102 course was offered during both Fall '19 and Spring

'20, and enrollments were minimal (course ended with 14 students in Spring '20). Due to the small sample size of one section with only a few students, data shows a wide spread.

PRESENCE OF ACCURATE SLOs IN CANVAS
The Office of Instruction is reviewing course shells to check for the presence of SLOs in all English, Humanities, and Reading courses. In addition, evaluation forms have a section dedicated to SLOs. All English & Humanities courses have set schedules for when instructors are to assess SLOs; this timeline has been entered into the data cloud.

English C100 SLO data pulled from this site:
https://public.tableau.com/profile/aeronzentner#!/vizhome/SLOAssessmentResults/SLOAssessmentResults

English, Humanities, and Reading Program - PSLOs, 2015-2016 through 2019-20

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.	10	30.0%	70.0%	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.	9	44.4%	55.6%	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.	9	22.3%	77.8%	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.	9	33.3%	66.7%	0.0%	0.0%

The data shows that the of student suggest having the ability to demonstrate these outcomes effectively. There may be effort needed to help support their confidence in the future. Engagement activities and exercises that promote these skills will be essential.

PSLO screen snip shows that "average level of ability" was attained at the following rates:

"Apply perspectives from a variety of disciplines" = 3.30/4.0

"Critically evaluate historical sources, literature, art, film, music" = 3.44/4.0

"Evaluate a literary work in terms of style and descriptive technique" = 3.22/4.0

"Evaluate and interpret the ways in which people through the ages have responded" = 3.33/4.0

The results indicate that students attained English PSLOs at an overall average level of ability of 3.3/4.0

Note that this PSLO data covers the three disciplines included in the program: English, Humanities, Reading.

Curriculum Review
Curriculum Review

Course	Title	Term Reviewed	Status
~~ENGL C020~~	Basic Grammar 1	Spring '20	Suspended
~~ENGL C021~~	College Spelling 1	Spring '20	Suspended
~~ENGL C024~~	College Vocabulary 1	Spring '20	Suspended
~~ENGL C025~~	College Vocabulary 2	Spring '20	Suspended
~~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 '20	Suspended
~~READ C099N~~	Basic Reading (non-credit) NEW	Spring '20	Removed from C-NET queue
~~READ C099~~	Basic Reading (will be replaced with 099N)	Spring '20	Suspended
~~READ C100~~	College Reading	Spring '20	Suspended
ENGL C060N	Intro to e-sports	Fall '20	Newly created
ENGL C065N	Technical Writing	Fall '20	Newly created
ENGL C080N	Composition Support	Fall '20	Newly created
ENGL C090N	Freshman Composition Support	Spring '20	Newly created
ENGL C090	English Basic Skills Co-requisite	Fall '18	Active
ENGL C098N	Writing Sentences to Paragraphs	Spring '19	Active
ENGL C099N	Writing Paragraphs to Essays	Spring '19	Active
ENGL C100	Freshman Composition	Spring '20	Active, changed 3 to 4 units
ENGL C102	Critical Reasoning, Reading, and Writing	Spring '20	Active
ENGL C103	Business English	Spring '20	Active
ENGL C109	Essay Writing	Spring '18	Active, offered only ELD
ENGL C111	Composition and Literature	Spring '20	Active, awaiting C-ID approval
ENGL C133	Introduction to Creative Writing	Spring '20	Active
ENGL C135	Business Writing	Summer '19	Active
ENGL C136	Business Communication	Spring '20	Active
ENGL C140	Appreciation of Literature	Spring '20	Active
ENGL C143	Children's Literature	Spring '20	Active
ENGL C144	The International Short Story	Spring '20	Active, offered Summer
ENGL C145	American Literature: The Short Story	Spring '20	Active

