

Instructional Discipline Template

A. Program Information

Program Mission Statement

Please enter your mission statement here.

N/A

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

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B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends Kinesiology-FH						
	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	62,186	58,688	57,608	55,764	49,456	-20.5%
Enrollment	289,577	272,432	264,867	262,263	226,124	-21.9%
Sections	10,170	9,584	9,419	9,084	8,851	-13.0%
WSCH	441,660	422,622	411,716	409,613	355,273	-19.6%
FTEF (end of term)	882.9	800.6	787.3	777.7	726.5	-17.7%
Productivity (WSCH/FTEF)	500	528	523	527	489	-2.2%

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.

N/A

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.

N/A

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.

N/A

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.

N/A

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

- yes
- no

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

N/A

E. Enrollment by Student Demographics

Enrollment Distribution

Student Headcounts by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent								
Female	143,575	50%	134,164	49%	130,865	49%	134,611	51%	112,936	50%
Male	143,549	50%	135,696	50%	131,193	50%	124,729	48%	109,919	49%
Non-Binary	0	0%	27	0%	134	0%	80	0%	7	0%
Unknown gender	2,453	1%	2,545	1%	2,675	1%	2,843	1%	3,262	1%
Total	289,577	100%	272,432	100%	264,867	100%	262,263	100%	226,124	100%

Student Headcounts by Race/Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent								
Asian	110,171	38%	106,193	39%	102,209	39%	95,085	36%	78,926	35%
Black	12,369	4%	11,439	4%	10,796	4%	10,949	4%	9,829	4%
Filipinx	17,213	6%	15,098	6%	14,505	5%	15,706	6%	13,482	6%
Latinx	71,743	25%	67,714	25%	66,801	25%	68,808	26%	61,879	27%
Native American	1,338	0%	1,206	0%	1,004	0%	1,170	0%	970	0%
Pacific Islander	2,552	1%	2,362	1%	2,511	1%	2,644	1%	2,266	1%
Unknown ethnicity	8,082	3%	7,044	3%	10,585	4%	10,883	4%	12,473	6%
White	66,109	23%	61,376	23%	56,456	21%	57,018	22%	46,299	20%
Total	289,577	100%	272,432	100%	264,867	100%	262,263	100%	226,124	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.

N/A

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?

N/A

Data Table for Enrollment by Gender of Declared Majors

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

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

- 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

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).

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

no

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

N/A

F. Student Course Success

Student Population Areas of Focus

Course Success
Kinesiology-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	214,354	79%	203,905	79%	203,551	80%	201,572	80%	171,807	80%
Non Success	30,941	11%	29,608	11%	25,840	10%	24,293	10%	22,748	11%
Withdrew	25,858	10%	24,248	9%	24,210	10%	24,622	10%	20,543	10%
Total	271,153	100%	257,761	100%	253,601	100%	250,487	100%	215,098	100%

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	68,547	72%	63,962	71%	64,389	72%	67,196	73%	56,375	73%
Non Success	15,209	16%	14,847	17%	13,378	15%	12,863	14%	11,575	15%
Withdrew	11,545	12%	10,993	12%	11,050	12%	11,473	13%	9,229	12%
Total	95,301	100%	89,802	100%	88,817	100%	91,532	100%	77,179	100%

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

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent								
Success	145,807	83%	139,943	83%	139,162	84%	134,376	85%	115,432	84%
Non Success	15,732	9%	14,761	9%	12,462	8%	11,430	7%	11,173	8%
Withdrew	14,313	8%	13,255	8%	13,160	8%	13,149	8%	11,314	8%
Total	175,852	100%	167,959	100%	164,784	100%	158,955	100%	137,919	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.

N/A

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.

d

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.

N/A

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?

N/A

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

Limits: Course Credit Status Credit

Success Rates by Gender Kinesiology-FH								
2021-22								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	84,572	80%	10,816	10%	10,201	10%	105,589	100%
Male	84,958	80%	11,635	11%	10,047	9%	106,640	100%
Non-Binary	6	86%	1	14%	0	0%	7	100%
Unknown gender	2,271	79%	296	10%	295	10%	2,862	100%
All	171,807	80%	22,748	11%	20,543	10%	215,098	100%
2020-21								
	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	102,749	81%	11,542	9%	12,307	10%	126,598	100%

2020-21

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Male	96,714	80%	12,469	10%	12,075	10%	121,258	100%
Non-Binary	66	83%	2	3%	12	15%	80	100%
Unknown gender	2,043	80%	280	11%	228	9%	2,551	100%
All	201,572	80%	24,293	10%	24,622	10%	250,487	100%

