

# Instructional Discipline Template

## A. Program Information

### Program Mission Statement

Please enter your mission statement here.

The Department of Physical Education (PHED) at Foothill College is dedicated to making a positive difference in the health and well-being of its diverse population of students. The PHED Department focuses on fitness, wellness and athletic recreation programming that is inclusive for all students. The skills taught in these programs help students develop the knowledge, attitude, motor skills, social skills and confidence needed to begin and maintain a healthy, physically active lifestyle for the rest of their life. The curriculum develops and nurtures both the mental and physical aspects that complement all learning experiences at Foothill College.

### Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will be able to articulate the foundational principles of a comprehensive health and fitness program
- Students will be able to apply the cognitive and/or movement experiences from the Physical Education curriculum in order to participate in lifelong fitness.
- Students will be able to demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness
- Students will be able to recognize the importance of physical activity and its impact on wellness, including physical, mental, and emotional health: enjoyment; challenge; self-expression; learning readiness; and social interaction.
- Students will be able to identify a variety of fitness and recreational activities that help promote lifelong health and wellness.
- Students will be able to create a personal health and fitness inventory and routine to keep them engaged in lifelong physical activity.

## B. FTES - Enrollment Trends

### Enrollment Variables and Trends

Enrollment Trends						
Kinesiology and Athletics - Physical Education-FH						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
<b>Unduplicated Headcount</b>	1,779	1,547	1,302	894	1,253	-29.6%
<b>Census Enrollment</b>	2,786	2,307	1,856	1,305	1,871	-32.8%
<b>Sections</b>	332	269	228	97	161	-51.5%
<b>WSCH</b>	2,867	2,303	1,855	1,306	1,869	-34.8%
<b>FTES (end of term)</b>	200	161	130	91	131	-34.5%
<b>FTEF (end of term)</b>	7.5	5.5	4.7	2.1	3.2	-58.2%
<b>Productivity (WSCH/FTEF)</b>	381	422	392	622	593	55.9%

1. In the data table above, what does the FTES data trend indicate?

- the data trend shows an increase in FTES
- the data trend shows a decrease in FTES
- the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

The data shows a decrease in FTES from 2017/18 to 2021/22. This decrease can be contributed to the pandemic. When we were put in the situation where we could only offer online PHED classes, many of our productive activity classes could not be offered online. This includes, archery, badminton, table tennis, tennis, pickleball, basketball, volleyball, beginning, intermediate and advanced swimming, water exercise. Last year and this year 2022/23, we have been successful in bringing some sections of the above listed classes back face to face. The goal is to continue to build our in person class offerings.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

- yes  
 no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

The plan is to continue to strive to bring back face to face classes. We will also be reaching out to the community with the goal of bringing back to our on campus classes community members who in the past, and still now, continue to support the Foothill College community. We will also be reaching out to the Student Outreach Office, International Student Office, Emoja Program, Middle College, the Disability Resource Center, the Veterans Resource Center, and Dual Enrollment opportunities to promote PHED classes. We are also going to explore corporate fitness opportunities, which in the past Foothill had a large corporate fitness program with several of the surrounding large corporations off and around Page Mill Road.

## C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

- the data trend shows an increase in sections  
 the data trend shows a decrease in sections  
 the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The data shows a significant decrease in sections from 2017/18 to 2021/22, but an increase is noted from 2020/21 to 2021/22. The division has been able to bring back some face to face classes with the goal to bring back more, while maintaining a number of online classes. As more in person classes are brought back and online classes continue, the division should continue to show an increase in enrollment trends.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

The data does not show an increase in sections.

## D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

- the data trend shows the productivity number increased  
 the data trend shows the productivity number decreased  
 the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

The data indicates an increase in productivity from 2017/18 to 2021/22. The explanation is because we experienced a decrease in sections from 2017/18 to 2021/22, but we had an increase in student enrollment in the classes that we offered in 2021/22.

