Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

Foothill College's Business Program prepares traditional and non-traditional learners to compete in the employment market by developing their business knowledge and technical skills. The program also strives in fostering our learners' human capacity (self-efficacy, empathy, leadership, adaptivity) through holistic experiential educational opportunities that will enhance their ability to address the ever-changing work environments that are innately interconnected with their local and global communities.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will demonstrate appropriate use of business terms and concepts from across a standard breadth of business functions (R&D, Mfg, Sales, Mktg, Ops, IT, Acctg, Finance, etc.) in both in-class and business-related extracurricular interactions, activities, and projects.
- Students will demonstrate appropriate use of analytical frameworks, methods, and skills in response to business questions, cases, and projects.
- Students will show through both business and non-business learning activities (e.g. reflective, experiential) awareness of their individual human capacities from a developmental perspective.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends

Business & Social Sciences - Business-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	2,214	1,997	1,564	1,605	1,679	-24.2%
Census Enrollment	2,959	2,720	2,300	2,337	2,583	-12.7%
Sections	79	67	59	61	66	-16.5%
WSCH	4,672	3,706	3,667	3,668	3,971	-15.0%
FTES (end of term)	310	246	243	243	264	-14.8%
FTEF (end of term)	8.4	7.3	6.4	6.9	7.2	-14.5%
Productivity (WSCH/FTEF)	553	504	571	531	550	-0.6%

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

- [x] 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.

Almost without exception, enrollment trends (based on FTES) have been significantly down for higher education institutions, especially in the community college systems across the US (-20%) over the past decade. California's own enrollment decline over the past **5 years** shows a -10.5% decline, while the our own DA (-10%), FH (-15%), and BSS (-8%) also have suffered decreases. More specifically, our

business program has seen a decline of -15% (310 in 2016-17 to 264 in 20-21), effectively mirroring the college but higher than the State's decrease. However, the vast majority of the drop (-21%) happened in 2017-18 and thereafter remained flat (246, 243, 243), with an increase in the last year (264). The reason for the rebound in the last year can be attributed to an expansion to our coursework in several areas including:

1. New Courses*
2. New Experiential Learning Activities (e.g. Enactus, Business Innovation Challenge)
3. New Programs/Certificates (digital mktg, data analytics),
4. Dual Enrollment (e.g. TIDE)
5. Drop in FT Faculty (FTEF)

*new coursework: 2013-2017: Busi 53A, 59A, 59B, 60, 70, 87, 96

*new coursework: 2017 to 2020: Busi 12, 22H, 45, 59C, 59D, 59E, 88A

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.

Currently we are working on ramping up existing certifications (digital marketing, data analytics) and creating new certifications (financial literacy, project management, business law focused certifications).

We are also working on increasing experiential learning activities across the BUSI curriculum.

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.

Sections overall decreased by 17% over the past 5-year period -- very similar to the section decreases reflected by the college and division for the same period. There were two main decisions made by the college administration and FA that addressed the then lower enrollment decrease, after many years of continuing increases. The first decision was to increase the seat counts in several programs across the campus. Secondly, the college administration actively restricted the and in many quarters lowered the number of sections that could be offered. In time, the effect, along with the still lowering enrollment in both our district (and across the California due mainly to the so-called "demographic cliff") resulted in higher headcount (FTES) per section which was the objective.

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

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 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.

For the past 5 years, Bus. Dept. productivity was essentially flat from 553 in 2016-17 to 550 in 2020-21, a difference of less than 1%. The

productivity for the business program is significantly above the College (540) and about the same as our BSS Division (550). Due to the reduction in sections, explained above, the productivity remained the same even as the enrollment was decreasing by about 15% over the same period.

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.

N/A

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Business & Social Sciences - Business-FH

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	1,337	45%	1,154	42%	1,060	46%	1,046	45%	1,255	49%
Male	1,599	54%	1,547	57%	1,228	53%	1,270	54%	1,300	50%
Non-Binary	0	0%	0	0%	0	0%	2	0%	1	0%
Unknown	23	1%	19	1%	12	1%	19	1%	27	1%
Total	2,959	100%	2,720	100%	2,300	100%	2,337	100%	2,583	100%

