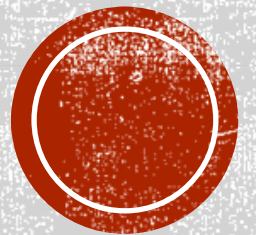


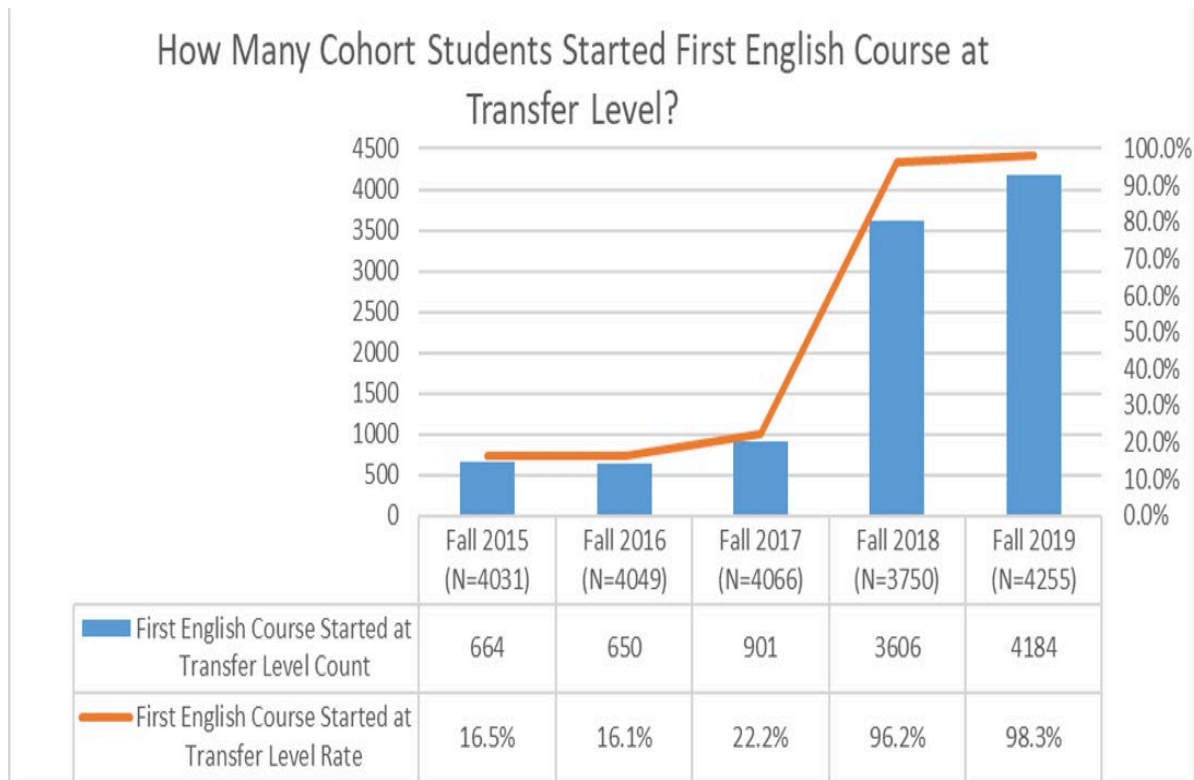


# ENGLISH, LITERATURE, AND CREATIVE WRITING

Cabinet Update, October 2020



# INCREASED ACCESS

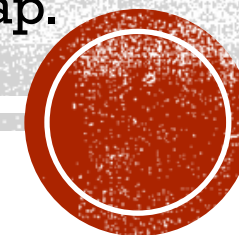


- Access rate in transfer level English increased drastically for fall cohorts from 16.5% to 98.3% over five-year period with the big jump starting with Fall 2018 cohort
- Six times more students started at transfer level English with Fall 2019 cohort than with Fall 2015 cohort
- Gender gap in access rates diminished by fall 2019
- Ethnicity gap in access rates improved drastically by fall 2019.

