

Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

The mission of the Humanities Department is to create a community of learners who • explore and value the diversities of cultures, thought, perspectives, literatures and languages of humanity; • critically reflect on and analyze multiple dimensions of human identity and experience; • contribute to scholarship and creative production and • act as responsible global citizens committed to principles of freedom, equality, justice and participatory democracy.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

Students should be able to: synthesize their critical thinking, imaginative, cooperative and emphatic abilities as whole persons on order to • contextualize knowledge • interpret and communicate meaning in both written and oral form • cultivate their capacity for personal as well as social change

Enrollment Variables and Trends

Enrollment Trends Business & Social Sciences - Humanities-FH						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	411	610	808	1,290	1,661	304.1%
Census Enrollment	434	657	862	1,464	1,963	352.3%
Sections	9	14	20	36	50	455.6%
WSCH	565	995	1,149	1,952	2,617	363.5%
FTES (end of term)	38	67	78	132	177	363.9%
FTEF (end of term)	1.0	1.3	2.0	3.6	4.5	340.6%
Productivity (WSCH/FTEF)	553	753	575	542	581	5.2%

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B. FTES - Enrollment Trends

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 in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

Answer:

The Humanities Department has shown tremendous growth over the last five years (360%). Due to innovative new course development and hiring of dynamic, qualified part-time faculty, the department has capitalized on the need for engaging and impactful courses that apply the interdisciplinary and investigative approach that sets the study of Humanities apart from other academic programs. Furthermore, during the summer, the program attracts a great number of students from the UC and CSU systems eager to fulfill their graduation requirements. The recently developed transcriptable Certificate of Achievement has further increase demand for course offerings in Humanities.

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.

Answer:

A comparison with the size of the Humanities Department at De Anza strongly indicates further growth potential for the Humanities Department at Foothill. To increase FTES, investment in faculty development (particularly in the area of on-line pedagogy), further course development and - most importantly - additional full-time staffing is required. Currently, the program is headed by a full-time instructor working at 50%. In contrast, other programs in BSS of similar size have two full-time instructors working at 100%. Opportunities for growth and innovation remain unrealized due to a staffing shortage.

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 in sections

If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased.

Answer:

Due to high demand for Humanities courses particularly those taught on-line, the number of sections (up 455% over 2014-15) has continued to increase steadily over the last five years. Broadly, the reasons for this have already been outlined above, but in addition, the development of Honors versions for most HUMN courses has aided in the trend. Furthermore, on-campus presence and awareness for Humanities courses has been boosted by the Humanities Mellon Scholars Program now in its third year. The Humanities Lecture Series under the guidance of part-time instructor Aida Dargahi has further contributed to this trend.

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

Answer:

N/A

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 in the productivity number

If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased.

Answer:

The data shows an increase of 5.2% in productivity over the last five years. Productivity numbers have always been high, so this increase must be attributed to careful scheduling and the quality, dedication and hard work of our Humanities faculty.

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.

Answer:

N/A

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	230	53%	354	54%	453	53%	814	56%	1,048	53%
Male	201	46%	294	45%	400	46%	631	43%	895	46%
Non-Binary	0	0%	0	0%	0	0%	0	0%	1	0%
Not Reported	3	1%	9	1%	9	1%	19	1%	19	1%
Total	434	100%	657	100%	862	100%	1,464	100%	1,963	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	22	5%	34	5%	46	5%	62	4%	76	4%
Asian	81	19%	191	29%	250	29%	451	31%	667	34%
Filipinx	27	6%	47	7%	57	7%	94	6%	95	5%
Latinx	136	31%	146	22%	179	21%	343	23%	472	24%
Native American	3	1%	2	0%	4	0%	10	1%	21	1%
Pacific Islander	7	2%	8	1%	8	1%	15	1%	9	0%
White	133	31%	198	30%	286	33%	463	32%	599	31%
Decline to State	25	6%	31	5%	32	4%	26	2%	24	1%
Total	434	100%	657	100%	862	100%	1,464	100%	1,963	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
19 or less	99	23%	140	21%	160	19%	252	17%	271	14%
20-24	257	59%	402	61%	539	63%	988	67%	1,401	71%
25-39	62	14%	89	14%	134	16%	176	12%	236	12%
40 +	16	4%	26	4%	29	3%	48	3%	55	3%
Total	434	100%	657	100%	862	100%	1,464	100%	1,963	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Bachelor or higher	7	2%	12	2%	28	3%	49	3%	51	3%
Associate	5	1%	6	1%	15	2%	33	2%	18	1%
HS/Equivalent	402	93%	617	94%	786	91%	1,343	92%	1,841	94%
All Other	20	5%	22	3%	33	4%	39	3%	53	3%