Course	Title	Term Reviewed	Status
ENGL C146	Introduction to 20th Century Military Fiction	Spring '20	Active
ENGL C150	American Literature through the Civil War	Spring '20	Active, offered Fall
ENGL C155	American Literature 1865 to Present	Spring '20	Active, offered Spring
ENGL C181	Shakespeare	Spring '20	Active, offered Summer
ENGL C270	British Literature to 1800	Spring '20	Active, offered Fall
ENGL C275	British Literature Since 1800	Spring '20	Active, offered Spring
ENGL C296	Gothic Victorian Literature	Spring '20	Active, offered Fall
ENGL C297	*American Gothic Literature	Spring '20	Active, *name changed
HUM C100	Introduction to the Humanities	Spring '20	Active
HUM C110	Humanities through the Arts	Spring '20	Active
HUM C135	History and Appreciation of the Cinema	Spring '20	Active
READ C102	Critical Reading	Fall '17	Active

SUMMARY OF CURRICULUM CHANGES

The implementation of Pathways and passing of AB 705 led to significant changes in the offering of for-credit developmental courses in the ENGL/HUMS program. All for-credit grammar, vocabulary, and developmental writing reading courses were suspended, as shown in the above table. All students are now expected to complete ENGL 100 in their first year of college, which is indicated in the ENGL 100 advisory. All pre-reqs to ENGL 100 have been removed. Students needing additional assistance may enroll in the co-requisite ENGL 090, 090N, or 080N (approved during Fall '20). The "Live Online" modality was added to Course Outlines for courses that use that delivery: 098N, 099N, and 100, in addition to all our newly developed NC courses. The IGTEC board determined that ENGL 100 and 102 may reduce the minimum word counts from 6,000 to 5,000. This COR change was approved by the Engl/Hums faculty during a Flex Day meeting and will be enacted pending minimum word count change approval by the C-ID board.

Due to the pandemic and cap of 25% enrollment for incarcerated students, ENGL 103 and 135 are no longer offered as independent study. This resulted in the net loss of around 13 combined 103 and 135 sections per semester.   These sections should be brought back when possible, so that this student population can complete the Option 1 AA degree and be prepared for the workforce or matriculation after parole.

The ENGLISH AAT and ADT were updated during Spring '20. The Preparation for College Writing Certificate was updated during Fall '20.

Future NC courses may include proofreading/editing and other courses comprising the e-sports certificate. Pending economic recovery, future credit courses will broaden the literature offerings and may include Asian-American, Latin-American, African-American, and other works by under-represented writers of merit.

Progress on Initiative(s)

Progress on Forward Strategies

Initiative(s)	Status	Progress Status Description	Outcome(s)
In collaboration with the Student Success Center, the Counseling	Terminated	At the All College and beyond, English 099	ENGL C099 is no longer offered. Instead, students

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.		instructors will forge a plan to create pathways with ESL C160 instructors, thus ensuring students' persistence.	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).
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.	Completed	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.	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.
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.	Completed	No placement test is used in English from Fall '18 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.	Students placed into college-level English
Establish an essay award competition	Completed	The inaugural student essay competition was held during the 2018-2019 academic year, with awards announced in Spring '19.	Students participated in the essay competition
Found a literary journal	Completed	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.	The first volume of *Storyline*, the new Coastline literary journal, debuted in November of 2019. The second volume will be released in Fall '20. In addition, *Nzuri* is a new

			journal for the Umoja community.
Market the ENGL 100/090 co-req option and 098N and 099N options. Use classroom visits and Marketing Dept. communiques.	In progress	The 100/090 co-req and 098N/099N courses were marketed to onsite students via in-person visits from English instructors. They were also marketed to students via blasts from the Marketing Dept. Finally, the NC dept created fliers for 098N and 099N that were distributed.	Ongoing.
			See prior funding requests and content below about the Student Essay Competition and Literary Journal initiatives.

Response to Program and Department Review Committee Recommendation(s)

Progress on Recommendations

Recommendation(s)	Status	Response Summary
Build more awareness around the discipline-specific majors.	Addressed	Humanities will build student awareness about majors via internal promotion (instructors communicating future class and major options with their current students) and external marketing.
Market the ENGL 090/090N co-req options	In progress	Use classroom visits and Marketing Dept. communiques to students to promote the 090/090N options.
Market the 098N and 099N non-credit courses and Preparation for College Writing certificate	In progress	In tandem with the non-credit team at LJC and the Coastline Marketing Dept English has created fliers and sent email blasts to students about the NC option.

