Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The Foothill College Kinesiology (KINS) Department focuses on an integrated, scientific approach to the study of the ability of the human mind and body to create and understand movement. The department emphasizes the cross-disciplinary foundations of the field of Kinesiology while providing both theoretical and practical knowledge related to the biological, physical, socio-cultural, philosophical, and psychological factors underlying all forms of physical activity. Faculty work collaboratively with students to increase course success for all while serving the diverse educational needs of the student population. The core curriculum aligns with transfer requirements and career pathways to ensure the ongoing learning outcomes of each student while emphasizing our core values of honesty, integrity, trust, openness, transparency, forgiveness, and sustainability. Faculty work collaboratively with students who are typically interested in educational pathways such as: Kinesiology, Physical Education, Personal Training, and Sports Medicine. Faculty goals for students include student transfer, career preparation, and improving course success for our diverse student population.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Demonstrate a critical understanding from the sub-disciplines in Kinesiology for personal fitness, healthy lifestyles, sport, and/or therapeutic rehabilitation.
- Apply theoretical knowledge to further develop movement competency in Kinesiology.
- Apply Kinesiology related skills to real-world problems through research, internships, field experience, and/or service learning projects.
- Communicate the essential theories, scientific applications, and ethical considerations related to Kinesiology.
- Interpret social and cultural equity issues related to Kinesiology for various populations.
- Formulate a theoretical and scientific knowledge from the sub-disciplines in real life settings.
    - Students will develop a philosophy that physical activity programs are important to health and well-being of individuals, and that physical activity can foster self-expression, development, and learning.
- Promote respect of diverse populations and thought.
- Utilize oral and written communication that meets appropriate educational and scientific standards in Kinesiology.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Kinesiology-FH

	2016-17	2017-18	2018-19	2019-20	2020-21	5-yr %Inc
Unduplicated Headcount	788	894	1,128	935	870	10.4%
Census Enrollment	986	1,133	1,442	1,165	1,052	6.7%
Sections	31	35	42	34	36	16.1%
WSCH	1,490	1,742	2,145	1,705	1,520	2.0%
FTES (end of term)	99	115	142	113	100	1.0%
FTEF (end of term)	3.0	3.5	3.9	2.9	3.2	7.0%
Productivity (WSCH/FTEF)	491	504	554	582	469	-4.6%

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.

The data shows that the FTES is similar to 2016-2017 and reflects the impact of COVID on the California Community Colleges. Colleges were forced to offer online courses at every college which then meant more offerings for students to take. There are significantly more offerings at each college where there hadn't been before. There is increased competition in this area. This is a general trend that has been seen throughout the entire state and system wide in the community colleges. Specifically at Foothill, our division has also seen full time faculty retire without replacement and as a division we have grown smaller each year since 2016 which means we are serving less students.

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.

To increase FTES the division has discussed dual enrollment and increased marketing to local high schools for concurrent enrollment. High schools don't typically offer Kinesiology classes and it is a good way for students to see if they want enter the field. Also, the division has discussed and planned for stacking of our certificates, sports medicine and personal training, so that a student could potentially get those certificates while working towards their transfer degree in Kinesiology. Lastly, the division is involved in our California Community College Physical Education Kinesiology and Dance organization (CCCPEKD) where one of the current goals is to increase transfer rates in our major to the state schools. We are in discussions with our local state colleges so we are in better alignment with our Kinesiology ADT and streamline transfer process. This would potentially increase our enrollment in Kinesiology classes if we cultivate and nurture relationships through CCCPEKD and four year institutions in our local area where we can guarantee our Kinesiology classes count at that specific institution. We would also like to utilize Program Mapper which will aid our faculty in aligning our courses with local 4 year institutions which would assist with student success and transfer.

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 data trend shows an increase because of COVID and the impact of having every Kinesiology class go online as well as having to schedule every full timer with a Kinesiology class to manage load and enrollment.

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.

The overall five-year data trend shows a productivity decrease from academic years 2016/17 through 2020/21 of -4.6%. However, between 2016-2019/20, the year- to-year trend data shows productivity increased each year up until (March) 2020/21 when there was a significant decrease in productivity (refer to data from enrollment trends). The reason for this drop is likely due to the pandemic that began during the winter of 2020. At that time, in-person activity classes were limited or halted completely. Every instructor had to teach online and the college and our division pivoted to deal with the pandemic. Our productivity was the highest in 2018-2019 because we had increased enrollment but was then impacted when the pandemic hit in winter 2020 where every instructor had to teach online Kinesiology classes meaning more sections offered and less students because students stayed at their respective colleges and didn't take classes outside of their own college.

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.

The data shows the program's productivity was robust in academic years 2018-2019 and 2019-2020 and shown an upward trend. The academic year of 2020-2021 is not a true reflection of our productivity because of the unique situation from the pandemic. As stated above, the division is involved in state-wide organization to help streamline the transfer process for our ADT in Kinesiology. We are involved in program mapping and as the college develops meta majors will hopefully positively influence our numbers in Kinesiology.