Total	434	100%	657	100%	862	100%	1,464	100%	1,963	100%
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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 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 in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Answer:
N/A

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2018-19 = 52% Female, 48% Male)

- 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?

Answer:
N/A

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-by-gender-and-declared-major.pdf (https://foothill.edu//programreview/prg-rev-docs/fh-programreview2019_20enroll-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 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 in the male enrollment of the declared major

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 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 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 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 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 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 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 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 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 2018-19 = 5% African American, 30% Asian, 5% Filipinx, 26% Latinx, 0% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

- 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).

Answer:

There is a 2% discrepancy between the college's overall enrollment of Latinx students and the number of Latinx students served in the Humanities Department.

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.

Answer:

The Humanities Department is planning to develop an additional course focused on how Indigenous and diasporic peoples have articulated both belonging and separateness from the United States. Drawing on fiction, film, historical documents, documentaries, photographs, nonfiction, and memoirs, this course explores issues such as sovereignty, self-determination, decolonization, anti-racism, gender equality, and land claims. The course will provide students the opportunity to critically reflect on narratives of citizenship and articulate the tension between coercive practices of exclusion and assimilation.

F. Student Course Success

Course Success Rates by Unit

Course Success Business & Social Sciences - Humanities-FH										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	306	71%	501	76%	657	76%	1,245	85%	1,646	84%
Non Success	89	21%	78	12%	104	12%	124	8%	152	8%
Withdrew	39	9%	78	12%	100	12%	95	6%	165	8%
Total	434	100%	657	100%	861	100%	1,464	100%	1,963	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	108	58%	156	69%	188	67%	398	80%	473	74%
Non Success	53	29%	37	16%	45	16%	58	12%	86	13%
Withdrew	24	13%	34	15%	49	17%	43	9%	84	13%
Total	185	100%	227	100%	282	100%	499	100%	643	100%

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

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	198	80%	345	80%	469	81%	847	88%	1,173	89%
Non Success	36	14%	41	10%	59	10%	66	7%	66	5%
Withdrew	15	6%	44	10%	51	9%	52	5%	81	6%
Total	249	100%	430	100%	579	100%	965	100%	1,320	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.

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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 in the students' course success percentage

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

Answer:

We attribute the 10% increase in success rate to the maturation of our new courses, the dedication and excellence of our instructors and a stabilization of new-hires. Course designs for HUMN 4, HUMN 7 and HUMN 8 are unique and required extensive innovation in course design and text selection. Furthermore, we had significant turn over among our faculty, but over the last two years, new hiring has stabilized with summer quarter, during which we experience a large increase in enrollment, being the exception. Furthermore, our summer student population is comprised of many UC/CSU students with higher academic skills.

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.

Answer:

Numerous studies show that a student-teacher ratio is tantamount to student success. For example, Fort Scott Community College (Kansas) reports a graduation/transfer rate of 87 percent with a student-teacher ratio of 12:1. Source: <http://www.aacc21stcenturycenter.org/article/small-class-size-can-boost-success/>. To increase student success, we propose a reduction

in seat count for Humanities classes from 50 to 35 with a reduction in load factor for 4-unit courses to .089 (same as De Anza's Humanities courses). Furthermore, the Humanities Department suffers under the 'adjunctification' of its faculty. The innovation, faculty development and course revision required to address further increases in student success rates requires additional full-time leadership.

