

Instructional Discipline Template

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A. Program Information

Program Mission Statement

Please enter your mission statement here.

Answer:

Our mission is to help students value the diversity of the Spanish-speaking world and learn how to communicate effectively in Spanish. Transfer and degree students will gain a global perspective about it while helping them contextualize their own culture in it. With that aim, our students participate in cultural discussions, give oral presentations, do research, and learn the communication skills and the cultural knowledge that will enable them to be highly-sought employees. All students benefit from gaining a second language but particularly those who would like to work in the fields of education, medicine, construction, and public service.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Answer:

-The students will be able to communicate with native speakers of Spanish, using the appropriate language for any given situation. -The student will, by presenting research work, demonstrate knowledge of Hispanic society, culture, and politics.

Enrollment Variables and Trends

Enrollment Trends Language Arts - Spanish-FD						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	569	659	603	664	674	18.5%
Census Enrollment	763	848	766	802	817	7.1%
Sections	48	55	50	42	48	0.0%
WSCH	1,247	1,394	1,245	1,331	1,322	6.1%
FTES (end of term)	82	92	82	88	87	6.5%
FTEF (end of term)	3.5	3.9	3.8	3.5	3.4	-1.8%
Productivity (WSCH/FTEF)	360	357	324	380	389	8.0%

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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:

A positive factor is that the online program keeps growing. We have been converting many face to face courses, especially intermediate ones, such as Spanish 4, 5, 6 and 25A/B, to online instruction. There is nation-wide demand for online courses and we are meeting that demand.

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:

We plan to expand our online course offerings to increase FTES. For example, by offering an entirely online AA degree. We are also exploring the creation of certificates and working with outreach to increase the appeal of content-specific classes like Spanish for Health Care Workers. Other classes like Spanish for the Green Industry or Spanish for the Restaurant Industry have been successful in the past. We should consider offering them every other year and gauge their long-term interest.

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:

N/A

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:

Productivity increased because of FTES in our online courses. It has decreased by 2.2 % in the face to face courses. Advanced students (Spanish 3 and above) have been more interested in online offerings.

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:

We plan to increase online course offerings which are expected to increase both productivity and FTES. We would like our productivity in F2F courses to increase. Our past efforts have involved aggressive marketing and outreach for Spanish 51 (Health Care Workers), Spanish for the Restaurant Industry and the Green Industry. At our elementary level, we have fewer F2F offerings every year. It is hard to offer a wide choice of time frames to attract more students if we don't know if the courses will fill.

E. Enrollment by Student Demographics

Enrollment Distribution



by Gender

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Female	427	56%	501	59%	499	65%	544	68%	533	65%
Male	331	43%	341	40%	259	34%	252	31%	281	34%
Not Reported	5	1%	6	1%	8	1%	6	1%	3	0%
Total	763	100%	848	100%	766	100%	802	100%	817	100%

by Ethnicity

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
African American	33	4%	26	3%	27	4%	49	6%	60	7%
Asian	128	17%	130	15%	140	18%	168	21%	135	17%
Filipinx	15	2%	48	6%	17	2%	30	4%	42	5%
Latinx	239	31%	245	29%	235	31%	258	32%	268	33%
Native American	4	1%	5	1%	5	1%	3	0%	6	1%
Pacific Islander	13	2%	10	1%	8	1%	13	2%	10	1%
White	295	39%	343	40%	319	42%	271	34%	274	34%
Decline to State	36	5%	41	5%	15	2%	10	1%	22	3%
Total	763	100%	848	100%	766	100%	802	100%	817	100%

by Age

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
19 or less	147	19%	170	20%	116	15%	152	19%	115	14%
20-24	357	47%	393	46%	346	45%	380	47%	362	44%
25-39	179	23%	188	22%	204	27%	202	25%	241	29%
40 +	80	10%	97	11%	100	13%	68	8%	99	12%
Total	763	100%	848	100%	766	100%	802	100%	817	100%

by Education Level

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Enr	Percent								
Bachelor or higher	112	15%	129	15%	154	20%	114	14%	155	19%
Associate	16	2%	32	4%	46	6%	29	4%	50	6%
HS/Equivalent	536	70%	586	69%	515	67%	575	72%	561	69%
All Other	99	13%	101	12%	51	7%	84	10%	51	6%
Total	763	100%	848	100%	766	100%	802	100%	817	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 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:

