Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

Mission: *Advancing leadership by providing innovative professional learning to TK-14 educators throughout California in order to transform teaching and inspire students to be lifelong learners.*

Core Values: *Educate, Innovate, Empower*

The Krause Center for Innovation is a unique program in that its primary focus is on serving current K-14 educators, who make up approximately 70% of LINC course enrollment. This population is significantly different from the standard student population of the college in several ways. The secondary population served is high school students, through several dual-enrollment partnership programs (approximately 30% of LINC enrollments). The KCI also operates a state-of-the-art makerspace which is open to all Foothill students and supports strong workforce goals. Through partnerships with programs and organizations both within and outside of the college, the KCI brings a wide variety of expertise, innovative practices, and cutting edge technology to both its facility and its programs.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

Students will be able to…

- Research and confidently select appropriate educational technology tools applying best practices in their use.
- Act as leaders within diverse and inclusive communities, planning, facilitating, and assessing the impact of educational projects and initiatives.
- Create and curate engaging learner-centered resources and activities that support lesson objectives and model responsible digital citizenship practices.
- Integrate technology into instructional design in a way that is foundational to creating meaningful learning experiences.
- Collaborate with peers from diverse backgrounds, share knowledge and insights, and expand their professional networks.
- Develop accurate, competency-based, and equitable assessments to measure progress while differentiating for the needs of diverse learners.
- Embrace an innovative mindset, demonstrating resilience, creativity, and agency while developing solutions to current and future challenges.
- Analyze and reflect on current and proposed educational structures from an equity lens, prioritizing innovations that promote cultural responsiveness, justice, and inclusion.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends

Business & Social Sciences - Learn in New Media Classroom-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	710	586	591	829	674	-5.1%
Census Enrollment	1,622	1,594	1,945	3,086	3,380	108.4%
Sections	60	56	56	72	86	43.3%
WSCH	1,267	606	1,092	1,447	1,460	15.2%
FTES (end of term)	81	37	69	91	93	14.8%
FTEF (end of term)	1.2	1.3	1.7	2.6	2.6	108.2%
Productivity (WSCH/FTEF)	1,017	458	655	550	563	-44.7%

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.

KCI enrollment has increased by 90.3% over the past 4 years. Over the past few years, the KCI has revised their process and goals related to program offerings. The primary intention of this revision was to better align KCI programs with Foothill goals and courses so that the targe population served (K-14 educators) are more frequently enrolled in LINC courses and programs. Not all KCI programs involve Foothill enrollment, as the KCI is also responsible for independently generating revenue to support operating costs. The KCI has developed several new certificate programs to attract a wider range of students, as well as strengthened outreach into broader areas of the state, including Southern California. The KCI has also expanded the number of programs available in a given year, allowing for more flexibility for enrollment.

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.

The KCI has adopted the following goals into their program plan related to stabilizing and increasing FTES:

- Further expand outreach to recruit students statewide, especially in Central and Southern California.
- Develop satellite programs that offer hybrid learning for students in other urban areas, such as Los Angeles
- Continue to develop certificate programs related to current trends in Instructional Design & Technology in order to reach more student interests and provide access to industry-relevant certifications.
- Work with Strong Workforce to develop, expand, and sustain programs that will recruit students from a variety of backgrounds and assist students with developing employable skills
- Work with high schools and districts to expand dual enrollment offerings through partnerships with high school programs

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.

KCI sections have increased with an addition of 12 sections, or a 20% increase.

At a fundamental level, as KCI student enrollment has increased by over 90%, the number of sections needed has also increased. More specifically, however, the number of sections represents the beginning of a trend of developing new certificate programs (which has continued in the 20-21 school year with three additional Certificate of Achievement programs). As new courses have been added, new sections have been added as well.

Additionally, by expanding the number of programs offered in a year, the KCI has begun offering courses in more than one quarter, thus leading to an expansion of the number of sections. For example, the Certificate of Achievement in Makerspace Coordinator Program has both Summer- and Winter-start cohorts, which means that the courses for these programs are offered twice at different times during the academic year.

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

The data does not indicate this. FTES has increased, as have sections.

D. Productivity - Enrollment Trends

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

- [x] 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.

While the data *appears* to show a significant decrease, this is because of an extreme outlier. In the Fall of 2016, LINC productivity was calculated to be 4,277, an increase of around 900% compared to any other quarter in the data. This is due to two courses that were each enrolled with 187 students per section and taught with no load allocated. The KCI is researching the reason behind this extraordinary discrepancy which significantly skews the data.

