Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The History department offers courses that explore political, economic, social, and cultural themes of the past with a strong emphasis on global understanding and multicultural contributions. Courses cover the geographical globe from Eastern/Western Europe to Asia and the Americas.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will be able to identify connections between specific people, groups, events and ideas and larger historical themes, developments and topics.
- Students will be able to critically analyze a variety of primary and secondary sources and draw valid historical interpretations from them.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Business & Social Sciences - History-FD

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	2,207	2,067	1,712	1,606	1,504	-31.9%
Census Enrollment	2,631	2,446	1,984	1,820	1,833	-30.3%
Sections	71	65	46	46	45	-36.6%
WSCH	3,507	3,261	2,640	2,427	2,444	-30.3%
FTES (end of term)	237	220	178	164	165	-30.4%
FTEF (end of term)	7.1	6.5	4.5	4.6	4.5	-36.6%
Productivity (WSCH/FTEF)	494	502	587	527	543	10.0%

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.

First, it should be noted that the trend overall in history has skewed towards white males, as evidenced by American Historical Association survey data. In a summary of the data collected in 2020, "history remains considerably less diverse than the overall undergraduate student population: 56 percent of all bachelor's degree recipients in 2019 were white, non-Hispanic compared to almost 70 percent of the graduates from history programs." (https://www.historians.org/publications-and-directories/perspectives-on-history/march-2021/has-the-decline-in-history-majors-hit-bottom-data-from-2018–19-show-lowest-number-since-1980) Some of this might be resolved locally by creating new courses that would attract students who do not fit that demographic profile.

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.

It is possible that courses that are not currently offered, that might be reflective of the students who are enrolled at the college, would attract more students. Courses such as African-American History, Women in American History, African History, and Native American History might attract a larger number of students to the program, much as the regular offering of Latin American History has. Unfortunately, while class cancellations do need to happen, the consistent cancellations of focused, non-survey courses (especially in non-Western histories, including Middle Eastern History and Asian History) have made it more difficult for student to complete a degree in history. The ADT and the UC Transfer Pathway both require at least two additional history courses beyond the survey courses, including at least one that is non-Western, so it is crucial that Latin America, Middle East, and Asia are offered at least once every two years.

C. Sections - Enrollment Trends

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

☐   the data trend shows an increase in sections

☑   the data trend shows a decrease in sections

☐   the data trend shows no change and/or is flat in sections

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

The decrease in sections reflects administrative strategy to maximize productivity through high enrollment per section at the expense of choice and availability for students. Over time, this strategy could also account for the decrease in enrollment overall as students turn to other colleges for more dependable and available course offerings. The department could explore offering more hybrid course sections overall or some in person sections over the summer to meet potential student demand.

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

Focusing on this question as a part of the program review highlights the point made above.

D. Productivity - Enrollment Trends

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

☑   the data trend shows the productivity number increased

☐   the data trend shows the productivity number decreased

☐   the data trend shows no change and/or flat in the productivity number

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

The strategy of only offering courses that will get strong enrollment and offering only a limited number of sections of those courses per quarter and year with the goal of having the sections fill to capacity has resulted in an increase in productivity with a simultaneous decrease in both enrollment and number of sections.

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

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Enrollment Distribution

Enr Distribution by Student Demographics
Business & Social Sciences - History-FD

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	1,263	48%	1,186	48%	926	47%	882	48%	794	43%
Male	1,336	51%	1,240	51%	1,035	52%	910	50%	1,002	55%
Non-Binary	0	0%	0	0%	1	0%	4	0%	3	0%
Unknown	32	1%	20	1%	22	1%	24	1%	34	2%
Total	2,631	100%	2,446	100%	1,984	100%	1,820	100%	1,833	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	143	5%	109	4%	113	6%	111	6%	85	5%
Asian	724	28%	681	28%	515	26%	450	25%	424	23%
Decline to State/Unknown	99	4%	52	2%	38	2%	94	5%	81	4%
Filipinx	134	5%	126	5%	100	5%	75	4%	84	5%
Latinx	725	28%	679	28%	563	28%	535	29%	530	29%
Native American	19	1%	10	0%	8	0%	9	0%	4	0%
Pacific Islander	37	1%	37	2%	32	2%	26	1%	31	2%
White	750	29%	752	31%	615	31%	520	29%	594	32%
Total	2,631	100%	2,446	100%	1,984	100%	1,820	100%	1,833	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

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

Females

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

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

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

Males

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

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

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

Non-Binary

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

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

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☑   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.

> There has been no significant change until this year, likely reflecting the dramatic changes related to the pandemic rather than the history program.