External Compliance

English is in full compliance with AB 705. For accreditation, instructors' SLOs should appear, accurately, in their Canvas Orientation Modules.

Program Planning and Communication Strategies

Planning, curriculum, SLOs, and performance data are shared with both FT and PT instructors. Follow-up discussions are held by email and at department meetings.

Coastline Pathways

Several instructors are involved in GP planning and implementation teams. English has created a program map draft showing how majors may complete an AAT by taking English courses and electives in a specific sequence.

Implications of Change

As noted in the Executive Summary, the next year or so will be challenging as the number of English sections is reduced due to state and district budget shortfalls. This will occur while, likely, student demand for online 100 and 102 classes will surge.

Forward Strategy

Toward the College goals of Equity, Achievement, Engagement, and Innovation and Effectiveness:

1. Implement retention techniques that keep students already enrolled throughout the term to completion.
2. Increase offerings of ENGL C100 and ENGL C102 to meet the course demands of student and requirements of AB 705
3. Continue to host activities (Crux essay contest) and produce materials (Literary journal) to increase student engagement.

Toward Goal #1 English intends to raise its ENGL 100 completion rate above the 68.2% reached during Fall '19 (a slight drop from 72% during Fall '18). English C100 going up to 4 units / 4 LHEs means more enrichment and greater instructor-student contact.

Section 2: Human Capital Planning

Year	Administrator /Management	F/T Faculty	P/T Faculty	Classified	Hourly
Previous year	Dean	4	19 PT instructors		
Current year	Dean	4	21 PT instructors		
1 year	Dean	4	~25 PT instructors needed to teach all ENGL 100 online, 102 online, and other sections, per waitlists and student demand		
2 years	Dean	4	~25 PT instructors needed to teach all ENGL 100 online, 102 online, and other sections, per waitlists and student demand		
3 years	Dean	4	~25 PT instructors needed to teach all ENGL 100 online, 102 online, and other sections, per waitlists and student demand		

Human capital changes: English added two new FT instructors since the last comprehensive program review. This ensures continuity and continued growth of our primary offerings, ENGL 100 and 102. In addition, English added 4 new PT instructors since the last comprehensive program review, also to cover 100 and 102 exclusively. All new instructors have been trained in FSC 150, Canvas, and ADA compliance for the online delivery.

Professional Development

Table shows Professional Development during the Fall '19 to Spring '20 year

Name (Title)	Professional Development	Outcome
KL	a.7/10/20 NISOD Webinar: "When the 'A' Student Checks Out: The Art of Recognizing and Responding to Self-Sabotage in Our Classrooms." b.7/23/19: Met with the Vertical Team (C. Ardinger, S. Bridges, K.	a.What I learned: Some students don't know how to process praise, so they derail themselves. Self-sabotage is like an alert system: students may have anxiety about what success may bring (graduation, a career), so they "ghost" themselves to get back to a more comfortable place. When the possibility of success is at hand, some students see increased possibilities for rejection. Faculty need to recognize praise-averse students and act accordingly. b.What I learned: We worked on a common rubric for the diagnostic assignment. In addition, we discussed enrollment strategies for the new courses.