by Ethnicity

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	224	8%	198	7%	110	5%	148	6%	154	6%
Asian	866	29%	876	32%	837	36%	830	36%	816	32%
Decline to State/Unknown	122	4%	62	2%	47	2%	113	5%	101	4%
Filipinx	197	7%	162	6%	85	4%	76	3%	103	4%
Latinx	742	25%	650	24%	545	24%	497	21%	627	24%
Native American	19	1%	17	1%	15	1%	25	1%	16	1%
Pacific Islander	38	1%	24	1%	23	1%	44	2%	40	2%
White	751	25%	731	27%	638	28%	604	26%	726	28%
Total	2,959	100%	2,720	100%	2,300	100%	2,337	100%	2,583	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
- [x] 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
- [x] 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
- [x] 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 prompt for this field poses an "If-then" question at its outset then asks to explain on any of the 3 conditions. What is the purpose of the "if-then"? We do not have enough data to begin to explain the decrease, flatness, or increase of the trend. Do also note that for all charts in this program review, the authors' of this instrument requests for conclusions that cannot be possibly explained by a 5-period table of absolute counts and percentage change per category. Additionally, we do not know if what is requested is the change in absolute numbers or percentage changes as well as whether we want to take the full 5-year period or any other two years. This is especially an issue when there are more than 2 trends moving in opposite directions.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2020-21 = 52% Female, 46% Male)

- [x] 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?

N/A

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/majors-by-gender-10.25.21.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

- [x] 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

- [x] 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

- [x] 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 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% 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).

It's hard to say. This may very well be "noise". Not all changes in the data are meaningful changes. Note (i) that the female/male participation rates for 2020-21 rates are at near-parity; and (ii) the numbers on non-binary are too small to be able to draw meaningful conclusions (unless, perhaps, other departments have substantially more non-binary enrollment, but we can't discern that from this data set)

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.

It's hard to start. As a gating question, are we assessing headcout or percentages? The headcount numbers jump around from year to year more than the percentage numbers do (which show greater stability). If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program. The department should strive to make its offerings attractive to all students of all ethnicities. I personally strive to do this in my own teaching.

F. Student Course Success

Course Success Rates by Unit

Course Success
Business & Social Sciences - Business-FH

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,196	79%	1,973	77%	1,729	75%	1,780	76%	1,971	76%
Non Success	291	10%	283	11%	308	13%	303	13%	305	12%
Withdrew	296	11%	290	11%	263	11%	254	11%	307	12%
Total	2,783	100%	2,546	100%	2,300	100%	2,337	100%	2,583	100%

Course Success for African American, Latinx, and Filipinx Students

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	762	75%	631	73%	496	67%	436	60%	580	66%
Non Success	130	13%	120	14%	145	20%	160	22%	154	17%
Withdrew	124	12%	119	14%	99	13%	125	17%	150	17%
Total	1,016	100%	870	100%	740	100%	721	100%	884	100%

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

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,434	81%	1,342	80%	1,233	79%	1,344	83%	1,391	82%
Non Success	161	9%	163	10%	163	10%	143	9%	151	9%
Withdrew	172	10%	171	10%	164	11%	129	8%	157	9%
Total	1,767	100%	1,676	100%	1,560	100%	1,616	100%	1,699	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?

- [x] 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.

Looking at the percentages, the trend line is largely flat.

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

- [ ] yes
- [x] no

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

The department should always be focused on improving student success scores. Our own view is that a maximum course enrollment of 50 students makes it difficult for faculty to give the kind of individualized attention to each student in the course, and that smaller classes which will enable more individualized teaching may help with respect to increasing student success scores

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?

- [x] 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 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 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, Decline to State 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.

We don't have a specific explanation to offer in this regard, and would suggest that course success rates are influenced by larger factors that are outside the classroom (poverty, need to work to support family, systemic racism, etc.)

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?

Effectively addressing the larger societal issues referenced above would be effective. At the more micro level, I think small class sizes (also referenced above) may also be effective.

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 - Business-FH

	2020-21							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	984	78%	121	10%	150	12%	1,255	100%
Male	966	74%	180	14%	154	12%	1,300	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown	20	74%	4	15%	3	11%	27	100%
All	1,971	76%	305	12%	307	12%	2,583	100%

	2019-20							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent

Female	814	78%	117	11%	115	11%	1,046	100%
Male	947	75%	185	15%	138	11%	1,270	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Non-Binary	2	100%	0	0%	0	0%	2	100%
Unknown	17	89%	1	5%	1	5%	19	100%
All	1,780	76%	303	13%	254	11%	2,337	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	804	76%	141	13%	115	11%	1,060	100%
Male	916	75%	166	14%	146	12%	1,228	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	9	75%	1	8%	2	17%	12	100%
All	1,729	75%	308	13%	263	11%	2,300	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	863	78%	114	10%	123	11%	1,100	100%
Male	1,096	77%	168	12%	165	12%	1,429	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	14	82%	1	6%	2	12%	17	100%
All	1,973	77%	283	11%	290	11%	2,546	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	1,015	79%	138	11%	133	10%	1,286	100%
Male	1,163	79%	152	10%	163	11%	1,478	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	18	95%	1	5%	0	0%	19	100%
All	2,196	79%	291	10%	296	11%	2,783	100%

Success Rates by Ethnicity

Business & Social Sciences - Business-FH

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	100	65%	30	19%	24	16%	154	100%