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?

> "History's long-term gender disparities appear to have calcified in recent years. While the share of women earning bachelor's degrees across academia has been at or near 57 percent for the past 20 years, in history that share topped out at almost 42 percent in 2001 and then drifted down to below 40 percent in 2014. The share increased slightly in recent years but remains stuck below 41 percent ...." (https://www.historians.org/publications-and-directories/perspectives-on-history/march-2021/has-the-decline-in-history-majors-hit-bottom-data-from-2018–19-show-lowest-number-since-1980) The introduction of Women in American History might help with gender disparities. We shouldt also look at course descriptions to emphasize the roles of women historically and to make that more apparent to potential students. The concern is to ensure that doing so does not impact articulation or C-ID inclusion. Additionally, the majority of faculty in the program are male, and so the return of our one full time female faculty member in the spring term may assist in the representation issue.

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

Non-Binary

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

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

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

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

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

African American

☐   the data trend shows an increase in the African Americans enrollment rates

☐   the data trend shows a decrease in the African Americans enrollment rates

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

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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).

- Asian percentage has decreased by 5%. The decline in international students does help to explain why enrollments might be down among particular ethnic and racial groups; it is also possible that students are seeking courses at other colleges that might be of greater interest to them, including Asian History and Asian-American Studies (for the spring quarter, for example, there are 7 Asian and Asian American Studies courses and 1 Asian History course offered at De Anza).
- White percentage has increased by 3%. History courses offered at Foothill may be particularly attractive to local high school students who take advantage of our dual enrollment programs, which have been heavily promoted by the college.

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.

> Providing and promoting a wider variety of elective courses, including more frequent scheduling of HIST 19: History of Asia.

F. Student Course Success

Course Success Rates by Unit

Course Success
Business & Social Sciences - History-FD

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,870	71%	1,724	70%	1,358	68%	1,286	71%	1,338	73%
Non Success	381	14%	357	15%	312	16%	280	15%	231	13%
Withdrew	380	14%	365	15%	313	16%	254	14%	264	14%
Total	2,631	100%	2,446	100%	1,983	100%	1,820	100%	1,833	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	606	60%	537	59%	429	55%	433	60%	451	65%
Non Success	198	20%	185	20%	178	23%	159	22%	102	15%
Withdrew	198	20%	192	21%	169	22%	129	18%	146	21%
Total	1,002	100%	914	100%	776	100%	721	100%	699	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	1,264	78%	1,187	77%	929	77%	853	78%	887	78%
Non Success	183	11%	172	11%	134	11%	121	11%	129	11%
Withdrew	182	11%	173	11%	144	12%	125	11%	118	10%
Total	1,629	100%	1,532	100%	1,207	100%	1,099	100%	1,134	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 percentage increase in success is slight and perhaps linked to declining enrollment -- students who are less likely to succeed are also less likely to enroll.

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.

> N/A

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

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☐   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.

> The data trend shows a decrease in the course success gap. While some of this may be attributable to ongoing equity work at the college, most of it is likely the result of the filtering effect of fully online course modality: the students who are least likely to succeed are also the ones without adequate resources to access fully online education.

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?

> [object Object]

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 - History-FD

	2020-21							
	Success		**Non Success**		**Withdrew**		**Total**	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	594	75%	87	11%	113	14%	794	100%
Male	725	72%	127	13%	150	15%	1,002	100%
Non-Binary	3	100%	0	0%	0	0%	3	100%
Unknown	16	47%	17	50%	1	3%	34	100%
All	1,338	73%	231	13%	264	14%	1,833	100%

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

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	622	71%	136	15%	124	14%	882	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Male	643	71%	141	15%	126	14%	910	100%
Non-Binary	4	100%	0	0%	0	0%	4	100%
Unknown	17	71%	3	13%	4	17%	24	100%
All	1,286	71%	280	15%	254	14%	1,820	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	652	70%	142	15%	131	14%	925	100%
Male	690	67%	169	16%	176	17%	1,035	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown	15	68%	1	5%	6	27%	22	100%
All	1,358	68%	312	16%	313	16%	1,983	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	851	72%	161	14%	174	15%	1,186	100%
Male	856	69%	194	16%	190	15%	1,240	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	17	85%	2	10%	1	5%	20	100%
All	1,724	70%	357	15%	365	15%	2,446	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	900	71%	176	14%	187	15%	1,263	100%
Male	945	71%	199	15%	192	14%	1,336	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	25	78%	6	19%	1	3%	32	100%
All	1,870	71%	381	14%	380	14%	2,631	100%

