Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The mission of the Computer Science Department is to prepare students of all backgrounds to be ethical researchers, developers, and entrepreneurial leaders in computer science and computer technology through lecture, lab and mentoring. To this end, the program's aim is to be a catalyst and a resource for shaping the future of the broad discipline of computer science.

The Computer Science Department's goal is to support students interested in completing educational programs such as:

- students interested in transfer,
- students preparing for entering into the workforce,
- and students interested in learning new technologies.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Students completing a computer science sequence will demonstrate critical thinking skills by:

- gaining and applying knowledge in the theory and application of Computer Science concepts.
- analyzing possible approaches for a problem and determining the optimal solution based on the user's context.
- reflect on their own work and be able to evaluate the work of their peers.
- design and create applications that meets the user's requirement.

Students understand the social and political context of their work and display a professional commitment to ethical application of their gained knowledge. Students view themselves as competent programmers and see themselves in the computer science field.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Science Technology Engineering & Mathematics - Computer Science-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	2,589	2,722	2,629	2,673	2,594	0.2%
Census Enrollment	4,408	4,574	4,368	4,642	4,419	0.2%
Sections	157	157	142	145	143	-8.9%
WSCH	8,632	8,976	8,615	9,225	8,724	1.1%
FTES (end of term)	562	584	561	600	567	0.9%
FTEF (end of term)	18.3	17.9	15.6	16.2	15.8	-13.9%
Productivity (WSCH/FTEF)	471	501	551	570	553	17.3%

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

☐   the data trend shows an increase in FTES

☐   the data trend shows a decrease in FTES

☑   the data trend shows no change and/or is flat in FTES

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

> We reduced the number of sections, but we were able to serve similar number (slightly more) number students. The reduced sections did not decrease FTES, but it inhibited us from increasing service to more students. We increased our productivity.

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.

> We have strived to increase dual-enrollment, which increases our FTES. We partnered with:
>
> - Los Altos High School to offer CS 1B and CS 1C.
>
> - TIDE Academy to offer CS 3A, CS 3B, CS 3C and CS 22.
>
> We have enhanced and expanded CS 49 Foundations of Computer Programming to give students the foundational background they need to succeed in programming courses.
>
> We have proposed courses to augment student learning in parallel with our introductory Python programming class.
>
> We are working on evolving our collaboration with Science Learning Institute (SLI) to attract and retain students.
>
> We are working on developing evaluation in our introductory classes to determine the level of preparation for intermediate and advanced language courses.
>
> We have developed an annual schedule of course offerings and worked with Guided Pathways to assist students in achieving their goals.

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.

> We reduced the number of sections due to the requirements from the college. The reduction of sections was not because of reduction in FTES.
>
> In scheduling within the requirements of the college to reduce sections, we looked at the courses we need to offer in order for students to be able to succeed in the various programs in Computer Science ranging from transfer requirements to workforce certificates. This determined the specific courses that the department offered during the academic year.
>
> To determine how many sections and the modality of the sections we offered we looked at enrollment from prior years. In addition to enrollment, we wanted to provide students with a choice of modality. In scheduling courses our goal was to schedule:
>
> - a larger number of our sections in W format due to enrollment trends.
>
> - at least one introductory course in Y format in each of the programming languages.
>
> - elective courses to enable students to complete certificates.

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.

> We maintained a similar FTES despite a reduction of 14 sections betweeen 2016-17 and 2020-21. This increased our productivity to 17.3%. Building on top of narrative in section C, we schedule courses from Fall to Spring quarter so that:
>
> - students working toward completing a Computer Science program can take the course needed for the program. Within a sequence of courses, we monitor the number of students successfully completing a course. Then schedule the following quarters classes appropriately. For example, we monitor number of students completing CS 1A course, then determine the number of CS 1B classes to offer.
>
> - students working toward completing programs in other departments can take our introductory programming courses throughout the year.
>
> - students working toward applying to Master's programs can take our advanced programming language courses throughout the year.

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.

> Our goal is to continue increasing productivity even though we have improved. To understand our productivity numbers and student progress throughout various classes in the department we are discussing how to produce a visualization of student success trends.