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 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 Decline to State 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 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, Decline to State student groups?

- yes
- no

If the data trend shows an increase or decrease in course success gap, explain why the course success gap increased or decreased.

Answer:

The increase in student success for African American, Filipinx and Latinx student groups can be attributed to the colleges overall efforts to reduce the achievement gap. In addition, the Humanities Mellon Scholars program is aimed at low income, Latinx and African American students, and the additional support of Faculty mentors shows a positive impact on the success of this student population.

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 Decline to State 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 Decline to State student groups?

Answer:

We consider class-size to be an equity issue. For that reason we advocate for a class size reduction (see above). Humanities courses are heavily dependent on writing skills to contextualize knowledge and to interpret and communicate meaning. Research indicates, that early personalized and thoughtful intervention in boosting students' ability to develop writing skills, be motivated to express their voices and to feel validated has a powerful impact on equity. The Humanities Department proposes a five-year trial period of reduced seat counts in all our courses from 50 to 35 to measure and study its effects on closing the achievement gap.

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

Success Rates by Gender
Business & Social Sciences - Humanities-FH

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	896	85%	70	7%	82	8%	1,048	100%
Male	731	82%	82	9%	82	9%	895	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Not Reported	18	95%	0	0%	1	5%	19	100%
All	1,646	84%	152	8%	165	8%	1,963	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	688	85%	72	9%	54	7%	814	100%
Male	539	85%	52	8%	40	6%	631	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	18	95%	0	0%	1	5%	19	100%
All	1,245	85%	124	8%	95	6%	1,464	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	340	75%	50	11%	62	14%	452	100%
Male	311	78%	53	13%	36	9%	400	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	6	67%	1	11%	2	22%	9	100%
All	657	76%	104	12%	100	12%	861	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	271	77%	37	10%	46	13%	354	100%
Male	222	76%	41	14%	31	11%	294	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	8	89%	0	0%	1	11%	9	100%
All	501	76%	78	12%	78	12%	657	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	159	69%	47	20%	24	10%	230	100%
Male	145	72%	41	20%	15	7%	201	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Not Reported	2	67%	1	33%	0	0%	3	100%
All	306	71%	89	21%	39	9%	434	100%

Success Rates by Age
Business & Social Sciences - Humanities-FH

	2018-19							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	222	82%	24	9%	25	9%	271	100%
20-24	1,208	86%	94	7%	99	7%	1,401	100%
25-39	177	75%	25	11%	34	14%	236	100%
40 +	39	71%	9	16%	7	13%	55	100%
All	1,646	84%	152	8%	165	8%	1,963	100%

	2017-18							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	224	89%	21	8%	7	3%	252	100%
20-24	850	86%	75	8%	63	6%	988	100%
25-39	131	74%	24	14%	21	12%	176	100%
40 +	40	83%	4	8%	4	8%	48	100%
All	1,245	85%	124	8%	95	6%	1,464	100%

	2016-17							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	132	83%	17	11%	11	7%	160	100%
20-24	415	77%	67	12%	56	10%	538	100%
25-39	86	64%	19	14%	29	22%	134	100%
40 +	24	83%	1	3%	4	14%	29	100%
All	657	76%	104	12%	100	12%	861	100%

	2015-16							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	109	78%	18	13%	13	9%	140	100%
20-24	307	76%	52	13%	43	11%	402	100%
25-39	64	72%	8	9%	17	19%	89	100%
40 +	21	81%	0	0%	5	19%	26	100%
All	501	76%	78	12%	78	12%	657	100%

	2014-15							
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	65	66%	30	30%	4	4%	99	100%

20-24	183	71%	51	20%	23	9%	257	100%
25-39	46	74%	7	11%	9	15%	62	100%
40 +	12	75%	1	6%	3	19%	16	100%
All	306	71%	89	21%	39	9%	434	100%