When this extreme outlier is removed, the actual productivity for the 16-17 academic year falls to 410. Thus, an accurate reading of the data shows that **LINC productivity has actually *increased* by 34%** between the 16-17 and 19-20 academic years. A very large increase in WSCH (237% after outlier data is removed) is mitigated somewhat by a smaller, but significant increase in FTEF (111%). The productivity increase is primarily driven by steadily increasing enrollment.

2. Does the data trend suggest changes are necessary to improve productivity?

- [x] yes
- [ ] no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

Despite an increase in overall productivity, the KCI believes that there is still room for improvement. The KCI has adopted the following goals into their program plan related to improving productivity numbers:

1. Fix LINC non-credit CORs to expand the number of allowable student contact hours from 12, to 60-360, thus allowing the full collection of WSCH for students participating in LINC 401, 402, and 405
2. Increase enrollment in LINC courses through continued outreach about the KCI makerspace to Foothill students, improved visibility of the makerspace on campus, and developing subsequent open-entry, open-exit positive attendance courses that can provide introductions to different makerspace machines in a flexible and low-risk format
3. Develop partnerships with high schools and districts to increase dual enrollment courses and programs managed by the Teacher in Residence, thereby increasing WSCH without adding FTEF

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics

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by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	963	59%	939	59%	1,194	61%	1,758	57%	2,373	70%
Male	610	38%	585	37%	621	32%	1,233	40%	900	27%
Unknown	49	3%	70	4%	130	7%	95	3%	107	3%
Total	1,622	100%	1,594	100%	1,945	100%	3,086	100%	3,380	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	134	8%	47	3%	93	5%	120	4%	200	6%
Asian	309	19%	297	19%	399	21%	770	25%	644	19%
Decline to State/Unknown	39	2%	44	3%	61	3%	242	8%	181	5%
Filipinx	66	4%	82	5%	135	7%	145	5%	124	4%
Latinx	380	23%	245	15%	274	14%	609	20%	701	21%
Native American	4	0%	15	1%	3	0%	24	1%	27	1%
Pacific Islander	21	1%	2	0%	4	0%	41	1%	24	1%
White	669	41%	862	54%	976	50%	1,135	37%	1,479	44%
Total	1,622	100%	1,594	100%	1,945	100%	3,086	100%	3,380	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
- ☑ 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.