E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Kinesiology-FH

by Gender

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	526	53%	605	53%	710	49%	573	49%	530	50%
Male	450	46%	523	46%	710	49%	578	50%	517	49%
Non-Binary	0	0%	0	0%	0	0%	1	0%	1	0%
Unknown	10	1%	5	0%	22	2%	13	1%	4	0%
Total	986	100%	1,133	100%	1,442	100%	1,165	100%	1,052	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	66	7%	93	8%	187	13%	137	12%	84	8%
Asian	231	23%	237	21%	295	20%	226	19%	246	23%
Decline to State/Unknown	20	2%	14	1%	50	3%	62	5%	25	2%
Filipinx	65	7%	100	9%	97	7%	77	7%	69	7%
Latinx	259	26%	324	29%	389	27%	324	28%	307	29%
Native American	4	0%	8	1%	4	0%	9	1%	5	0%
Pacific Islander	21	2%	14	1%	17	1%	30	3%	24	2%
White	320	32%	343	30%	403	28%	300	26%	292	28%
Total	986	100%	1,133	100%	1,442	100%	1,165	100%	1,052	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
- [x] the data trend shows no change and/or is flat in the non-binary enrollment rates

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

We have remained consistent for the past five years with numbers staying flat and relatively equal.

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
- [x] no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

N/A Program has parity.

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
- [ ] the data trend shows a decrease in the African Americans enrollment rates
- [x] 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
- [x] 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
- [x] the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

- [x] 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
- [x] 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

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

N/A

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
- [x] no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

Our numbers are consistent with the colleges numbers and have remained stable to flat for most ethnicities. It is worth noting that Kinesiology has a higher representation of African American students than the college overall (8% vs 5%) which also helps to bring this underrepresented group into the college community as a whole.

Course Success Rates by Unit

Course Success
Kinesiology-FH

	2016-17		2017-18		2018-19		2019-20		2020-21	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	753	76%	864	76%	1,035	72%	896	77%	826	79%
Non Success	128	13%	153	14%	235	16%	147	13%	79	8%
Withdrew	104	11%	116	10%	172	12%	122	10%	147	14%
Total	985	100%	1,133	100%	1,442	100%	1,165	100%	1,052	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	258	66%	368	71%	424	63%	370	69%	348	76%
Non Success	75	19%	87	17%	158	23%	101	19%	46	10%
Withdrew	56	14%	62	12%	91	14%	67	12%	66	14%
Total	389	100%	517	100%	673	100%	538	100%	460	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	495	83%	496	81%	611	79%	526	84%	478	81%
Non Success	53	9%	66	11%	77	10%	46	7%	33	6%
Withdrew	48	8%	54	9%	81	11%	55	9%	81	14%
Total	596	100%	616	100%	769	100%	627	100%	592	100%

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

a. Student Course Success

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

- [x] the data trend shows an increase in the students' course success percentage
- [ ] the data trend shows a decrease in the students' course success percentage
- [ ] the data trend shows no change and/or is flat in the students' course success percentage

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

The data shows an increase in student course success which is almost equal to the college's success rate of 80%.

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

- [ ] yes
- [x] no

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

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?

- [x] the data trend shows an increase in the course success percentage
- [ ] the data trend shows a decrease in the course success percentage
- [ ] the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Decline to State student groups?

- ☐ the data trend shows an increase in the course success percentage
- ☐ the data trend shows a decrease in the course success percentage
- ☑ the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

- ☑ yes
- ☐ no

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

The data suggests there is a gap between the two groups. Our interpretation of the data shows the withdrawal rate is higher in the group for African- Am., Latix, Filipinx. but when we review first generation African American students the course success rate is higher than the college at 84%. Our program does want to highlight that the success rate between the African American, LatinX, FilipinX, and all other students decreased from a 17% success gap in 2016-1017 to a 5% success gap in 2020-2021.

We will continually monitor through annual program reports the success gap and hopefully better identify why the course success gap between some groups are more prevalent than others.

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?

In order to decrease course success gap we suggest more tutoring and support for students in kinesiology. We hope that meta majors and guided pathways will offer support for students in kinesiology. Because Covid required all classes to go online the goal for upcoming academic programming will include more face to face and hybrid courses that are offered to students but this will be up to our new dean once that position is permanent. We also hope that once a permanent dean is in place for our division that we can work on actions that support kinesiology students. Lastly, we would like to review all courses over the next five years where we would like our success rates to be higher.

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
Kinesiology-FH

	2020-21							
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	431	81%	38	7%	61	12%	530	100%
Male	390	75%	41	8%	86	17%	517	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown	4	100%	0	0%	0	0%	4	100%
All	826	79%	79	8%	147	14%	1,052	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	460	80%	59	10%	54	9%	573	100%
Male	428	74%	83	14%	67	12%	578	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown	7	54%	5	38%	1	8%	13	100%
All	896	77%	147	13%	122	10%	1,165	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	518	73%	106	15%	86	12%	710	100%
Male	505	71%	125	18%	80	11%	710	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	12	55%	4	18%	6	27%	22	100%
All	1,035	72%	235	16%	172	12%	1,442	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	459	76%	80	13%	66	11%	605	100%
Male	402	77%	72	14%	49	9%	523	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	3	60%	1	20%	1	20%	5	100%
All	864	76%	153	14%	116	10%	1,133	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	426	81%	54	10%	45	9%	525	100%
Male	319	71%	73	16%	58	13%	450	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown	8	80%	1	10%	1	10%	10	100%
All	753	76%	128	13%	104	11%	985	100%