	Morehouse) at LJC to discuss strategies for the fall.	
	c.8/6/19: Met with the Vertical Team (S. Bridges, K. Morehouse) at LJC to discuss strategies for the fall.	c.What I learned: We finalized the common rubric for the diagnostic assignment. In addition, we discussed enrollment challenges for non-credit courses.
	d.8/8/19: OEI alignment meeting (Zoom) with Helen Graves. ENGL 180 (ENGL-LIT 145), Children's Literature, is now aligned to the CVC-OEI Course Design Rubric. Alignment Date: 8/8/19	d. What I learned: I learned how to use the OEI Course Design Plan to bring my course into alignment.
	e. 8/8/19: Presentation: "Family Advocacy and New Parent Support: Responding to Child Abuse or Neglect and Domestic Abuse in the Military" from The National Child Traumatic Stress Network.	e. What I learned: I learned about the Family Advocacy Program (FAP) and the New Parent Support Program (NPSP) and about child maltreatment and domestic violence issues impacting military families and children.
	f. 10/24/19: Webinar: "What Keeps Us Connected? How to Focus on What Matters When Things Get Tense" from The National Child Traumatic Stress Network.	f. What I learned: How to use self-reflection while engaging a traumatized person and how to avoid vicarious trauma. The presentation covered self-care practices as well.
	g.1/22/20: Webinar: "Engaging Families in Affirming Trauma-Informed Care for LGBTQ Children and Youth" from The National Child Traumatic Stress Network.	g. What I learned: LGBTQ youth have much brighter futures if their families accept their gender/sexual identities. Parents who don't support LGBTQ youth are rejecting their children; this can lead to several negative outcomes for the kids, mainly increased chances of drug and alcohol addiction as well as suicidal thoughts/actions. Also, parents don't have to accept their kids' alternative lifestyles, but they can still support the kids. Support does not require acceptance.
DM	a.Activity: took FSC 150 Canvas trading course.	a. Outcome: created accessible Canvas courses with required RSI.

	b.Activity: attended ESL Students faculty workshop.	b. Outcome: reaffirmed necessity of clear instructions, and I now recommend resources to students who struggle with grammar.
	c.Activity: attended flex day workshop on gamification.	c. Outcome: added more student-to-student interactions in my class.
	d.Activity: attended faculty workshop on challenges and opportunities of distance learning.	d. Outcome: learned about many Coastline resources that I now offer in class, such as library workshops and self-paced college-readiness class.
	e.Activity: attended affordable learning solutions workshop at CSULB.	e. Outcome: created convenient, digital, cost-free textbook for all my students.
	f.Activity: attended various faculty trainings aimed at increasing participation and engagement in online classes.	f. Outcome: I am using more videos, giving faster and more specific feedback, and reaching out to students with low participation.
SB	a.CUE: "Addressing Racial Bias and Microaggression in Online Environments"	a. I have a five-step approach to handling these types of encounters in an online environment now: RAVEN Redirect; Ask probing questions; Values clarification; Emphasize your own thoughts and feelings; Next steps: The series CUE recently did is invaluable. I really think everyone in our department should view the recordings.
	b.CanvasLMS: Shift from Assigner to Designer with Hyperdocs + Canvas	b. This is a part of series CanvasLMS is doing since COVID-19 started back in March. I've been interested in using hyperdocs and other types of tech (padlet, flipgrid, and thinglink) in my online classes, and this livestream helped me visualize how to create a similar experience in Canvas. I am redesigning my modules with clarity, engagement, and community in mind. So far, I am in the process of creating new videos and lecture materials to help engage and connect with my students.
	c.Coastline's Data Coach Class	c.I have a better understanding of how to access, interpret, and present the data collected and presented by Institutional Research.
KM	a.Activity: I attended numerous Zoom training sessions in March of 2020 sponsored by our Innovative Education Department staff and Faculty Success staff to	a. Outcome: I hosted 16 Zoom meetings in March of 2020 with my English 100 students (twice a week for 8 weeks) and 8 Zoom meetings with my English 099N students. We worked through the writing process in both classes, and all students turned in their final essays after several Break Room sessions for peer-editing. All students participated in our final Discussion Board on the value of our Book Club interactions.

