ENGLISH, LITERATURE, AND CREATIVE WRITING

Cabinet Update, October 2020
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.
Data shows we have virtually abolished the access gap.
\begin{itemize}
\item 1YR throughput rate in completing transfer level English increased from 33.5\% to 68.7\% over 5YR
\item Number of students completing transfer level English within one year more than doubled since 2015
\item Although the throughput rates improved overall, gender gap slightly widened
\item Although the throughput rates improved overall, ethnicity gap remained visibly.
\end{itemize}
ETHNICITY AND GENDER GAPS REMAIN

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>Fall15 Cohort</th>
<th>Fall16 Cohort</th>
<th>Fall17 Cohort</th>
<th>Fall18 Cohort</th>
<th>Fall19 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>35.9%</td>
<td>35.8%</td>
<td>42.3%</td>
<td>71.8%</td>
<td>71.8%</td>
</tr>
<tr>
<td>Male</td>
<td>31.6%</td>
<td>33.1%</td>
<td>36.2%</td>
<td>64.8%</td>
<td>65.6%</td>
</tr>
<tr>
<td>Gender Unknown</td>
<td>24.4%</td>
<td>32.1%</td>
<td>42.1%</td>
<td>60.3%</td>
<td>59.6%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Fall15 Cohort</th>
<th>Fall16 Cohort</th>
<th>Fall17 Cohort</th>
<th>Fall18 Cohort</th>
<th>Fall19 Cohort</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>48.1%</td>
<td>55.0%</td>
<td>54.1%</td>
<td>80.3%</td>
<td>85.3%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>25.0%</td>
<td>26.3%</td>
<td>32.2%</td>
<td>53.2%</td>
<td>50.7%</td>
</tr>
<tr>
<td>Hispanic, Latino</td>
<td>28.8%</td>
<td>27.5%</td>
<td>34.2%</td>
<td>64.9%</td>
<td>64.3%</td>
</tr>
<tr>
<td>White</td>
<td>46.1%</td>
<td>45.6%</td>
<td>51.5%</td>
<td>75.9%</td>
<td>73.7%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>34.5%</td>
<td>46.9%</td>
<td>45.2%</td>
<td>67.5%</td>
<td>72.4%</td>
</tr>
</tbody>
</table>
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.