



**FOOTHILL
COLLEGE**

Program Review: Norming Session

Office of Instruction and Student Services

12345 El Monte Road
Los Altos Hills, CA 94022

foothill.edu

Foothill College, 12345 El Monte Road, Los Altos Hills, CA 94022 | foothill.edu

Important Dates and Information

- Program Reviews and Data Trend Cheat Sheet will be released to Readers on March 1st
- The Reader Evaluation is due on April 2nd
- Programs may include additional data elements from the Program Review Tool

Norming Session Goal:

Facilitate the understanding and interpretation of data trends and narrative criteria



FOOTHILL
COLLEGE

Activity 1



Identify the productivity trend over a 5-year period.

Enrollment Trends						
	2014-15	2015-16	2016-17	2017-18	2018-19	5-yr %Inc
Unduplicated Headcount	596	578	567	499	502	-16.0%
Census Enrollment	736	719	709	663	636	-14.0%
Sections	52	50	53	47	54	4.0%
WSCH	1,036	985	979	957	902	-13.0%
FTEs (end of term)	70	67	66	65	61	-13.0%
FTEF (end of term)	2.6	2.5	2.6	2.4	2.3	-12.0%
Productivity (WSCH/FTEF)	395	390	373	394	388	-2.0%

*Productivity (including mathematical explanation) – 4-term total Weekly Student Contact Hours (WSCH) / 4-term total Full Time Equivalent Faculty (FTEF), excluding all release/re-assignments. Prod = WSCH/FTEF

Narrative Prompt: *If the data trend shows an increase, decrease, or no change/flat in productivity explain why.*

- Decrease in college enrollment and program enrollment
- Classes are not offered continuously
- Some of our GE courses do not satisfy CSU GE or UC requirements. Even though they are great for major/career exploration. The emphasis for expedient award/transfer completion has de-emphasized exploration and reduced enrollments.

What feedback would you give? And why?

Narrative Prompt: *Describe the proposed actions for stabilizing/increasing the productivity number.*

- Increase program enrollment by collaborating with Marketing and Outreach to identify recruitment strategies
- Design stackable course schedule to stabilize course offerings
- Review and redesign our course syllabus to be more student-centered

What feedback would you give? And why?



Activity 2: Breakout Groups

What percentage does the program differ in female to male enrollment rates, in this most recent year, compared to the College?

(College 2019-20 = 51% Female, 47% Male)

Program Data

Enrollment Distribution by Student Demographics

By Gender

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Enr	Percent								
Female	483	66%	491	68%	486	69%	453	68%	409	64%
Male	245	33%	215	30%	219	31%	199	30%	217	34%
Non-Binary	0	0%	0	0%	0	0%	1	0%	3	0%
Not Reported	8	1%	13	2%	4	1%	10	2%	7	1%
Total	736	100%	719	100%	709	100%	663	100%	636	100%

Formula: $(\text{College Male} - \text{Program Male}) = |Y|$
 $(\text{College Female} - \text{Program Female}) = |X|$

Narrative Prompt: *Explain why the enrollment rate is flat, increased or decrease for male, female, or non-binary.*

- Data trends have decreased for male, female and non-binary. The decline in college enrollment has led to an overall decline in program enrollment trends by gender.
- We believe this is also due to the gender gap within the career industry, which is female dominated. Our program data matches the national and state trends for the industry
- However, we are unclear of how reasons for this trend are within departmental control

What feedback would you give? And why?

Narrative Prompt: *What proposed/planned actions is the program taking to achieve parity?*

- Collaborating with IRP to survey students currently enrolled as they could help identify a way to market our program
- Increase online course offerings to appeal to student schedules, maybe this could potentially increase male enrollment trends

What feedback would you give? And why?

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?

Course Success for African American, Latinx, and Filipinx Students

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	372	80%	329	69%	298	72%	333	74%	213	67%
Non Success	58	13%	93	19%	64	15%	59	13%	56	18%
Withdrew	33	7%	55	12%	52	13%	61	13%	49	15%
Total	463	100%	477	100%	414	100%	453	100%	337	100%

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

	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	465	79%	528	83%	491	80%	394	66%	302	78%
Non Success	79	13%	59	9%	68	11%	105	18%	41	11%
Withdrew	43	7%	51	8%	51	8%	96	16%	44	11%
Total	587	100%	638	100%	610	100%	595	100%	387	100%

(Current Year Course Success [Group 1] – Current Year Course Success [Group 2]) = Current Year Gap

What is the course success gap between African-American, Latinx, Filipino student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?

Course Success for African American, Latinx, and Filipino Students										
	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	372	80%	329	69%	298	72%	333	74%	213	67%
Non Success	58	13%	93	19%	64	15%	59	13%	56	18%
Withdrew	33	7%	55	12%	52	13%	61	13%	49	15%
Total	463	100%	477	100%	414	100%	453	100%	337	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students										
	2015-16		2016-17		2017-18		2018-19		2019-20	
	Grades	Percent								
Success	465	79%	528	83%	491	80%	394	66%	302	78%
Non Success	79	13%	59	9%	68	11%	105	18%	41	11%
Withdrew	43	7%	51	8%	51	8%	96	16%	44	11%
Total	587	100%	638	100%	610	100%	595	100%	387	100%

- Step 1: Current Year Course Success [Group 1] – Current Year Course Success [Group 2] = Current Year Gap
- Step 2: Base Year Course Success [Group 1] – Base Year Course Success [Group 2] = Base Year Gap
- Step 3: Current Year Gap – Base Year Gap = Course Success Gap



Narrative Prompt: *Explain why the course success gap is flat, increased or decreased.*

- The course success gap has increased over the 5-year time span
- We believe this is contributed by the lack of culturally relevant pedagogy for African-American, Latinx, Filipinx student groups

What feedback would you give? And why?