2. Does the data trend suggest changes are necessary to improve productivity?

- yes  
 no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

## E. Enrollment by Student Demographics

### Enrollment Distribution

Enr Distribution by Student Demographics  
Kinesiology and Athletics - Physical Education-FH

#### by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
<b>Female</b>	1,563	56%	1,204	52%	985	53%	867	66%	1,112	59%
<b>Male</b>	1,208	43%	1,090	47%	850	46%	420	32%	730	39%
<b>Non-Binary</b>	0	0%	0	0%	3	0%	0	0%	0	0%
<b>Unknown gender</b>	15	1%	13	1%	18	1%	18	1%	29	2%
<b>Total</b>	2,786	100%	2,307	100%	1,856	100%	1,305	100%	1,871	100%

#### by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
<b>Asian</b>	832	30%	609	26%	501	27%	283	22%	518	28%
<b>Black</b>	93	3%	129	6%	111	6%	61	5%	120	6%
<b>Filipinx</b>	131	5%	96	4%	74	4%	56	4%	60	3%
<b>Latinx</b>	748	27%	637	28%	534	29%	439	34%	565	30%
<b>Native American</b>	12	0%	12	1%	10	1%	9	1%	8	0%
<b>Pacific Islander</b>	29	1%	24	1%	21	1%	30	2%	29	2%
<b>Unknown ethnicity</b>	117	4%	45	2%	62	3%	46	4%	78	4%
<b>White</b>	824	30%	755	33%	543	29%	381	29%	493	26%
<b>Total</b>	2,786	100%	2,307	100%	1,856	100%	1,305	100%	1,871	100%

#### a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

- the data trend shows an increase in the female enrollment rates
- the data trend shows a decrease in the female enrollment rates
- the data trend shows no change and/or is flat in the female enrollment rates

Males

- the data trend shows an increase in the male enrollment rates
- the data trend shows a decrease in the male enrollment rates
- the data trend shows no change and/or is flat in the male enrollment rates

#### Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

The data shows an increase in female enrollment, a decrease in male enrollment and non-binary is flat. Although we do not have an understanding as to why the gender data indicates what it does, as stated previously, we are striving to bring back in person classes, while maintaining our online presence. As more students come back, the data should change. In what direction we don't know.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% Female, 49% Male, 1% Unknown)

- yes
- no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

The data indicates a 9% increase (59%) over the college's female count, a 10% (39%) decrease from the college's male count, and a 1% (2%) increase in the unknown category. Without an understanding of why the data indicates what it does, we will strive gain an understanding and work toward achieving parity.

## Data Table for Enrollment by Gender of Declared Majors

<https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf>

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

#### Females

- the data trend shows an increase in the female enrollment of the declared major
- the data trend shows a decrease in the female enrollment of the declared major
- the data trend shows no change and/or is flat in the female enrollment of the declared major

#### Males

- the data trend shows an increase in the male enrollment of the declared major
- the data trend shows a decrease in the male enrollment of the declared major
- the data trend shows no change and/or is flat in the male enrollment of the declared major

#### Non-Binary

- the data trend shows an increase in the non-binary enrollment rates
- the data trend shows a decrease in the non-binary enrollment rates
- the data trend shows no change and/or is flat in the non-binary enrollment rates

## b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

#### African American

- the data trend shows an increase in the African Americans enrollment rates
- the data trend shows a decrease in the African Americans enrollment rates

the data trend shows no change and/or is flat in the African Americans enrollment rates

Asian

the data trend shows an increase in the Asian enrollment rates

the data trend shows a decrease in the Asian enrollment rates

the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

the data trend shows an increase in the Filipinx enrollment rates

the data trend shows a decrease in the Filipinx enrollment rates

the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

the data trend shows an increase in the Latinx enrollment rates

the data trend shows a decrease in the Latinx enrollment rates

the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

the data trend shows an increase in the Native American enrollment rates

the data trend shows a decrease in the Native American enrollment rates

the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

the data trend shows an increase in the Pacific Islander enrollment rates

the data trend shows a decrease in the Pacific Islander enrollment rates

the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

the data trend shows an increase in the White enrollment rates

the data trend shows a decrease in the White enrollment rates

the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

the data trend shows an increase in the Decline to State enrollment rates

the data trend shows a decrease in the Decline to State enrollment rates

the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 4% African American, 35% Asian, 6% Filipinx, 27% Latinx, 0% Native American, 1% Pacific Islander, 20% White, 6% Unknown)

yes

no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

- Asian 2017/18 **30%** - 2021/22 **28%**      **Down 2%**
- Black 2017/18 **3%** - 2021/22 **6%**      **Up 3%**
- FilipinoX 2017/18 **5%** - 2021/22 **3%**      **Down 2%**
- LatinX 2017/18 **27%** - 2021/22 **30%**      **Up 3%**
- Native American 2017/18 -2021/22      **Flat**
- Pacific Islander 2017/18 **1%** 2021/22 **2%**      **Up 1%**
- Unknown 2017/18 - 2021/22      **Flat**