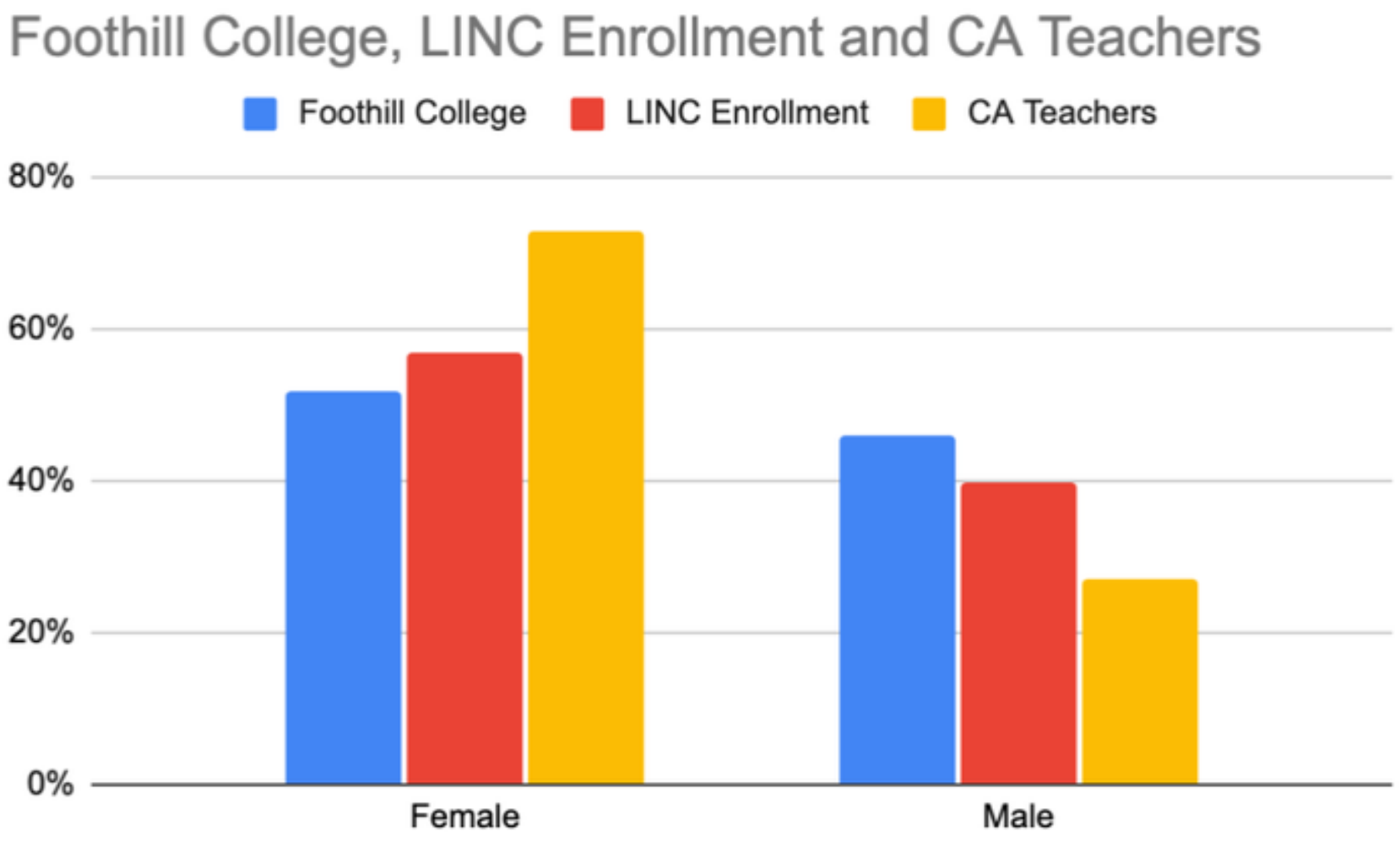
The data shows a minor (2%) decrease in female enrollment to 57% and a subsequent (2%) increase in male enrollment to 38%, with no-change in non-binary enrollment. The fluctuations appear to be small overall, but could be related to a shift in focus to STEM and Makerspace Education, which traditionally have tended to attract more male students. Additionally, an increase in dual-enrollment courses may be responsible for a shift toward a more equitable balance between genders, as certificate program students tend to be K-12 educators and therefore mostly female (see below).

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?

The KCI specializes in programs for K-12 teachers who wish to improve their skills and innovate using technology. Thus, the vast majority of students in LINC courses are K-12 teachers. In the most recently available school year data (19-20), female teachers made up 73.3% and male teachers made up 26.7% of all K-12 teachers (Source). Comparison chart below:



While a heavier focus on STEM and Makerspace programs would likely increase male enrollment percentages over time, the KCI is invested in ensuring that both of these fields have more female and non-binary representation, so this would not solve the issue. Instead, the KCI is committed to actively recruiting more male participants in subject-neutral programs, such as Education Technology Specialist and Online and Blended Instruction.

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

- [ ] the data trend shows an increase in the male enrollment of the declared major
- [x] 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
- [x] 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
- [x] 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

- [x] 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

- [x] 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
- [x] 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

- [x] 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
- [x] 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
- [x] 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