Enrollment by gender in our f2f courses roughly matches the college's numbers. Female enrollment has remained stable but there is a notable increase if compared with 2014-15, mostly in online courses. We have noticed a decrease in male enrollment. The 31% gender gap in Spanish enrollment is matched by a nearly-equal 25% gender gap at De Anza. We can only hypothesize that female enrollment has increased because of the appeal of online courses to working mothers. We cannot explain the reason for the decrease in male enrollment.

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:

The national general trend is for more women than men to pursue degrees in languages. We see that reflected in our program. While there's general parity in our Spanish 1 -2 sections, there is an increase in the gender gap in more advanced courses. We would like to increase male enrollment across the board, particularly online. It will be a long term goal to look into the causes of such disparity and bridge it.

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:

We are more or less aligned with the college. Compared with the campus-wide data we have more White, African-Americans, Latinx, and Native Americans students; an equal number of Filipinx and Pacific Islander students. Finally fewer Asian students and "Decline to state". * African Americans -increased. 7% *Asian-no change. 17% *Filipinx-increased. 5% *Latinx-increased. 33% *Native-Americans-no change 1% *Pacific Islander-no change. 1% *White-increased. 34% *Decline to state-decreased. 3%

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:

Compared to the college we have fewer Asian students. We can hypothesize that when given a language choice, Asian students tend to choose Japanese over Spanish (54% of enrollment in Japanese is comprised of Asian students). We would like to increase the appeal of our program to that population. Maybe attending the meetings of Asian student groups to promote Spanish will help, but we're open to suggestions.

F. Student Course Success

Course Success Rates by Unit

Course Success Language Arts - Spanish-FD										
	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	572	75%	624	74%	560	73%	589	73%	554	68%
Non Success	76	10%	80	9%	68	9%	79	10%	100	12%
Withdrew	115	15%	144	17%	138	18%	134	17%	163	20%
Total	763	100%	848	100%	766	100%	802	100%	817	100%

Course Success for African American, Latinx, and Filipinx Students

	2014-15		2015-16		2016-17		2017-18		2018-19	
	Grades	Percent								
Success	212	74%	227	71%	199	71%	230	68%	238	64%
Non Success	31	11%	30	9%	25	9%	39	12%	46	12%
Withdrew	44	15%	62	19%	55	20%	68	20%	86	23%
Total	287	100%	319	100%	279	100%	337	100%	370	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	360	76%	397	75%	361	74%	359	77%	316	71%
Non Success	45	9%	50	9%	43	9%	40	9%	54	12%
Withdrew	71	15%	82	16%	83	17%	66	14%	77	17%
Total	476	100%	529	100%	487	100%	465	100%	447	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:

The success rate was stable between 2014 and 2018. However, 2018-19 marked a significant drop in student success rate (10%) in face to face courses. The online program has also shown a decrease in success rate, though a less dramatic one (2%) for 2018-19. We think that the switch from a printed book to an all-online platform in F2F courses had a negative impact: Some students do not bring their electronic devices to class nor refer to the ebook when they study at home. Spanish 4 was offered online for the first time with a success rate of 63%.

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:

In F2F courses, we will promote the students' engagement with the ebook by: 1. tightening deadlines of assignments, 2. increasing faculty to student contact, and 3. incorporating early intervention with students that show failing grades. For online courses, instructional design has suggested a more robust online presence via tools like "Studio", which will increase the students' level of engagement. In

both modalities, we will discuss the skills needed for students to succeed. Finally, we have redesigned online Spanish 4 to make it easier for the students to transition from Spanish 3.

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 gap between these groups became larger in the last two academic years. We stopped offering credit by examination until last year and that may explain the decrease in success among Latinx students. Latinx students take credit by examination in larger numbers than other students and pass it with high grades, particularly Spanish 1. Students with the same linguistic background don't find Spanish 1 challenging enough to engage with the course, and they tend to get lower grades than if they had taken credit by examination.