E. Enrollment by Student Demographics

Enrollment Distribution

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	**Percent**	**Enr**	**Percent**	**Enr**	**Percent**	**Enr**	**Percent**	**Enr**	**Percent**
Female	1,359	31%	1,435	31%	1,281	29%	1,360	29%	1,368	31%
Male	2,999	68%	3,080	67%	3,017	69%	3,189	69%	2,953	67%
Non-Binary	0	0%	0	0%	0	0%	2	0%	0	0%
Unknown	50	1%	59	1%	70	2%	91	2%	98	2%
Total	4,408	100%	4,574	100%	4,368	100%	4,642	100%	4,419	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	144	3%	116	3%	114	3%	114	2%	130	3%
Asian	2,029	46%	2,199	48%	2,220	51%	2,350	51%	2,283	52%
Decline to State/Unknown	229	5%	147	3%	113	3%	281	6%	230	5%
Filipinx	150	3%	138	3%	131	3%	130	3%	151	3%
Latinx	513	12%	602	13%	542	12%	537	12%	481	11%
Native American	20	0%	21	0%	14	0%	20	0%	18	0%
Pacific Islander	30	1%	35	1%	30	1%	25	1%	46	1%
White	1,293	29%	1,316	29%	1,204	28%	1,185	26%	1,080	24%
Total	4,408	100%	4,574	100%	4,368	100%	4,642	100%	4,419	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

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

Females

☐   the data trend shows an increase in the female enrollment rates

☐   the data trend shows a decrease in the female enrollment rates

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

Males

☐   the data trend shows an increase in the male enrollment rates

☐   the data trend shows a decrease in the male enrollment rates

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

Non-Binary

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☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☑   the data trend shows no change and/or is flat in the non-binary enrollment rates

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

> The ratio of male to female has remained roughly the same with a strong bias toward male students. The low enrollment of our female population in our region is typical in the Computer Science field. The disparity in gender in Computer Science has been a historical problem and is due to how the area is perceived by female versus male students. For example, historically female students prior to college years were not exposed to computers to the same degree. Hence female students typically do not utilize computers to the extent of their male counterparts. It has been shown that this results in an experience gap and confidence doubts among female students. An inaccurate perception is that working as a computer science professional is isolating. Hence, fewer female students perceive Computer Science as a career path and enroll.

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)

☑   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?

> We need to develop a comprehensive plan to address lack of equal representation in gender and ethnicity in our department. Our goal is to attract and retain more female students by:
>
> - emphasizing collaboration,
> - offering computer science courses via dual-enrollment earlier in their learning career,
> - offering an introductory course enabling students to prepare for our transfer level courses,
> - and providing Guided Pathways maps.
>
> We are looking toward updating COR for programming course series (i.e. CS * A/B/C) to:
>
> - relate algorithms and computation to real world problems and what software can do by addressing problems that are relevant to a broader range of interests.
> - to include the design of a supervised activity to enable students to show-case their unique accomplishments in the classroom and provide opportunities to show-case beyond the classroom.
>
> We are planning on conducting focus groups to interview students especially in the underrepresented groups to understand students' academic/workforce goals and how CS courses can help them achieve their goals.
>
> We are working with Institutional Research to collect data on the population of our students and their success to more closely dissect the success of our student population and whether that relates to gender.

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

☐   the data trend shows an increase in the female enrollment of the declared major

☐   the data trend shows a decrease in the female enrollment of the declared major

☑   the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

☐   the data trend shows an increase in the male enrollment of the declared major

☐   the data trend shows a decrease in the male enrollment of the declared major

☑   the data trend shows no change and/or is flat in the male enrollment of the declared major

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- ☐ 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)

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☐   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 is difficult to compare the statistical significance without having the specific enrollment count. Given the percentages in CS, we have less enrollment with 11% for Latinx enrollment as compared to the 28% enrollment in the college and flat across the five years. We are significantly higher with 52% in Asian enrollment with a 6% increase across the five years.

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.

> We need to develop a comprehensive plan to address lack of equal representation in gender and ethnicity in our department. To improve student representation by gender and race currently we are offering outreach courses such as:
>
> - classes tailored to support the Umoja and Puente learning communities,
> - offering computer science courses via dual-enrollment earlier in their learning career,
> - offering an introductory course enabling students to prepare for our transfer level courses,
> - and providing Guided Pathways maps.