- [x] 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

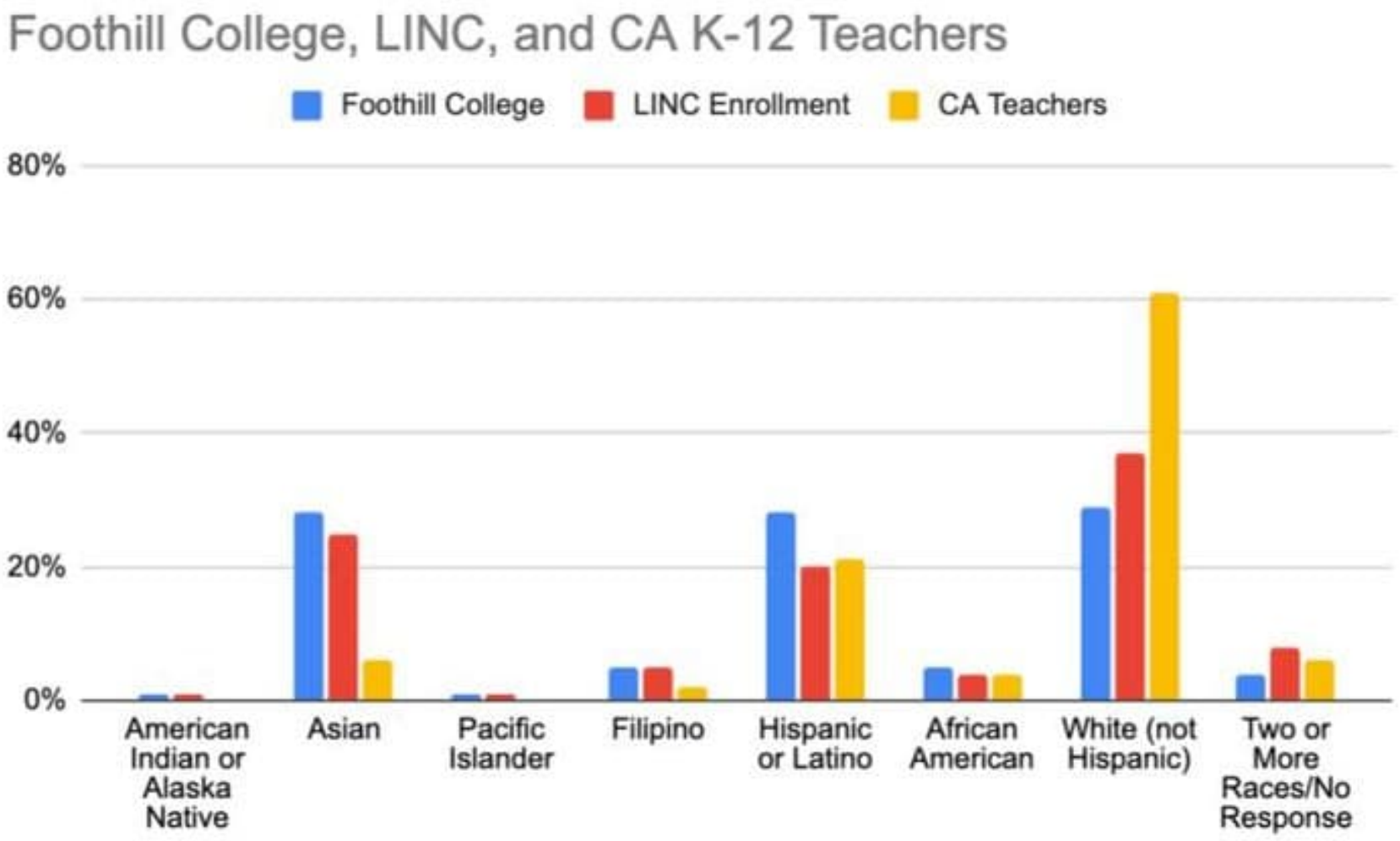
2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4% Decline to State)

☑ 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).

The KCI works primarily with K-12 teachers. Thus, CA teacher data should also be examined. The following chart compares the three sets of demographics:



Source: California Department of Education

LINC enrollment largely matches that of the college, but is still affected by the workforce demographics in California. There are some important disparities that should be addressed:

- LINC enrollment lags behind both Foothill College and state demographics when it comes to LatinX students.
- LINC students have a slightly higher rate of declining to state an ethnicity
- In the 4-year distribution table, it should be noted that, in the years with lower enrollment, there was a larger percentage of white students. This indicates that enrollment and outreach initiatives also improve the diversity of student groups.

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.

The KCI has adopted the following goals into their program plan related to improving disparities in enrollment by ethnicity:

- Prioritize diversity in hiring adjuncts and TEA's with a goal of better matching the student population of Foothill and California in general. The KCI's current staffing demographics are more similar to the state's teacher workforce than to the College's student population.
- With the understanding that teacher retention is dependent on support networks and professional development, focus program recruitment and support efforts on teachers whose ethnicities are underrepresented in the CA workforce. While this applies to all non-white groups, specific focus on recruiting, supporting, and retaining LatinX and African American teachers is warranted so that the K-12 teacher workforce can better represent the K-12 student population.