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 do not have a clear explanation for the gap in the success rate of our diverse students but we believe that more personal faculty to student engagement, more frequent oral exams in online classes, opportunities for students to do group video conferencing online (something we're starting to explore), credit by examination, as well as early monitoring, will increase everybody's success.

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
Language Arts - Spanish-FD

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	375	70%	55	10%	103	19%	533	100%
Male	176	63%	45	16%	60	21%	281	100%
Not Reported	3	100%	0	0%	0	0%	3	100%
All	554	68%	100	12%	163	20%	817	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	403	74%	56	10%	85	16%	544	100%
Male	182	72%	23	9%	47	19%	252	100%
Not Reported	4	67%	0	0%	2	33%	6	100%
All	589	73%	79	10%	134	17%	802	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	377	76%	37	7%	85	17%	499	100%
Male	178	69%	30	12%	51	20%	259	100%
Not Reported	5	63%	1	13%	2	25%	8	100%
All	560	73%	68	9%	138	18%	766	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	379	76%	49	10%	73	15%	501	100%
Male	241	71%	30	9%	70	21%	341	100%
Not Reported	4	67%	1	17%	1	17%	6	100%
All	624	74%	80	9%	144	17%	848	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	334	78%	33	8%	60	14%	427	100%
Male	233	70%	43	13%	55	17%	331	100%
Not Reported	5	100%	0	0%	0	0%	5	100%
All	572	75%	76	10%	115	15%	763	100%

Success Rates by Age
Language Arts - Spanish-FD

2018-19

Success	Non Success	Withdrew	Total
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	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	79	69%	16	14%	20	17%	115	100%
20-24	245	68%	42	12%	75	21%	362	100%
25-39	153	63%	31	13%	57	24%	241	100%
40 +	77	78%	11	11%	11	11%	99	100%
All	554	68%	100	12%	163	20%	817	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	109	72%	15	10%	28	18%	152	100%
20-24	284	75%	35	9%	61	16%	380	100%
25-39	143	71%	24	12%	35	17%	202	100%
40 +	53	78%	5	7%	10	15%	68	100%
All	589	73%	79	10%	134	17%	802	100%

2016-17

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	86	74%	9	8%	21	18%	116	100%
20-24	247	71%	33	10%	66	19%	346	100%
25-39	148	73%	17	8%	39	19%	204	100%
40 +	79	79%	9	9%	12	12%	100	100%
All	560	73%	68	9%	138	18%	766	100%

2015-16

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	135	79%	15	9%	20	12%	170	100%
20-24	288	73%	42	11%	63	16%	393	100%
25-39	128	68%	15	8%	45	24%	188	100%
40 +	73	75%	8	8%	16	16%	97	100%
All	624	74%	80	9%	144	17%	848	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
19 or less	116	79%	19	13%	12	8%	147	100%
20-24	271	76%	30	8%	56	16%	357	100%
25-39	123	69%	22	12%	34	19%	179	100%
40 +	62	78%	5	6%	13	16%	80	100%
All	572	75%	76	10%	115	15%	763	100%