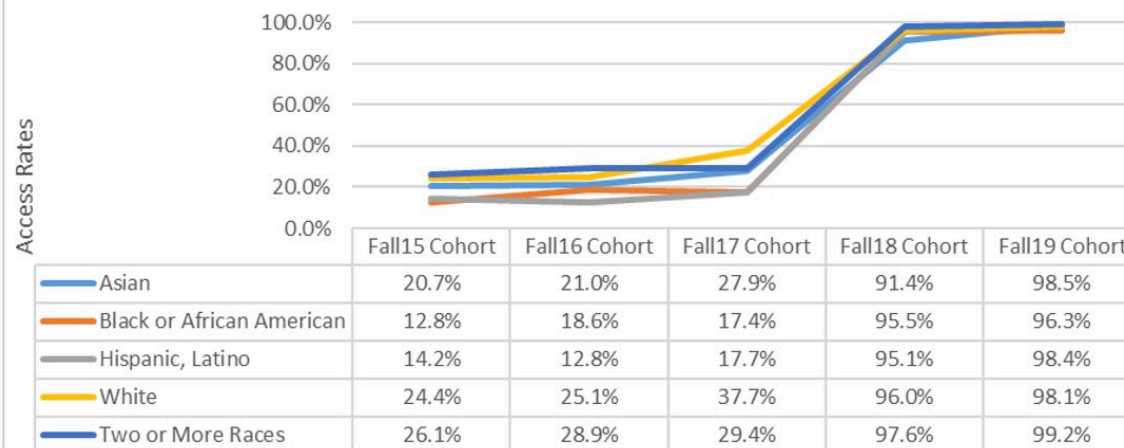


# ACCESS BY ETHNICITY

Data shows we have virtually  
abolished the access gap.