F. Student Course Success

Course Success Rates by Unit

Course Success
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	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,446	91%	1,402	88%	1,825	94%	2,007	90%	2,001	86%
Non Success	108	7%	170	11%	94	5%	139	6%	263	11%
Withdrew	36	2%	22	1%	25	1%	96	4%	71	3%
Total	1,590	100%	1,594	100%	1,944	100%	2,242	100%	2,335	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	498	89%	322	86%	458	91%	641	89%	556	77%
Non Success	47	8%	47	13%	36	7%	46	6%	144	20%
Withdrew	17	3%	5	1%	7	1%	33	5%	24	3%
Total	562	100%	374	100%	501	100%	720	100%	724	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	948	92%	1,080	89%	1,367	95%	1,366	90%	1,445	90%
Non Success	61	6%	123	10%	58	4%	93	6%	119	7%
Withdrew	19	2%	17	1%	18	1%	63	4%	47	3%
Total	1,028	100%	1,220	100%	1,443	100%	1,522	100%	1,611	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 trend shows a 1% decrease in students' course success percentages from 91% to 90%. As the majority of KCI program students have traditionally been educators, a high success percentage is somewhat expected. However, a broader variety of programs and an overall large (90.3%) increase in enrollment may demonstrate that there has been a very slight drop in the levels of support given to individual students in order to promote success. Additionally, a resulting rapid increase in adjunct faculty may indicate less consistency between various courses and programs due to a lack of institutional experience and training.

This deficiency in adequate training and preparation for new instructors is most evident in the increase in withdrawn students. Research into the matter indicates that 65% of withdrawn students in 19-20 were the result of instructor drops that were performed on the census date, rather than prior to it.

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.

The KCI believes that a 90% success rate is a very good rate for the program, but continues to strive to increase this rate, specifically through the following goals:

- Train adjunct faculty on student outreach and support methods, especially those made readily available through Canvas

- Work with program leads to ensure that best practices for student support are being implemented and followed equally between programs and instructors.
- Ensure that instructors understand drop/withdrawal policies and provide clear details about course expectations at the beginning of, or prior to, the course so that students may make informed choices about whether or not to continue
- Explore data trends and conduct research to better identify and support student groups that are less successful. One important area of focus is the small percentage of traditional Foothill students who take LINC courses, as they tend to have a lower success rate than the KCI's primary target audiences (K-14 educators and dual enrollment high scho

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.

The data trend shows an ever-decreasing success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups. While the gap started at 4%, it is now at 1%. Much of this is due to an increase in the success rate of Latinx students.

The KCI has been making an ongoing effort to critically examine outreach and support practices and ensure that unconscious racial biases are not impacting student achievement. An emphasis on equitable instructional practices has been consistent across all programs and the KCI has been making efforts to increase instructor availability for live support. These actions appear to be having some success. Nonetheless, while a 1% gap is small, it is still there, which means that there is still work to be done.

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?

As stated above, a 1% course success gap remains a gap.

The KCI has adopted the following goals into their program plan related to eliminating 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:

- Increase the racial diversity of LINC instructors through intentional hiring practices
- Increase the racial diversity of LINC students through targeted outreach and recruitment methods
- Engage faculty and TEA's in ongoing, structured, and results-oriented conversations related to equity and instruction centered around a program-wide and consistent framework, such as Joe Feldman's Grading for Equity.
- Develop and consistently administer non-evaluative and anonymous surveys and feedback methods, including exit surveys, for students to describe the elements of KCI programs and LINC courses that do, and do not, help them to succeed. Analyze this data as a leadership team and use it to inform policy going forward.

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

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2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,402	92%	93	6%	37	2%	1,532	100%
Male	547	75%	150	21%	32	4%	729	100%
Unknown	52	70%	20	27%	2	3%	74	100%
All	2,001	86%	263	11%	71	3%	2,335	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,158	90%	80	6%	45	4%	1,283	100%
Male	785	89%	51	6%	46	5%	882	100%
Unknown	64	83%	8	10%	5	6%	77	100%
All	2,007	90%	139	6%	96	4%	2,242	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	1,136	95%	43	4%	15	1%	1,194	100%
Male	568	92%	44	7%	8	1%	620	100%
Unknown	121	93%	7	5%	2	2%	130	100%
All	1,825	94%	94	5%	25	1%	1,944	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	846	90%	82	9%	11	1%	939	100%
Male	496	85%	78	13%	11	2%	585	100%
Unknown	60	86%	10	14%	0	0%	70	100%
All	1,402	88%	170	11%	22	1%	1,594	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	855	90%	70	7%	20	2%	945	100%