	prepare for my face-to-face classes to make the transition to online instruction.	
	b.Activity: I attended numerous Canvas training sessions in March of 2020 hosted by our Innovative Education Department staff and our Faculty Success staff to prepare for online instruction.	b. Outcome: I designed, posted, and assessed writing assignments, discussions, and announcements for English 100 and English 099N students who have never taken an online class.
	c.Activity: I attended our Spring 2020 Flex Day workshop on uploading SLOs to the Cloud.	c. Outcome: I uploaded my SLOs to the Cloud with ease.
	d.Activity: I attended our Coastline College Flex Day workshop on providing Regular Substantive Interaction.	d. Outcome: I designed and posted more engaging discussions for my English 100 students and gave academic feedback to each.
LC	Spring workshop	I changed some of the methods I was using for contacting students due to the excellent presentation of the incarcerated workshop I attended, and I evaluated the essays for the Coastline essay contest.
LS	Webinar called "Practical Ways to Support LGBTQ+ Students in The Classroom."	As for the outcome, I haven't changed any of my assignments or readings yet, but I have tried to be more aware of how my LGBTQ+ students might be struggling. For example, I've had a few students both openly identify to me as LGBTQ+ in their essays and also say that they are actively suffering from anxiety or stress (for instance, from issues with family over their gender identity), and I have tried to reach out to these students through comments or email to see if they need tutoring or extra help from me in the class so they can be successful in the course and persevere to the end.
DO	@ONE's Peer Online Course Review (POCR) training.	I have served as a peer and a lead reviewer.
CA	a.20 February 2020 CCC Flex Day Presentation: "RSI Tips and Tricks"	a.Developed more variety in quizzes.
	b.13 March 2020 Professional Development Presentation: "Teaching Limited English Proficiency across the Curriculum"	b.Simplified and streamlined assignments.

	c.26 March 2020 CAP Webinar: "Tips and Tricks for Online Co-reqs"	c. Modeled paragraphs in assignments.
	d.30 April 2020 Webinar: "Equity-Minded Online Teaching Techniques in Canvas"	d. Offering Zoom office hours E-mailing intro video to students before start of class.
AW	a.I attended the Conference on Precession and Ancient Knowledge October 4th - 6th, 2019	a. I incorporated things I learned into my Humanities 110 Lectures on Literature, Architecture, and Painting.
	b.I published two books:	b. The Butcher from McGregor -a novel Maiden Ladies - a memoir
	c.I attended Fall 2019 Flex Day and Spring 2019 Flex Day.	c. The sessions I attended dealing with technology have assisted me in my on-line instruction.
	d.I attended the Zoom training session	d. I am incorporating at least one face to face meeting into my on-line courses.
	e.I continued to serve on the Board of Directors of the Newport Beach Public Library Foundation and attended lectures within three of the programs	e.Programs included Medicine in Your Back Yard, Library Live, Witte Series (which this year included Doris Kearns Goodwin)
OC	a.Oversaw Crux, Coastline's Essay Contest, managing submissions, recruiting new judges, and seeing the contest through the process of selecting and notifying 2019-2020 winners.	a.Outcomes= reaffirming the value of academic writing for students and helping winners build their resumes, augmenting extracurricular student life at Coastline.
	b.Created, co-edited, designed and produced the first issue of StoryLine, Coastline's new arts and letters magazine, and began recruiting students to help edit the next issue.	b. Outcomes = enriching community at Coastline, providing students with an outlet for their talents and creative passions, augmenting extracurricular student life at Coastline.
KM	a.Activity: TechSmith Relay Training	a.Outcome: Created and uploaded instructional videos on using Coastline Library's Primo and an assignment breakdown; posted videos in Canvas