F. Student Course Success

Course Success Rates by Unit

Course Success
Science Technology Engineering & Mathematics - Computer Science-FH

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	2,933	67%	3,189	70%	3,092	71%	3,481	75%	3,263	74%
Non Success	583	13%	555	12%	537	12%	431	9%	446	10%
Withdrew	885	20%	830	18%	738	17%	730	16%	710	16%
Total	4,401	100%	4,574	100%	4,367	100%	4,642	100%	4,419	100%

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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	408	51%	460	54%	427	54%	453	58%	446	59%
Non Success	156	19%	155	18%	144	18%	135	17%	109	14%
Withdrew	240	30%	241	28%	216	27%	193	25%	207	27%
Total	804	100%	856	100%	787	100%	781	100%	762	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	2,525	70%	2,729	73%	2,665	74%	3,028	78%	2,817	77%
Non Success	427	12%	400	11%	393	11%	296	8%	337	9%
Withdrew	645	18%	589	16%	522	15%	537	14%	503	14%
Total	3,597	100%	3,718	100%	3,580	100%	3,861	100%	3,657	100%

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

a. Student Course Success

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

☑ the data trend shows an increase in the students' course success percentage

☐ the data trend shows a decrease in the students' course success percentage

☐ the data trend shows no change and/or is flat in the students' course success percentage

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

> The data shows a slight increase across all groups. The department implemented changes such as incorporating embedded tutors in early courses, providing additional guided workshops in the STEM Success Center, more strategically incorporating instructor experience in teaching assignments and gradually incorporating the POCR design philosophy into our Canvas course sites.

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.

> While we have seen an improvement in course success, we need to develop a comprehensive plan to address improving student success across our courses.

b. Student Course Success by Student Groups

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

☑ the data trend shows an increase in the course success percentage

☐   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

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

> Our enrollment with students of Asian ethnicity has increased, which is why we see an increase in the category listed as "Asian, Native American, Pacific Islander, White". We do not have sufficient enrollment in "African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State" ethnic groups to have statistically significant enrollment to evaluate the percentage changes in success. We need to increase recruitment and establish partnership with groups such as Umoja and Puente learning communities and implement changes that we discussed in the narratives of section C, D and E

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?

> Yes, course success is 59% among our "African American, Latinx, and Filipinx" students as compared to 74% and above for other ethnicities. We need to develop a plan to address success gaps for students in our impacted groups.

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
Science Technology Engineering & Mathematics - Computer Science-FH

| | **2020-21** | | | | | | | |
| | **Success** | | **Non Success** | | **Withdrew** | | **Total** | |
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,037	76%	116	8%	215	16%	1,368	100%
Male	2,150	73%	316	11%	487	16%	2,953	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	76	78%	14	14%	8	8%	98	100%
All	3,263	74%	446	10%	710	16%	4,419	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,043	77%	114	8%	203	15%	1,360	100%
Male	2,373	74%	311	10%	505	16%	3,189	100%
Non-Binary	0	0%	1	50%	1	50%	2	100%
Unknown	65	71%	5	5%	21	23%	91	100%
All	3,481	75%	431	9%	730	16%	4,642	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	907	71%	150	12%	224	17%	1,281	100%
Male	2,136	71%	378	13%	502	17%	3,016	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	49	70%	9	13%	12	17%	70	100%
All	3,092	71%	537	12%	738	17%	4,367	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,020	71%	141	10%	274	19%	1,435	100%
Male	2,129	69%	406	13%	545	18%	3,080	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	40	68%	8	14%	11	19%	59	100%
All	3,189	70%	555	12%	830	18%	4,574	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	923	68%	144	11%	291	21%	1,358	100%
Male	1,974	66%	435	15%	585	20%	2,994	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	36	73%	4	8%	9	18%	49	100%
All	2,933	67%	583	13%	885	20%	4,401	100%

Success Rates by Ethnicity
Science Technology Engineering & Mathematics - Computer Science-FH