Success Rates by Ethnicity
Language Arts - Spanish-FD

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	31	52%	14	23%	15	25%	60	100%
Asian	100	74%	16	12%	19	14%	135	100%
Filipinx	32	76%	4	10%	6	14%	42	100%
Latinx	175	65%	28	10%	65	24%	268	100%
Native American	3	50%	2	33%	1	17%	6	100%
Pacific Islander	6	60%	1	10%	3	30%	10	100%
White	189	69%	35	13%	50	18%	274	100%
Decline to State	18	82%	0	0%	4	18%	22	100%
All	554	68%	100	12%	163	20%	817	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	28	57%	9	18%	12	24%	49	100%
Asian	133	79%	10	6%	25	15%	168	100%
Filipinx	21	70%	2	7%	7	23%	30	100%
Latinx	181	70%	28	11%	49	19%	258	100%
Native American	2	67%	0	0%	1	33%	3	100%
Pacific Islander	7	54%	4	31%	2	15%	13	100%
White	209	77%	24	9%	38	14%	271	100%
Decline to State	8	80%	2	20%	0	0%	10	100%
All	589	73%	79	10%	134	17%	802	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	16	59%	1	4%	10	37%	27	100%
Asian	105	75%	16	11%	19	14%	140	100%
Filipinx	10	59%	1	6%	6	35%	17	100%
Latinx	173	74%	23	10%	39	17%	235	100%
Native American	3	60%	0	0%	2	40%	5	100%
Pacific Islander	4	50%	1	13%	3	38%	8	100%
White	238	75%	24	8%	57	18%	319	100%
Decline to State	11	73%	2	13%	2	13%	15	100%
All	560	73%	68	9%	138	18%	766	100%

2015-16

Success	Non Success	Withdrew	Total
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	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	11	42%	6	23%	9	35%	26	100%
Asian	97	75%	10	8%	23	18%	130	100%
Filipinx	37	77%	4	8%	7	15%	48	100%
Latinx	179	73%	20	8%	46	19%	245	100%
Native American	5	100%	0	0%	0	0%	5	100%
Pacific Islander	6	60%	2	20%	2	20%	10	100%
White	259	76%	32	9%	52	15%	343	100%
Decline to State	30	73%	6	15%	5	12%	41	100%
All	624	74%	80	9%	144	17%	848	100%

2014-15

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	20	61%	7	21%	6	18%	33	100%
Asian	102	80%	11	9%	15	12%	128	100%
Filipinx	4	27%	5	33%	6	40%	15	100%
Latinx	188	79%	19	8%	32	13%	239	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	8	62%	2	15%	3	23%	13	100%
White	222	75%	27	9%	46	16%	295	100%
Decline to State	25	69%	5	14%	6	17%	36	100%
All	572	75%	76	10%	115	15%	763	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 decrease in the success rate has impacted men more than women, but it went down for both groups. There is a national trend according to which women persist more in foreign language courses than men. But we do not know why the success rate has decreased overall. We can hypothesize that the transition from print to ebook in f2f courses and the interruption of credit by examination in all our courses may have had a significant effect.

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:

We need to increase the success rate for males. Perhaps modifying the mission statement will raise awareness about the usefulness of Spanish for certain careers, such as law enforcement. Closer monitoring of the performance of male students, for early warning of failing should help.

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:

The overall success rate has decreased for all ethnic groups. The success rate dropped in 2015-16 and it has been climbing up since but has not reached the same level as of 2014-15. The disparity between that year and last year is 9%. * African American. decreased *Asian. decreased *Filipinx. increased *Latinx. decreased *Native American. decreased *Pacific Islander. increased *White. decreased *Decline to state. increased

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:

The gap is more significant between African Americans and Native Americans compared to other groups, but the number of Native American students was only six last year. Though we do not have a concrete explanation for this gap, the measures stated below are geared to increasing the success rate across all groups.

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:

There are many measures that will be implemented to increased success rate: *Reassessment of our mission statement. *Credit by examination, especially at first-year level (Spanish 1-3) *Early intervention with failing students through online messaging and conferencing, office meetings, etc. *Request from students a printed edition on F2F courses. *Tighter deadlines and due dates on F2F courses. * More teacher presence through video and Zoom in online classes * Opportunities for students to engage in group work outside of class in online classes, via video conferencing. *We will attend faculty workshops on equity.

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

Answer:

The last six years have seen a dramatic transformation in this department. In 2014-15 we offered five online courses, fewer than 1/3 of our total. Currently, 2/3 of our courses are online, and we're moving towards an online degree. Our long-term colleague, who taught the intermediate courses, retired at the end of 2019. We are, like the rest of the college, grappling with these changes in enrollment and student preferences. In spite of all the challenges the college has faced, we have managed to grow our online first-year enrollment. Moving forward we anticipate growth in our second-year online courses.

This form is completed and ready for acceptance.