Success Rates by Ethnicity
Business & Social Sciences - History-FD

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	51	60%	14	16%	20	24%	85	100%

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African American	51	60%	14	16%	20	24%	85	100%

2020-21

Asian	358	84%	29	7%	37	9%	424	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Decline to State/Unknown	48	59%	26	32%	7	9%	81	100%
Filipinx	58	69%	15	18%	11	13%	84	100%
Latinx	342	65%	73	14%	115	22%	530	100%
Native American	2	50%	1	25%	1	25%	4	100%
Pacific Islander	19	61%	8	26%	4	13%	31	100%
White	460	77%	65	11%	69	12%	594	100%
All	1,338	73%	231	13%	264	14%	1,833	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	49	44%	35	32%	27	24%	111	100%
Asian	362	80%	37	8%	51	11%	450	100%
Decline to State/Unknown	70	74%	17	18%	7	7%	94	100%
Filipinx	55	73%	9	12%	11	15%	75	100%
Latinx	329	61%	115	21%	91	17%	535	100%
Native American	5	56%	1	11%	3	33%	9	100%
Pacific Islander	16	62%	6	23%	4	15%	26	100%
White	400	77%	60	12%	60	12%	520	100%
All	1,286	71%	280	15%	254	14%	1,820	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	54	48%	29	26%	30	27%	113	100%
Asian	415	81%	56	11%	44	9%	515	100%
Decline to State/Unknown	27	71%	3	8%	8	21%	38	100%
Filipinx	65	65%	9	9%	26	26%	100	100%
Latinx	310	55%	140	25%	113	20%	563	100%
Native American	8	100%	0	0%	0	0%	8	100%
Pacific Islander	13	41%	11	34%	8	25%	32	100%
White	466	76%	64	10%	84	14%	614	100%
All	1,358	68%	312	16%	313	16%	1,983	100%

2017-18

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

	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	62	57%	28	26%	19	17%	109	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	534	78%	76	11%	71	10%	681	100%
Decline to State/Unknown	44	85%	2	4%	6	12%	52	100%
Filipinx	80	63%	19	15%	27	21%	126	100%
Latinx	395	58%	138	20%	146	22%	679	100%
Native American	7	70%	1	10%	2	20%	10	100%
Pacific Islander	19	51%	11	30%	7	19%	37	100%
White	583	78%	82	11%	87	12%	752	100%
All	1,724	70%	357	15%	365	15%	2,446	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	77	54%	33	23%	33	23%	143	100%
Asian	571	79%	74	10%	79	11%	724	100%
Decline to State/Unknown	85	86%	7	7%	7	7%	99	100%
Filipinx	93	69%	14	10%	27	20%	134	100%
Latinx	436	60%	151	21%	138	19%	725	100%
Native American	16	84%	1	5%	2	11%	19	100%
Pacific Islander	19	51%	10	27%	8	22%	37	100%
White	573	76%	91	12%	86	11%	750	100%
All	1,870	71%	381	14%	380	14%	2,631	100%

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

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

Females

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

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

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

Males

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

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

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

Non-Binary

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

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

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

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

> The increase in the success rate is likely attributable to the consistency and professional development of the adjunct and full time history faculty.

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.

> N/A

b. Student Course Success by Ethnicity

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

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

African Americans

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

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

☐ the data trend shows no change 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

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

☐   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 success rate for Native Americans is highly variable due to the small number of students each year.
- The success rate for Filipinx students decreased from last year but had increased over the prior two years. The number of students now is much lower than five years ago, which would impact the annual success percentages.
- The substantial decrease in the success rate for students who decline to state their ethnicity could be related to the decision to decline to state. It is hard to assess the data for such an ill-defined group.

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.

The gaps in student success rates in history parallel the wider achievement gaps and are likely the result of college wide factors reflected in the department rather than policies specific to the department.

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.

Greater success can be achieved by offering and scheduling a wider selection of history courses taught by a larger and more diverse faculty. Students should have a fuller on-campus support network including more counselors, subject specific tutors, and learning communities or cohorts. These programs have increased student success in the department in the past, particularly among more vulnerable student groups. Our history courses require extensive writing, similar to language arts courses, to qualify for transfer. This requirement is lacking in comparable, more highly enrolled departments like psychology though individual faculty can and do often choose to include writing assignments. Our department lacks student support both within class (which have double the class size of a comparable language arts course) and outside class (students have been turned away from the Teaching and Learning Center because tutors are unavailable for "specific content areas"). The department should work more closely with the TLC on strategies for student success in the subject area. We also welcome other suggestions to address student success.

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

I was surprised that there was no consideration given to success rate by age even though data was provided.

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.