Male	544	91%	37	6%	15	3%	596	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Unknown	47	96%	1	2%	1	2%	49	100%
All	1,446	91%	108	7%	36	2%	1,590	100%

Success Rates by Ethnicity

Business & Social Sciences - Learn in New Media Classroom-FH

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	105	88%	7	6%	7	6%	119	100%
Asian	450	92%	28	6%	9	2%	487	100%
Decline to State/Unknown	96	90%	10	9%	1	1%	107	100%
Filipinx	65	88%	5	7%	4	5%	74	100%
Latinx	386	73%	132	25%	13	2%	531	100%
Native American	16	89%	0	0%	2	11%	18	100%
Pacific Islander	21	88%	2	8%	1	4%	24	100%
White	862	88%	79	8%	34	3%	975	100%
All	2,001	86%	263	11%	71	3%	2,335	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	61	68%	11	12%	18	20%	90	100%
Asian	472	89%	36	7%	21	4%	529	100%
Decline to State/Unknown	147	82%	13	7%	19	11%	179	100%
Filipinx	108	95%	5	4%	1	1%	114	100%
Latinx	472	91%	30	6%	14	3%	516	100%
Native American	16	100%	0	0%	0	0%	16	100%
Pacific Islander	27	90%	0	0%	3	10%	30	100%
White	704	92%	44	6%	20	3%	768	100%
All	2,007	90%	139	6%	96	4%	2,242	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	75	82%	14	15%	3	3%	92	100%
Asian	370	93%	20	5%	9	2%	399	100%

Decline to State/Unknown	56	92%	3	5%	2	3%	61	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Filipinx	128	95%	6	4%	1	1%	135	100%
Latinx	255	93%	16	6%	3	1%	274	100%
Native American	3	100%	0	0%	0	0%	3	100%
Pacific Islander	3	75%	1	25%	0	0%	4	100%
White	935	96%	34	3%	7	1%	976	100%
All	1,825	94%	94	5%	25	1%	1,944	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	36	77%	11	23%	0	0%	47	100%
Asian	262	88%	29	10%	6	2%	297	100%
Decline to State/Unknown	43	98%	0	0%	1	2%	44	100%
Filipinx	79	96%	3	4%	0	0%	82	100%
Latinx	207	84%	33	13%	5	2%	245	100%
Native American	8	53%	7	47%	0	0%	15	100%
Pacific Islander	2	100%	0	0%	0	0%	2	100%
White	765	89%	87	10%	10	1%	862	100%
All	1,402	88%	170	11%	22	1%	1,594	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
African American	107	83%	20	16%	2	2%	129	100%
Asian	271	89%	28	9%	6	2%	305	100%
Decline to State/Unknown	31	82%	4	11%	3	8%	38	100%
Filipinx	63	97%	0	0%	2	3%	65	100%
Latinx	328	89%	27	7%	13	4%	368	100%
Native American	2	50%	1	25%	1	25%	4	100%
Pacific Islander	19	90%	1	5%	1	5%	21	100%
White	625	95%	27	4%	8	1%	660	100%
All	1,446	91%	108	7%	36	2%	1,590	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
- [x] 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
- [x] 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
- [x] 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.

Course success rates show a static rate of 90% for female students and a decrease of 2% (from 91% to 89%) for male students. KCI programs tend to have a much higher population of females than males (due to serving a K-12 teacher population that is overwhelmingly female). The fact that males are very much in the minority in most programs may be partially responsible for the 1% discrepancy in success rates.

A significant decrease of 13% (96% to 83%) occurs in not-reported/ non-binary students. The number of non-reported/ non-binary students is small each year, leading to large fluctuations in the percentage data. However, this decrease is still notable. The KCI cannot currently point to any specific reason for this change, but is concerned about the trend and intends to conduct further research into this area going forward.

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

- [x] yes
- [ ] no

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

There is a need to address the success rates of non-binary students. While 83% is still a strong success rate for any program, it lags well below the 90% program average. More research is necessary in order to completely understand the source of this discrepancy. The KCI will conduct this research in addition to taking the following actions:

- Standardizing pre-, mid-, and post-program surveys across all programs in order to collect formative feedback from students about their academic progress and socio-emotional needs.
- Applying research-based social affirmation techniques, such as requesting and using students' chosen names and pronouns as part of standardized onboarding procedures.
- Training faculty on mental health and counseling resources available through the college and ensuring that this information is provided to all students
- Developing a standardized exit survey for program participants who leave without completion, gathering data about what the KCI could do better to serve their needs.