2019-20

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	100,915	82%	11,417	9%	11,327	9%	123,659	100%
Male	100,607	79%	14,153	11%	12,634	10%	127,394	100%
Non-Binary	94	71%	20	15%	19	14%	133	100%
Unknown gender	1,935	80%	250	10%	230	10%	2,415	100%
All	203,551	80%	25,840	10%	24,210	10%	253,601	100%

2018-19

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	100,774	80%	13,035	10%	11,499	9%	125,308	100%
Male	101,347	78%	16,345	13%	12,476	10%	130,168	100%
Non-Binary	18	67%	8	30%	1	4%	27	100%
Unknown gender	1,766	78%	220	10%	272	12%	2,258	100%
All	203,905	79%	29,608	11%	24,248	9%	257,761	100%

2017-18

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	107,073	81%	13,481	10%	12,350	9%	132,904	100%
Male	105,523	78%	17,252	13%	13,319	10%	136,094	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	1,758	82%	208	10%	189	9%	2,155	100%
All	214,354	79%	30,941	11%	25,858	10%	271,153	100%

Success Rates by Ethnicity
Kinesiology-FH

2021-22

	Success		Non Success		Withdraw		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	65,037	85%	5,424	7%	5,834	8%	76,295	100%

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Black	6,479	69%	1,608	17%	1,359	14%	9,446	100%
Filipinx	10,547	79%	1,402	11%	1,339	10%	13,288	100%
Latinx	42,275	72%	9,186	16%	7,119	12%	58,580	100%
Native American	732	76%	124	13%	102	11%	958	100%
Pacific Islander	1,500	68%	399	18%	310	14%	2,209	100%
Unknown ethnicity	9,376	86%	944	9%	569	5%	10,889	100%
White	35,861	83%	3,661	8%	3,911	9%	43,433	100%
All	171,807	80%	22,748	11%	20,543	10%	215,098	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	80,300	86%	5,773	6%	6,971	7%	93,044	100%
Black	7,343	70%	1,605	15%	1,495	14%	10,443	100%
Filipinx	12,375	80%	1,574	10%	1,555	10%	15,504	100%
Latinx	47,478	72%	9,684	15%	8,423	13%	65,585	100%
Native American	885	78%	103	9%	142	13%	1,130	100%
Pacific Islander	1,819	71%	428	17%	333	13%	2,580	100%
Unknown ethnicity	7,370	84%	838	10%	564	6%	8,772	100%
White	44,002	82%	4,288	8%	5,139	10%	53,429	100%
All	201,572	80%	24,293	10%	24,622	10%	250,487	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	85,555	86%	6,993	7%	7,508	8%	100,056	100%
Black	7,113	68%	1,887	18%	1,469	14%	10,469	100%
Filipinx	11,191	78%	1,548	11%	1,546	11%	14,285	100%
Latinx	46,085	72%	9,943	16%	8,035	13%	64,063	100%
Native American	763	79%	98	10%	107	11%	968	100%
Pacific Islander	1,722	71%	346	14%	354	15%	2,422	100%
Unknown ethnicity	6,838	83%	830	10%	552	7%	8,220	100%
White	44,284	83%	4,195	8%	4,639	9%	53,118	100%
All	203,551	80%	25,840	10%	24,210	10%	253,601	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	86,258	84%	8,785	9%	7,670	7%	102,713	100%
Black	7,268	66%	2,220	20%	1,516	14%	11,004	100%
Filipinx	11,216	76%	1,874	13%	1,658	11%	14,748	100%
Latinx	45,478	71%	10,753	17%	7,819	12%	64,050	100%
Native American	858	74%	154	13%	149	13%	1,161	100%
Pacific Islander	1,582	70%	377	17%	296	13%	2,255	100%
Unknown ethnicity	3,589	81%	460	10%	370	8%	4,419	100%
White	47,656	83%	4,985	9%	4,770	8%	57,411	100%
All	203,905	79%	29,608	11%	24,248	9%	257,761	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	87,790	83%	9,387	9%	8,363	8%	105,540	100%
Black	7,976	68%	2,126	18%	1,557	13%	11,659	100%
Filipinx	12,834	77%	1,997	12%	1,779	11%	16,610	100%
Latinx	47,737	71%	11,086	17%	8,209	12%	67,032	100%
Native American	940	73%	178	14%	170	13%	1,288	100%
Pacific Islander	1,624	68%	425	18%	343	14%	2,392	100%
Unknown ethnicity	4,533	86%	462	9%	252	5%	5,247	100%
White	50,920	83%	5,280	9%	5,185	8%	61,385	100%
All	214,354	79%	30,941	11%	25,858	10%	271,153	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.

N/A

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
- 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).

N/A

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.

N/A

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.

N/A

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

N/A

Self-Study Checklist

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

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

This form is not yet ready.