

Instructional Discipline Template

A. Program Information

Please enter your mission statement here.

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.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% Female, 49% Male, 1% Unknown)

- 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?

<https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declarec>

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

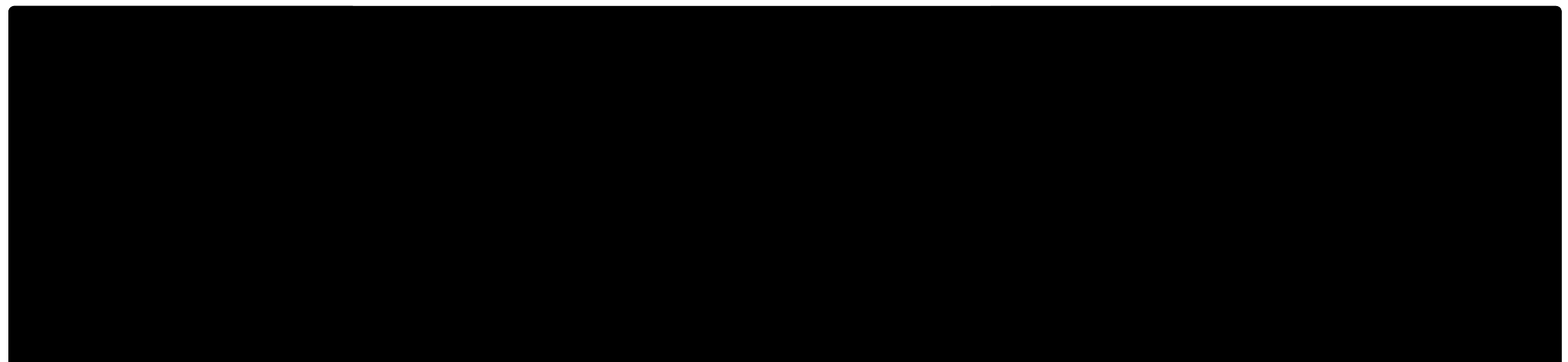
the data trend shows no change and/or is flat in the Decline to State enrollment rates

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 2021-22 = 4% African American, 35% Asian, 6% Filipinx, 27% Latinx, 0% Native American, 1% Pacific Islander, 20% White, 6% Unknown)

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).



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







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.

If the data trend shows an increaseÆ

- 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).

- Asian 2017/18 92% 2021/22 88%
- Black 2017/18 83%, 2021/22 87%
- Filipinx 2017/18 84%, 2021/22 80%
- Latinx 2017/18 89%, 2021/22 84%
- Native

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.

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.

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

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.