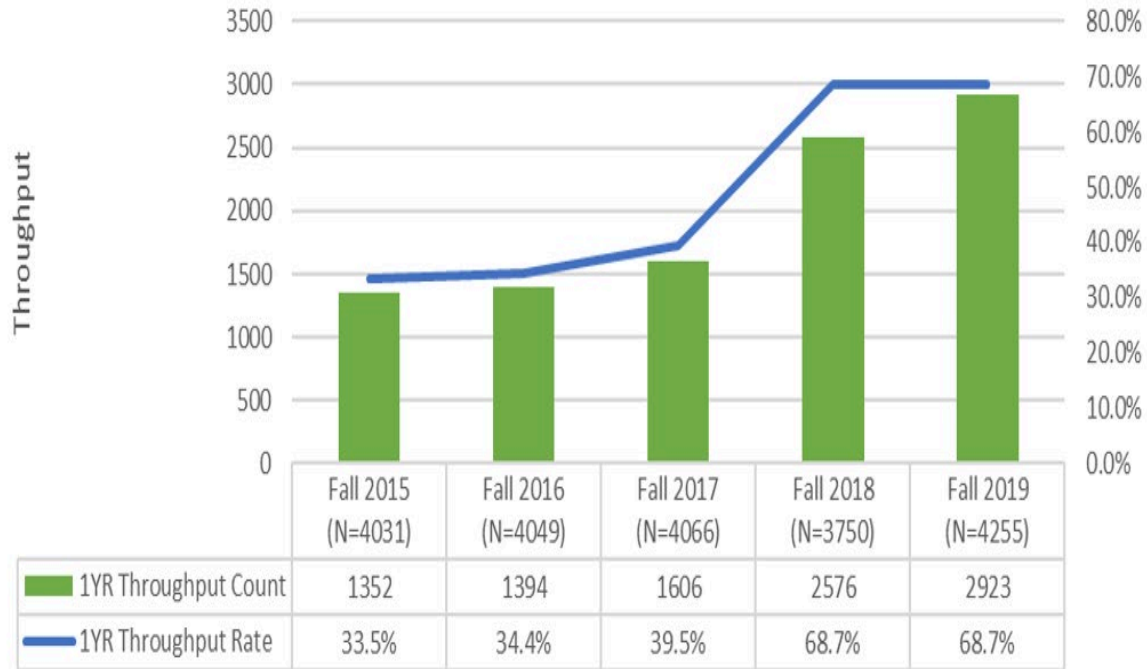


Five-Year Trend of Starting 1st ENGL Course at Transfer Level by Ethnicity





## How Many Cohort Students Completed Transfer Level English within One Year?



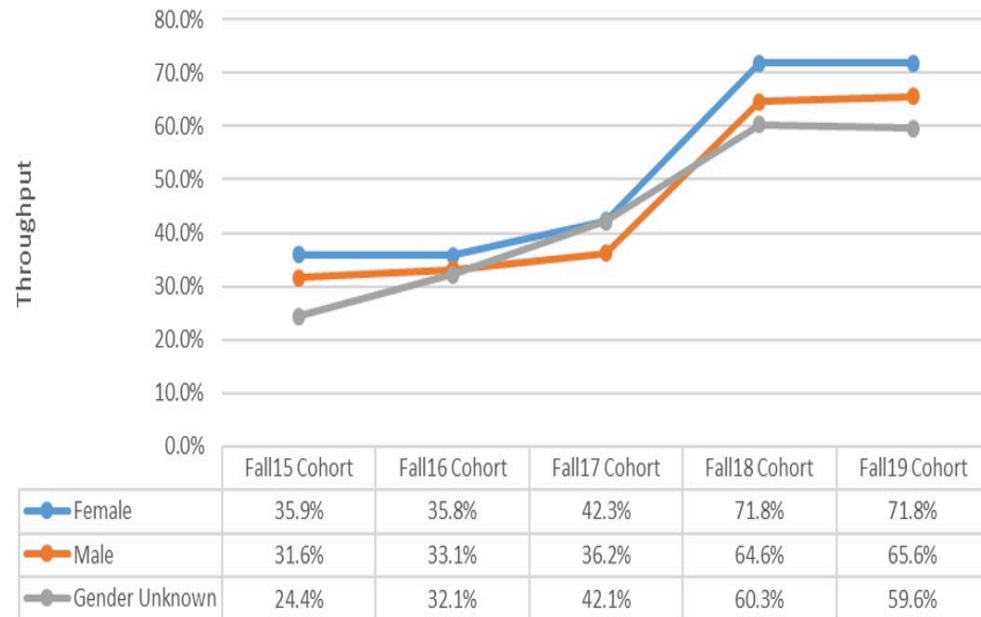
## INCREASED SUCCESS

- 1 YR throughput rate in completing transfer level English increased from 33.5% to 68.7% over 5YR
- Number of students completing transfer level English within one year more than doubled since 2015
- Although the throughput rates improved overall, gender gap slightly widened
- Although the throughput rates improved overall, ethnicity gap remained visibly.

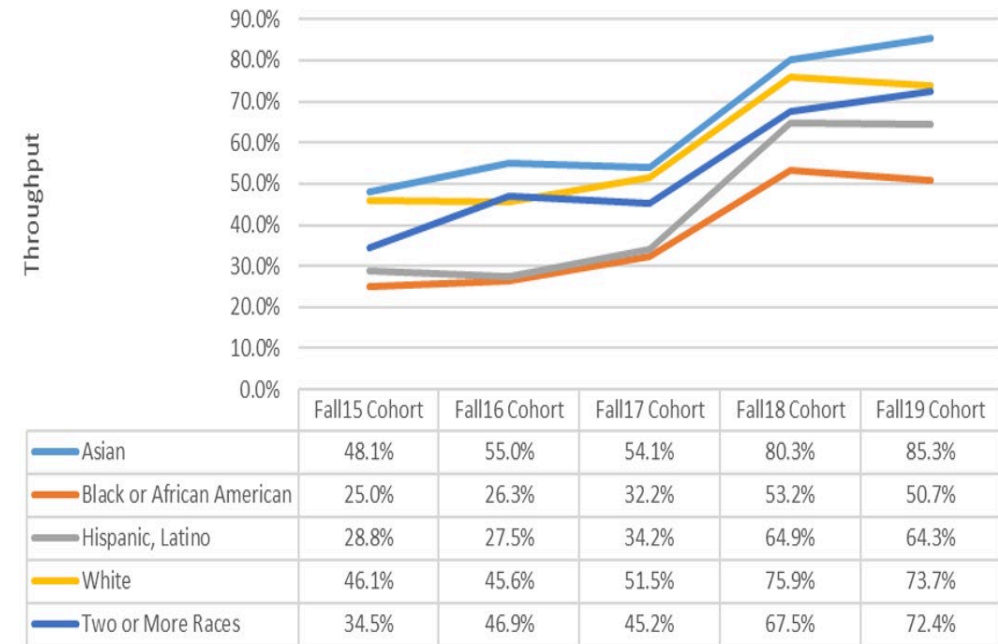


# ETHNICITY AND GENDER GAPS REMAIN

Five-Year Trend of 1YR English Throughput Rate by Gender



Five-Year Trend of 1YR English Throughput Rate by Ethnicity



# INCOME-BASED DATA

- Over the past five years, out of students **who did NOT complete transfer-level English**, 73% qualified as low income (meaning they were eligible for need-based financial aid).
- Over the past five years, out of students **who DID complete transfer-level English**, 63% qualified as low income (meaning they were eligible for need-based financial aid).





# UNDER CONSTRUCTION (CURRENT AND FUTURE PROJECTS)

- Plans to dive deeper into the data
  - Pedagogy
  - Instructor (race)
- New AB 705 interpretation (All students graduating from a US HS have access to transfer-level English. Replaces our three-year rule.)
  - ENGL 1A-M (A multi-lingual class taught by AmLa instructors)
- Revising guided-self placement tools to reflect changing options for some students.
  - Joint video
  - Student flow-charts
- We plan to explore revisions to our coreq model to improve success.
- Writing Center has stepped up with a virtual front desk and virtual paper drop off.
- We are continuing a small, voluntary community of practice, but w/o institutional funding it is difficult to encourage more faculty to take part. **This will be a key to shrinking the remaining achievement/equity gaps.**