2020-21

	Success		Non Success		Withdrew		Total	
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	68	52%	21	16%	41	32%	130	100%
Asian	1,805	79%	182	8%	296	13%	2,283	100%
Decline to State/Unknown	174	76%	36	16%	20	9%	230	100%
Filipinx	99	66%	20	13%	32	21%	151	100%
Latinx	279	58%	68	14%	134	28%	481	100%
Native American	14	78%	0	0%	4	22%	18	100%
Pacific Islander	28	61%	6	13%	12	26%	46	100%
White	796	74%	113	10%	171	16%	1,080	100%
All	3,263	74%	446	10%	710	16%	4,419	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	62	54%	29	25%	23	20%	114	100%
Asian	1,895	81%	153	7%	302	13%	2,350	100%
Decline to State/Unknown	232	83%	19	7%	30	11%	281	100%
Filipinx	81	62%	22	17%	27	21%	130	100%
Latinx	310	58%	84	16%	143	27%	537	100%
Native American	11	55%	4	20%	5	25%	20	100%
Pacific Islander	14	56%	5	20%	6	24%	25	100%
White	876	74%	115	10%	194	16%	1,185	100%
All	3,481	75%	431	9%	730	16%	4,642	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	63	55%	22	19%	29	25%	114	100%
Asian	1,694	76%	229	10%	296	13%	2,219	100%
Decline to State/Unknown	82	73%	18	16%	13	12%	113	100%
Filipinx	73	56%	25	19%	33	25%	131	100%
Latinx	291	54%	97	18%	154	28%	542	100%
Native American	3	21%	3	21%	8	57%	14	100%
Pacific Islander	18	60%	5	17%	7	23%	30	100%
White	868	72%	138	11%	198	16%	1,204	100%
All	3,092	71%	537	12%	738	17%	4,367	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	59	51%	23	20%	34	29%	116	100%
Asian	1,651	75%	238	11%	310	14%	2,199	100%
Decline to State/Unknown	108	73%	15	10%	24	16%	147	100%
Filipinx	81	59%	15	11%	42	30%	138	100%
Latinx	320	53%	117	19%	165	27%	602	100%
Native American	10	48%	4	19%	7	33%	21	100%
Pacific Islander	21	60%	7	20%	7	20%	35	100%
White	939	71%	136	10%	241	18%	1,316	100%
All	3,189	70%	555	12%	830	18%	4,574	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	63	44%	41	29%	38	27%	142	100%
Asian	1,421	70%	248	12%	359	18%	2,028	100%
Decline to State/Unknown	182	80%	21	9%	25	11%	228	100%
Filipinx	76	51%	32	21%	42	28%	150	100%
Latinx	269	53%	83	16%	160	31%	512	100%
Native American	10	50%	2	10%	8	40%	20	100%
Pacific Islander	18	60%	4	13%	8	27%	30	100%
White	894	69%	152	12%	245	19%	1,291	100%
All	2,933	67%	583	13%	885	20%	4,401	100%

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

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

Females

☑ the data trend shows an increase in the female course success rates

☐ the data trend shows a decrease in the female course success rates

☐ the data trend shows no change and/or is flat in the female course success rates

Males

☑ the data trend shows an increase in the male course success rates

☐ the data trend shows a decrease in the male course success rates

☐ the data trend shows no change and/or is flat in the male course success rates

Non-Binary

☐ the data trend shows an increase in the non-binary course success rates

☐   the data trend shows a decrease in the non-binary course success rates

☑   the data trend shows no change and/or is flat in the non-binary course success rates

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

> We are working with SLI to more closely dissect the success of our student population and whether that relates to gender and race. In the meantime, we are establishing process to implement changes we discussed in the narrative of section Ea.

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.

> Our goal is to attract and retain more female students in order to have sufficient data to have statistically significant changes. As of this writing our goal is to increase recruitment of female students by at least 10% more than the 2020-21 data.

b. Student Course Success by Ethnicity

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

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

African Americans

☐   the data trend shows an increase in the African Americans course success rates

☐   the data trend shows a decrease in the African Americans course success rates

☑   the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☑   the data trend shows an increase in the Asian course success rates

☐   the data trend shows a decrease in the Asian course success rates

☐   the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☐   the data trend shows an increase in the Filipinx course success rates

☐   the data trend shows a decrease in the Filipinx course success rates

☑   the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☐   the data trend shows an increase in the Latinx course success rates

☐   the data trend shows a decrease in the Latinx course success rates

☑   the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☐   the data trend shows an increase in the Native American course success rates

☐   the data trend shows a decrease in the Native American course success rates

☑   the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☐   the data trend shows an increase in the Pacific Islander course success rates

☐   the data trend shows a decrease in the Pacific Islander course success rates

☑   the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

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

☐   the data trend shows a decrease in the White course success rates

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

Decline to State

☐   the data trend shows an increase in the Decline to State course success rates

☐   the data trend shows a decrease in the Decline to State course success rates

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

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

> The data shows an increase amongst our students with Asian ethnicity and close to no change in success rate amongst students in all other ethnic groups.

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.

> We do not have sufficient enrollment in ethnic groups indicated above to have statistically significant enrollment differences to evaluate differences in success between the 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.

> As part of the comprehensive plan we are developing to improve representation in gender and ethnicity in our department, our goal is to develop strategies to increase success. For example, we are looking to promote CS classes to students in other academic disciplines including students in ESL, GIS and healthcare at Foothill College.

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

> N/A

Self-Study Checklist

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

☑   Attended the Writer Orientation/Training in November

☑   Responses are supported by the data

☑   Engaged in discussion with IR Coach

☑   The Self-Study Report was written collaboratively with other program stakeholders

☑   The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.