	b.Activity: "Interactive Webinars to Support Teachers' Hybrid and Remote Literacy Instruction" from UCI Write Center	b.Outcome: Looking forward to the webinars on arcs of writing and on writing assignment design to hopefully rework my assignments
TT	a.Attended one Zoom training meeting and held one voluntary Zoom meeting with one of my Humanities students. b.Sent failing notice letter to about 10 incarcerated students in late April.	a. Learned a few tips from the Zoom training. The meeting with my student had a couple of glitches which I believe will be smoothed out as I learn more. I hope to add one required Zoom meeting to my Humanities course in the fall. b. This was profitable because I got many late papers as a result.
ML	a.Activity: Spring 19 Flex workshop - Dolphin Connect b.Activity: Fall 19 Flex workshop (LBCC) - student services	a. Outcome: I alerted students early on about their progress in the class. For example, if students were missing two assignments in a row, or if they missed an essay, I alerted them about their current grade in the class. b. Outcome: I created an activity where students discussed the resources available to them on campus. Working in small groups, I had my class bring up problems students have on their campus and describe what solutions were available to them. I then added to their discussion by showing them their school's website on the projector and going over those resources with them.
MB	a.Professional Development activities: Completed several NAFSA online courses to increase breadth of knowledge in the area of international students. b.Completed TESOL certificate. c.Attended Spring '20 Flex. d.Attended online cultural competency conference.	a.Outcome: Have greater know how about serving international and second language students. b. Outcome: Increased understanding of second language students that may be in my courses in greater numbers due to AB705. c. Outcome: Attended a communication course to assist with professional communication, including with students. d. Outcome: Increase understanding and application of culturally competent online classroom practices.
MBD	a.Professional Development: Attended online training hosted by FSC for TechSmith products. Activity: Attended two live workshops focusing on FUSE and RELAY as easy ways to video and	a. Outcome: Successfully filmed, captioned, and posted a welcome message in my Summer 2020 course.

	post with captions in Canvas.	
	b.Professional Development: Attended multiple Zoom trainings. Activity: Attended Zoom trainings by Sylvia and members of DL staff	b. Outcome: Can now schedule and teach a Zoom classroom -- although I can always use more training
	c.Professional Development: Attended Adobe Acrobat, Accessibility, and Word trainings Activity: Some training taken online and some in person	c. Outcome: Can edit Acrobat documents and facilitate ADA accessibility compliance

Forward Strategy

New and continuing instructors will be provided training and retraining on RSI, LDA, Zoom, retention, and other best practices. This happens through collaboration with the Faculty Center and during Department Meetings held during Flex Days along with regular email updates to faculty.

Due to current budget circumstances and the hiring freeze, PT instructors for teaching online ENGL 100 and 102 will be hired when possible. This happens through NeoGov hiring pool, the PT hiring process, FSC 150 training, the development of Canvas content and course approval checklist, an informal course review, mentoring, and formal evaluation during the first semester of teaching.

Section 3: Facilities Planning

Facility Assessment

Currently instructors use their own internet at home for online classes. Onsite and hybrid instructors teach at NBC, LJC, and GGC, other than during Summer and Fall '20. Instructors use the DL mailboxes and site mailboxes for their mail and independent study assignments from students.

There are no new facilities needs, though as mentioned before the addition of computer-outfitted classrooms at LJC would reduce the division's demand for those.

Forward Strategy
There have no facilities need to support the implementation of the forward strategy

Section 4: Technology Planning

Technology Assessment

There are no new technology needs, though as mentioned before the addition of computer-outfitted classrooms at LJC would reduce the division's demand for those. Also as mentioned before instructors will continue to get trained and retrained on RSI, LDA, accessibility / captioning, TechSmith, Zoom, and so on through the Faculty Center, Flex Days, Department meetings, and email updates.

Forward Strategy
There have no facilities need to support the implementation of the forward strategy

Section 5: New/Ongoing Initiatives

Initiative: Fund student essay contest

Describe how the initiative supports the college mission:
It fosters and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement. It also strengthens community engagement (e.g., student life, alumni relations, industry, and academic alliances).

What college goal does the initiative support?
☐ Reduce all student equity gaps regarding access and achievement (Equity)
☐ Increase student completion and achievement outcomes by 20% (Achievement)
☒ Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
☐ Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?
It supports Coastline Pathways by creating a creative activity that engage students and encourages community building.

What evidence supports this initiative? Select all that apply
☐ Learning or Service Area Outcome (SLO/SAO) assessment
☐ Internal Research (Student achievement, program performance)
☒ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
The contest keeps increasing in popularity and participation. We see an upward trend in majors.