- White 2017/18 **30%** - 2021/22 **26%**      **Down 4%**

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

- yes
- no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

As mentioned previously, we intend on reaching out to several Foothill programs to work together to decrease the disparities in enrollment by ethnicity. This includes the Student Outreach Program, International Student Office, Emoja Program, Middle College, Disability Resource Center, Veterans Resource Center and Dual Enrollment opportunities. The Kinesiology and Athletics (KA) Division serves the largest number of ethnic students college wide. Currently the KA Division 13-55 goal #5 is to increase students sense of belonging, safety and provide space allocation for students of color.

## F. Student Course Success

### Student Population Areas of Focus

**Limits:** Course Credit Status    Credit

Course Success  
Kinesiology and Athletics - Physical Education-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	2,490	89%	2,088	91%	1,684	91%	1,171	90%	1,605	86%
<b>Non Success</b>	87	3%	59	3%	32	2%	65	5%	119	6%
<b>Withdrew</b>	209	8%	151	7%	140	8%	69	5%	147	8%
<b>Total</b>	2,786	100%	2,298	100%	1,856	100%	1,305	100%	1,871	100%

## Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	852	88%	775	90%	634	88%	485	87%	521	83%
<b>Non Success</b>	38	4%	22	3%	14	2%	36	6%	48	8%
<b>Withdrew</b>	82	8%	62	7%	71	10%	35	6%	56	9%
<b>Total</b>	972	100%	859	100%	719	100%	556	100%	625	100%

## Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Success</b>	1,638	90%	1,313	91%	1,050	92%	686	92%	1,084	87%
<b>Non Success</b>	49	3%	37	3%	18	2%	29	4%	71	6%
<b>Withdrew</b>	127	7%	89	6%	69	6%	34	5%	91	7%
<b>Total</b>	1,814	100%	1,439	100%	1,137	100%	749	100%	1,246	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

### a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

- the data trend shows an increase in the students' course success percentage
- the data trend shows a decrease in the students' course success percentage
- the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

The data indicates a decrease in students' course success percentage. It is our belief that some students are still suffering from the online course fatigue, or may not have sufficient resources to help towards their course success. We need to do a better job reaching out to students to assist them and inform them of services available to help towards course success. We also need to continue to strive to bring back more face to face classes for students who thrive more in that environment. The KA Division 13-55 Strategic Vision Plan goal #5 works on ensuring students sense of belonging, safety and space allocation for students of color to receive services and have a safe place to study.

2. Do the data suggest changes are necessary to improve student course success?

- yes
- no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

The data does suggest changes are necessary to improve student course success. We refer back to the above answer.

### b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

- the data trend shows an increase in the course success percentage
- the data trend shows a decrease in the course success percentage
- the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

- yes
- no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

The data shows a 1% decrease from 2017/18 to 2021/22 among Black, Latinx and Filipinx student groups, and 2% increase between those same years in the Asian, Native American, Pacific Islander, White and Decline to State Students. Why we don't have a clear understanding why there is a difference among groups, as mentioned in the above answered question, the KA Division has a goal in the 13-55 Strategic Vision plan to allocate space in the KA Division area where students will have a sense of belonging and can study in a safe environment.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

- yes
- no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

N/A

## G. Student Course Success by Demographics

### a. Student Course Success by Gender

The following questions concern student success rates by gender.

## Course Success Rates by Group

Limits: Course Credit Status Credit

Success Rates by Gender Kinesiology and Athletics - Physical Education-FH								
2021-22								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
<b>Female</b>	936	84%	74	7%	102	9%	1,112	100%
<b>Male</b>	649	89%	40	5%	41	6%	730	100%
<b>Non-Binary</b>	0	N/A	0	N/A	0	N/A	0	100%
<b>Unknown gender</b>	20	69%	5	17%	4	14%	29	100%
<b>All</b>	1,605	86%	119	6%	147	8%	1,871	100%