African American	100	65%	30	19%	24	16%	154	100%
Asian	702	86%	51	6%	63	8%	816	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Decline to State/Unknown	80	79%	16	16%	5	5%	101	100%
Filipinx	81	79%	13	13%	9	9%	103	100%
Latinx	399	64%	111	18%	117	19%	627	100%
Native American	16	100%	0	0%	0	0%	16	100%
Pacific Islander	26	65%	7	18%	7	18%	40	100%
White	567	78%	77	11%	82	11%	726	100%
All	1,971	76%	305	12%	307	12%	2,583	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	70	47%	47	32%	31	21%	148	100%
Asian	718	87%	64	8%	48	6%	830	100%
Decline to State/Unknown	92	81%	14	12%	7	6%	113	100%
Filipinx	51	67%	7	9%	18	24%	76	100%
Latinx	315	63%	106	21%	76	15%	497	100%
Native American	20	80%	2	8%	3	12%	25	100%
Pacific Islander	25	57%	8	18%	11	25%	44	100%
White	489	81%	55	9%	60	10%	604	100%
All	1,780	76%	303	13%	254	11%	2,337	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	58	53%	31	28%	21	19%	110	100%
Asian	697	83%	60	7%	80	10%	837	100%
Decline to State/Unknown	29	62%	10	21%	8	17%	47	100%
Filipinx	74	87%	4	5%	7	8%	85	100%
Latinx	364	67%	110	20%	71	13%	545	100%
Native American	11	73%	1	7%	3	20%	15	100%
Pacific Islander	13	57%	3	13%	7	30%	23	100%
White	483	76%	89	14%	66	10%	638	100%
All	1,729	75%	308	13%	263	11%	2,300	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent

African American	120	71%	26	13%	22	13%	168	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Asian	684	80%	80	9%	89	10%	853	100%
Decline to State/Unknown	55	90%	3	5%	3	5%	61	100%
Filipinx	108	79%	14	10%	15	11%	137	100%
Latinx	403	71%	80	14%	82	15%	565	100%
Native American	13	76%	1	6%	3	18%	17	100%
Pacific Islander	11	48%	7	30%	5	22%	23	100%
White	579	80%	72	10%	71	10%	722	100%
All	1,973	77%	283	11%	290	11%	2,546	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	133	70%	27	14%	30	16%	190	100%
Asian	694	82%	75	9%	81	10%	850	100%
Decline to State/Unknown	112	93%	5	4%	4	3%	121	100%
Filipinx	129	74%	20	11%	26	15%	175	100%
Latinx	500	77%	83	13%	68	10%	651	100%
Native American	14	74%	4	21%	1	5%	19	100%
Pacific Islander	23	72%	1	3%	8	25%	32	100%
White	591	79%	76	10%	78	10%	745	100%
All	2,196	79%	291	10%	296	11%	2,783	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

- [x] 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 show relative stability (expressed as a percentage) over time. We would prefer to see success rates increase, and suggest that effectively addressing some of the larger societal factors referenced in the previous (as well as smaller class sizes) may be helpful in increasing student success rates for all groups.

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.

Other than smaller class sizes, we have no suggestions in this regard and it would even be less appropriate (given the data) to make narrower conclusions by gender.

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
- [x] 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
- [x] 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).

As mentioned above, neither the data provided nor our own anecdotal observations as faculty in the department have the information that would appropriately inform or respond to the question at hand. At the global level, one can readily see that success rates across the full department, regardless of ethnicity has remained relatively stable in the upper 70s (%).

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

- [x] yes
- [ ] no

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

While many, over decades, have characterized certain demographic differences as perennial and unchanging (or changing too slowly), there has always been an evidence-based understanding (supported by both anecdotal experiences by educators and actual peer-reviewed scholarship) that these performance gaps are multifaceted (multifactorial in statistical terms). It would be intellectually inappropriate or at least irrational to expect that any speculative comments offered by faculty regarding possible factors affecting disparities in course success between groups are accurate and/or actionable without a proper methodology based on hypothesis-testing.

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

- [x] Yes
- [ ] No

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

It is reasonable to assert that programs should "suggest changes to improve" when the performance of an individual or a group of individuals falls short of some properly-identified standard. However, we would also assert that the same is true regarding programs that are meeting or even exceeding standards. Such a mindset would provide feedback regarding what may not be working and what is. Alternatively, it may reveal that the standards that were met or exceeded were actually inferior or inappropriate in preparing our students for the reality of work or the challenges for the everyday challenges people face in their personal and community lives that require the development of rational thinking, reason, self-efficacy, etc. Therefore our department engages in a continuous and purposeful cycle of program development, review/reflection, and refinement.

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

We have integrated this type of feedback in several of our commentary given above.

Self-Study Checklist

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

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

This form is completed and ready for acceptance.