Success Rates by Ethnicity
Kinesiology-FH

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	66	79%	7	8%	11	13%	84	100%
Asian	216	88%	16	7%	14	6%	246	100%
Decline to State/Unknown	19	76%	3	12%	3	12%	25	100%
Filipinx	49	71%	12	17%	8	12%	69	100%
Latinx	233	76%	27	9%	47	15%	307	100%
Native American	3	60%	0	0%	2	40%	5	100%
Pacific Islander	18	75%	3	13%	3	13%	24	100%
White	222	76%	11	4%	59	20%	292	100%
All	826	79%	79	8%	147	14%	1,052	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	65	47%	44	32%	28	20%	137	100%
Asian	203	90%	7	3%	16	7%	226	100%
Decline to State/Unknown	40	65%	9	15%	13	21%	62	100%
Filipinx	67	87%	8	10%	2	3%	77	100%
Latinx	238	73%	49	15%	37	11%	324	100%
Native American	7	78%	0	0%	2	22%	9	100%
Pacific Islander	21	70%	3	10%	6	20%	30	100%
White	255	85%	27	9%	18	6%	300	100%
All	896	77%	147	13%	122	10%	1,165	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	101	54%	59	32%	27	14%	187	100%
Asian	248	84%	27	9%	20	7%	295	100%
Decline to State/Unknown	14	28%	17	34%	19	38%	50	100%
Filipinx	66	68%	22	23%	9	9%	97	100%
Latinx	257	66%	77	20%	55	14%	389	100%
Native American	2	50%	0	0%	2	50%	4	100%
Pacific Islander	11	65%	3	18%	3	18%	17	100%
White	336	83%	30	7%	37	9%	403	100%
All	1,035	72%	235	16%	172	12%	1,442	100%

2017-18

	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	56	60%	23	25%	14	15%	93	100%
Asian	201	85%	15	6%	21	9%	237	100%
Decline to State/Unknown	12	86%	2	14%	0	0%	14	100%
Filipinx	78	78%	13	13%	9	9%	100	100%
Latinx	234	72%	51	16%	39	12%	324	100%
Native American	5	63%	2	25%	1	13%	8	100%
Pacific Islander	4	29%	6	43%	4	29%	14	100%
White	274	80%	41	12%	28	8%	343	100%
All	864	76%	153	14%	116	10%	1,133	100%

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	40	61%	15	23%	11	17%	66	100%
Asian	205	89%	13	6%	13	6%	231	100%
Decline to State/Unknown	16	80%	3	15%	1	5%	20	100%
Filipinx	54	83%	7	11%	4	6%	65	100%
Latinx	164	64%	53	21%	41	16%	258	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	9	43%	6	29%	6	29%	21	100%
White	262	82%	31	10%	27	8%	320	100%
All	753	76%	128	13%	104	11%	985	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
- [ ] the data trend shows a decrease in the male course success rates
- [x] 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
- [x] 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 have remained consistent for the past five years with numbers staying generally flat.

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

- [ ] yes
- [x] 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

- [x] 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
- [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

- [ ] the data trend shows an increase in the Native American course success rates
- [x] 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

- [x] 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
- [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).

It is difficult to say why there is a decrease in course success in both Fillipinx, Native American, and White ethnic groups compared to the other groups. As stated above, dedicated tutoring and collaboration with college support would help all groups either continue upward trend or lessen a decrease.

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.

As stated above, dedicated tutoring and collaboration with college support would help all groups either continue upward trend or lessen a decrease. As faculty we do not have a good idea of why there is a gap in course success in certain groups more than others, except that it would be beneficial for most students to have more support especially for first generation students. In looking at the outside data there seems to be more of a gap in this area.

As a division over the next five years we can look at all the classes which do not have a success rate close the college average and discuss/analyze how we can help these courses increase their success rates.

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

- [x] Yes
- [ ] No

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

We would like to improve all program course success for every ethnic group although our course success rate is similar to the colleges.

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

We believe outreach will increase enrollment and add attention to the discipline of Kinesiology.

The inception of Meta Majors at Foothill College will help our division grow in enrollment and help increase declared majors in our field by grouping Kinesiology with all the other Health Sciences.

Since local high school students do not take courses titled Kinesiology, an increased knowledge of careers and pathways in the field are needed. We would like to increase the amount of dual enrollment opportunities at the local high school level.

This will increase the awareness of what careers' a potential student can achieve if they choose to attend Foothill College as a Kinesiology major.

With both outreach and possible dual enrollment opportunities, we feel our discipline could follow other four-year colleges models in the field of Kinesiology, making it one of the fasted growing majors.

Our division strongly feels that hiring a permanent dean, one who has a background in Kinesiology and is solely dedicated to our division, will bring much needed leadership to help our division grow in critical areas of kinesiology.

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.