2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	776	90%	45	5%	46	5%	867	100%
Male	380	90%	19	5%	21	5%	420	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	15	83%	1	6%	2	11%	18	100%
All	1,171	90%	65	5%	69	5%	1,305	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	882	90%	20	2%	83	8%	985	100%
Male	782	92%	12	1%	56	7%	850	100%
Non-Binary	3	100%	0	0%	0	0%	3	100%
Unknown gender	17	94%	0	0%	1	6%	18	100%
All	1,684	91%	32	2%	140	8%	1,856	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,087	90%	28	2%	87	7%	1,202	100%
Male	993	92%	30	3%	60	6%	1,083	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	8	62%	1	8%	4	31%	13	100%
All	2,088	91%	59	3%	151	7%	2,298	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,384	89%	48	3%	131	8%	1,563	100%
Male	1,092	90%	38	3%	78	6%	1,208	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	14	93%	1	7%	0	0%	15	100%
All	2,490	89%	87	3%	209	8%	2,786	100%

Success Rates by Ethnicity  
Kinesiology and Athletics - Physical Education-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	457	88%	26	5%	35	7%	518	100%
Black	104	87%	6	5%	10	8%	120	100%
Filipinx	48	80%	2	3%	10	17%	60	100%
Latinx	473	84%	46	8%	46	8%	565	100%
Native American	6	75%	1	13%	1	13%	8	100%
Pacific Islander	26	90%	2	7%	1	3%	29	100%
Unknown ethnicity	66	85%	9	12%	3	4%	78	100%
White	425	86%	27	5%	41	8%	493	100%
All	1,605	86%	119	6%	147	8%	1,871	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	272	96%	3	1%	8	3%	283	100%
Black	53	87%	5	8%	3	5%	61	100%
Filipinx	55	98%	0	0%	1	2%	56	100%
Latinx	377	86%	31	7%	31	7%	439	100%
Native American	7	78%	0	0%	2	22%	9	100%
Pacific Islander	24	80%	6	20%	0	0%	30	100%
Unknown ethnicity	44	96%	0	0%	2	4%	46	100%
White	339	89%	20	5%	22	6%	381	100%
All	1,171	90%	65	5%	69	5%	1,305	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	471	94%	9	2%	21	4%	501	100%
Black	95	86%	4	4%	12	11%	111	100%
Filipinx	64	86%	0	0%	10	14%	74	100%
Latinx	475	89%	10	2%	49	9%	534	100%
Native American	9	90%	0	0%	1	10%	10	100%
Pacific Islander	17	81%	1	5%	3	14%	21	100%
Unknown ethnicity	59	95%	1	2%	2	3%	62	100%
White	494	91%	7	1%	42	8%	543	100%
All	1,684	91%	32	2%	140	8%	1,856	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	575	95%	8	1%	25	4%	608	100%
Black	114	88%	7	5%	8	6%	129	100%
Filipinx	87	91%	1	1%	8	8%	96	100%
Latinx	574	91%	14	2%	46	7%	634	100%
Native American	10	83%	0	0%	2	17%	12	100%
Pacific Islander	21	88%	1	4%	2	8%	24	100%
Unknown ethnicity	39	87%	1	2%	5	11%	45	100%
White	668	89%	27	4%	55	7%	750	100%
All	2,088	91%	59	3%	151	7%	2,298	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	767	92%	12	1%	53	6%	832	100%
Black	77	83%	8	9%	8	9%	93	100%
Filipinx	110	84%	6	5%	15	11%	131	100%
Latinx	665	89%	24	3%	59	8%	748	100%
Native American	10	83%	1	8%	1	8%	12	100%
Pacific Islander	22	76%	2	7%	5	17%	29	100%
Unknown ethnicity	105	90%	5	4%	7	6%	117	100%
White	734	89%	29	4%	61	7%	824	100%
All	2,490	89%	87	3%	209	8%	2,786	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

1. In the data table above, what does the data indicate about program course success by gender?

Females

- the data trend shows an increase in the female course success rates
- the data trend shows a decrease in the female course success rates
- the data trend shows no change and/or is flat in the female course success rates

Males

- the data trend shows an increase in the male course success rates
- the data trend shows a decrease in the male course success rates
- the data trend shows no change and/or is flat in the male course success rates

Non-Binary

- the data trend shows an increase in the non-binary course success rates
- the data trend shows a decrease in the non-binary course success rates
- the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

The data shows a decrease in both male and female groups with non-binary showing flat. We do not have an understanding why the data indicates what it does. Referring back to above information, the KA plan 13-55 Strategic Vision Plan Goal #5 is to provide a sense of belonging, and to provide students a safe space where they can study with services available.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

- yes
- no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

Yes, changes are necessary to improve the success rate of all groups. A suggestion would be to survey students to help find out what are the reasons a student decides to drop a particular class. The survey could also be used to find out what type of classes students would like to see offered.