Recommended resource(s) needed for initiative achievement:
$1,400 per year is needed to pay for student essay awards, per the instructor responsible for leading the essay contest. This figure comes from the total allotment of monies that student recipients of the essay awards receive.

What is the anticipated outcome of completing the initiative?
Continued participation and engagement of program and non-program majors.

Provide a timeline and timeframe from initiative inception to completion.
Obtain funding approval in spring 2021 and continue to host the contest in 2021-22

Initiative: Fund Literary Journal

Describe how the initiative supports the college mission:
It fosters and sustain industry connections and expand external funding sources (e.g., grants, contracts, and business development opportunities) to facilitate programmatic advancement. It helps strengthen community engagement (e.g., student life, alumni relations, industry, and academic alliances).

What college goal does the initiative support?
☐ Reduce all student equity gaps regarding access and achievement (Equity)
☐ Increase student completion and achievement outcomes by 20% (Achievement)
☒ Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
☐ Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?
It supports Coastline Pathways by creating a creative activity that engage students in English related topics.

What evidence supports this initiative? Select all that apply
☐ Learning or Service Area Outcome (SLO/SAO) assessment
☒ Internal Research (Student achievement, program performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
There is increased awareness of English related topics, increased engagement across the student body, and provides student external learning opportunities.

Recommended resource(s) needed for initiative achievement:
$1,300 per year is needed to pay for the literary journal, per the instructor who leads the literary journal initiative. This figure comes from looking at different literary journal software packages and platforms and choosing the best quality / most cost effective.

What is the anticipated outcome of completing the initiative?
Increased engagement

Provide a timeline and timeframe from initiative inception to completion.
Obtain funding approval in spring 2021 and continue to host the journal in 2021-22

Initiative: Increase offerings of ENGL C100 and ENGL C102 to meet the course demands of student and requirements of AB 705

Describe how the initiative supports the college mission:
Offering ENGL C100 support student completion by providing a strong foundation in skills that will be used across their academic careers.

What college goal does the initiative support?
☒ Reduce all student equity gaps regarding access and achievement (Equity)
☒ Increase student completion and achievement outcomes by 20% (Achievement)
☐ Strengthen College collaboration, communication, continuous learning, and community engagement (Engagement)
☐ Further develop, adopt, and adapt innovative practices and technologies that advance student success and institutional effectiveness (Innovation & Effectiveness)

How does this initiative play a part in Coastline Pathways?
Offering ENGL C100 support student completion by providing a strong foundation in skills that will be used across their academic careers.

What evidence supports this initiative? Select all that apply
☒ Learning or Service Area Outcome (SLO/SAO) assessment
☒ Internal Research (Student achievement, program performance)
☐ External Research (Academic literature, market assessment, audit findings, compliance mandates)

Describe how the evidence supports this initiative.
Students must also be allowed to enroll and complete ENGL 100 within one year, as mandated by AB 705.

Recommended resource(s) needed for initiative achievement:
At least $5,000 per section is needed to support a PT instructor (including salary, benefits, other associated costs) out of the general fund

What is the anticipated outcome of completing the initiative?
Increase in student completion and throughput for ENGL C100 and C102

Provide a timeline and timeframe from initiative inception to completion.
Offer more classes in fall 2021

Section 6: Prioritization

List and prioritize resource requests [see descriptions above]

Initiative	Resource(s)	Est. Cost	Funding Type	Health, Safety Compliance	Evidence	College Goal	To be Completed by	Priority
Crux student essay contest	Funding for event	1,400	Ongoing	No	Internal Research	Engagement	2021-22	1
StoryLine literary journal	Funding for journal development	1,300	Ongoing	No	Internal Research	Engagement	2021-22	2

List and prioritize staffing requests. 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
Increase offerings of ENGL C100 and ENGL C102	Part-Time faculty	~5,000 per class section	Ongoing	No	Internal Research	Equity; Achievement	2021-22	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.