Success Rates by Ethnicity
Business & Social Sciences - Humanities-FH

2018-19								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	50	66%	15	20%	11	14%	76	100%
Asian	613	92%	25	4%	29	4%	667	100%
Filipinx	76	80%	7	7%	12	13%	95	100%
Latinx	347	74%	64	14%	61	13%	472	100%
Native American	16	76%	4	19%	1	5%	21	100%
Pacific Islander	8	89%	1	11%	0	0%	9	100%
White	514	86%	34	6%	51	9%	599	100%
Decline to State	22	92%	2	8%	0	0%	24	100%
All	1,646	84%	152	8%	165	8%	1,963	100%

2017-18								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	50	81%	7	11%	5	8%	62	100%
Asian	412	91%	22	5%	17	4%	451	100%
Filipinx	83	88%	6	6%	5	5%	94	100%
Latinx	265	77%	45	13%	33	10%	343	100%
Native American	9	90%	1	10%	0	0%	10	100%
Pacific Islander	7	47%	6	40%	2	13%	15	100%
White	401	87%	33	7%	29	6%	463	100%
Decline to State	18	69%	4	15%	4	15%	26	100%
All	1,245	85%	124	8%	95	6%	1,464	100%

2016-17								
	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	26	57%	11	24%	9	20%	46	100%
Asian	216	86%	16	6%	18	7%	250	100%
Filipinx	42	74%	5	9%	10	18%	57	100%
Latinx	120	67%	29	16%	30	17%	179	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	2	25%	5	63%	1	13%	8	100%

White	219	77%	36	13%	30	11%	285	100%
Decline to State	29	91%	2	6%	1	3%	32	100%
All	657	76%	104	12%	100	12%	861	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	24	71%	3	9%	7	21%	34	100%
Asian	154	81%	18	9%	19	10%	191	100%
Filipinx	38	81%	5	11%	4	9%	47	100%
Latinx	94	64%	29	20%	23	16%	146	100%
Native American	1	50%	0	0%	1	50%	2	100%
Pacific Islander	3	38%	2	25%	3	38%	8	100%
White	159	80%	18	9%	21	11%	198	100%
Decline to State	28	90%	3	10%	0	0%	31	100%
All	501	76%	78	12%	78	12%	657	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	10	45%	9	41%	3	14%	22	100%
Asian	70	86%	8	10%	3	4%	81	100%
Filipinx	19	70%	5	19%	3	11%	27	100%
Latinx	79	58%	39	29%	18	13%	136	100%
Native American	3	100%	0	0%	0	0%	3	100%
Pacific Islander	7	100%	0	0%	0	0%	7	100%
White	99	74%	24	18%	10	8%	133	100%
Decline to State	19	76%	4	16%	2	8%	25	100%
All	306	71%	89	21%	39	9%	434	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.

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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 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 in the male course success rates

If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both.

Answer:

The increase is attributable to the overall increase in student success (see above).

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

- yes
- no

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

Answer:

N/A

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 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 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 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 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 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 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 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 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).

Answer:

N/A

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.

Answer:

Course success rates are lower for African American and Latinx students. Also, withdrawal rates are higher for both these student populations. This gap can be partially attributed to insufficient foils for African American and Latinx students to critically reflect upon and analyze their particular experiences. The department has made great strides in moving away from its traditional focus on Western Civilization, but more work needs to be done not only in the inclusion of relevant material in existing courses but also in the development of new courses.

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.

Answer:

Continue efforts in course redesign to include culturally relevant content for African American and Latinx students. Integrate theories of cultural production necessary to ensure that students develop and refine their skills to actively understand and communicate markers of inequality within social spaces. Provide opportunities for service-leadership to provide students with the opportunity to apply their acquired skills to contribute to and participate in their local communities.

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

Answer:

This Program Review was generated in a collaborative effort by the following faculty in the Humanities Department at Foothill College: Falk Cammin, Aida Dargahi, Tony Kashani, Natalie Latteri, Mona Rawal and Paula Vaughan.

This form is completed and ready for acceptance.