## b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

- the data trend shows an increase in the African Americans course success rates
- the data trend shows a decrease in the African Americans course success rates
- the data trend shows no change and/or is flat in the African Americans course success rates

Asian

- the data trend shows an increase in the Asian course success rates
- the data trend shows a decrease in the Asian course success rates
- the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

- the data trend shows an increase in the Filipinx course success rates
- the data trend shows a decrease in the Filipinx course success rates
- the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

- the data trend shows an increase in the Latinx course success rates
- the data trend shows a decrease in the Latinx course success rates
- the data trend shows no change and/or is flat in the Latinx course success rates

Native American

- the data trend shows an increase in the Native American course success rates
- the data trend shows a decrease in the Native American course success rates
- the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

- the data trend shows an increase in the Pacific Islander course success rates
- the data trend shows a decrease in the Pacific Islander course success rates
- the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

- the data trend shows an increase in the White course success rates

- the data trend shows a decrease in the White course success rates
- the data trend shows no change and/or is flat in the White course success rates

Decline to State

- the data trend shows an increase in the Decline to State course success rates
- the data trend shows a decrease in the Decline to State course success rates
- the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

- Asian 2017/18 92%, 2021/22 88% **Down 3%**
- Black 2017/18 83%, 2021/22 87% **Up 4%**
- Filipinx 2017/18 84%, 2021/22 80% **Down 4%**
- Latinx 2017/18 89%, 2021/22 84% **Down 5%**
- Native American 2017/18 83%, 2021/22 75% **Down 8%**
- Pacific Islander 2017/18 76%, 2021/22 90% **Up 14%**
- Unknown 2017/18 90, 2021/22 85% **Down 5%**
- White 2017/17 89%, 2021/22 86% **Down 3%**

We do not have an understanding of why the current data reflects the above. However, as the data shows, there is a decrease in most ethnic groups. Perhaps that can be contributed to the overall decrease in the total college student enrollment. As previously mentioned, we as the PHED program faculty, plan to work with programs across the campus to improve this data.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

- yes
- no

If yes, describe the reasons for the gap in course success.

Please refer to above answers.

3. Do the data suggest that changes are necessary to improve program course success equality?

- Yes
- No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

Without a full understanding as to why there is a gap in course success by any ethnic group, this is something we need to explore. Perhaps it is a scheduling issue. We will continue to work with Foothill programs, as mentioned in this program review, to come up with solutions.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

We want to point out that 2017/18 compared to 2021/22, things dramatically changed in the PHED program. We went from offering a full schedule of face to face classes to having to pivot to online, without the capability of offering any of the productive activity courses that historically filled, as mentioned in section B, Enrollment Trends. Given that fact, we have managed to stay productive. Moving forward, there is a great concern for the lack of funding to improve and update facilities. We have a pool that sits empty and a fitness center with two out of the four treadmills out of order as well as ellipticals and other equipment. Up and down the peninsula, our neighboring community colleges have opened new state-of-the art fitness facilities, which draw enrollment from both the student and community population. We understand that Measure G Projects includes Pool and Physical Educational Facilities Improvement. However, Measure G does not address the need for updated equipment, especially in the fitness center. It really needs a total make over. Foothill College seriously needs to consider making it a priority for improving not only facilities in our area, but equipment that instructors need and students need and use to work toward being successful and helping achieve their goals and the goals and objectives of a course. This is even more important now, while we work hard to bring back face to face classes. Meanwhile, faculty are committed to excellence and continuing to provide the student with the best experience and opportunity to help them reach their personal goals to improve their health, fitness and well-being.

## Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

- Attended the Writer Orientation/Training in November
- Responses are supported by the data
- Engaged in discussion with IR Coach
- The Self-Study Report was written collaboratively with other program stakeholders
- The Self-Study Report was proofread by a collaborator

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This form is completed and ready for acceptance.

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