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
- [x] 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
- [x] 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
- [x] 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

- [x] 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

- [x] 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
- [x] 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
- [x] 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
- [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).

- African-American success rates decreased significantly from 83% to 68% in 19-20, at the same time that withdrawal rates increased from 2% to 20%. Non-success rates decreased from 16% to 12%. This is partially due to the overall increase in withdrawals explained above.. Preliminary research indicates that a decrease in success rates may be related to the transition to 100% online teaching due to the COVID-19 pandemic, which had a greater impact on disadvantaged student groups, and specifically Black students, than other subgroups.
- Filipinx success rates decreased by 2% from 97% to 95%, and White success rates declined from 95% to 92%. Both groups continue to maintain a success rate that is greater than the overall average of 90%. The KCI is not able to identify a specific reason for these small decreases, but notes that they largely mirror the overall decrease in student success rates from 91% to 90%.

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.

There is a significant and highly-concerning gap in success rates for African-American students compared to all other subgroups and this gap has steadily widened over the years, from 8% in 16-17 to 22% in 19-20. Factors that may have caused this gap include the following:

- A decrease in overall African-American representation in KCI programs/LINC courses from 8% to 4% of the overall student population.
- A general lack of ethinc diversity among LINC faculty
- An ongoing shift toward online and hybrid courses instead of in-person courses. In addition to a gap caused by the digital divide, a lack of adequate faculty training in online instruction may have reduced the effectiveness of instructor communication and placed a greater emphasis on compliance and behavior-based grading.
- A lack of a clear and well-integrated equity framework that is supported by research, introduced through faculty training, and consistently applied across all LINC classes and programs.

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.

The data indicates that critical changes are necessary to improve program success rates for African-American students. In addition to conducting research to further understand the problem, the KCI has adopted the following goals into their program plan:

- Participate as an organization in ongoing professional development related to supporting African-American students
- Increase the racial diversity of LINC instructors through intentional hiring practices
- Increase the racial diversity of LINC students through targeted outreach and recruitment methods
- Engage faculty and TEA's in ongoing, structured, and results-oriented conversations related to equity and instruction centered around a program-wide and consistent framework, such as Joe Feldman's Grading for Equity.
- Develop and consistently administer non-evaluative and anonymous surveys and feedback methods, including exit surveys, for students to describe the elements of KCI courses that do, and do not, help them to succeed. Analyze this data as a leadership team and use it to inform policy going forward.

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

The KCI would like to offer the following additional notes to be taken under advisement when considering the program as a whole:

It has been mentioned several times in the narratives above, but it is important to reiterate that the KCI's core purpose is to educate, innovate, and empower current K-14 educators and, by proxy, their students. The majority of LINC students are K-14 teachers and this can result in some discrepancies between LINC course data and the overall data for Foothill College, both in terms of enrollment and achievement.

It should be noted that the KCI has a very small core staff and the majority of this staff has been recently hired. Only two current members of the KCI team (Executive Director and Administrative Assistant) were present during the 16-17, 17-18, and 18-19 academic years. The people currently in the key decision-making roles for LINC courses and programs (Director of Programs and Partnerships, Teacher in Residence, and Director of Strategy and Marketing) are all new and were hired in the 19-20 academic year or later. Additionally, the processes for the previous program review and subsequent updates do not appear to have been completed, leaving an information gap regarding past decisions and policies, and the data that supported them. Thus, a lack of historical institutional knowledge has, at times, made it difficult to definitively state the causes behind some of the trends identified in this program review. The KCI hopes to begin rectifying this situation through both this current process and dedicated organizational changes.

Additionally, it may not be clear from the information provided in this program review that the KCI is a self-funding organization and must engage in several programs and activities beyond LINC courses in order to earn operating revenue. LINC courses and programs represent only a portion of what the KCI does, and many other activities such as workshops, tailored professional development, partnership programs with other organizations, and grant-funded work are not reflected in this data. The KCI must balance its dedication to growing LINC courses and programs with its need to earn enough revenue through other activities to remain solvent.

Finally, the KCI has found this process to be exceptionally illuminating and an excellent framework for studying the effects of programmatic changes. We are grateful for the opportunity to engage in high-quality reflection and we are looking forward to using this data as a guidepost for decision-making and evaluation in the future.

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.