Enrollment Variables and Trends

Enrollment Trends
Language Arts - Spanish-FD

📈	569	659	603	664	674	18.5%
📈	763	848	766	802	817	7.1%
📈	48	55	50	42	48	0.0%
📈	1,247	1,394	1,245	1,331	1,322	6.1%
📈	82	92	82	88	87	6.5%
📈	3.5	3.9	3.8	3.5	3.4	-1.8%
📈	360	357	324	380	389	8.0%

Printed on 6/8/2020

B. FTES - Enrollment Trends

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 in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease.

> A positive factor is that the online program keeps growing. We have been converting many face to face courses, especially intermediate ones, such as Spanish 4, 5, 6 and 25A/B, to online instruction. There is nation-wide demand for online courses and we are meeting that demand.

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.

> We plan to expand our online course offerings to increase FTES. For example, by offering an entirely online AA degree. We are also exploring the creation of certificates and working with outreach to increase the appeal of content-specific classes like Spanish for Health Care Workers. Other classes like Spanish for the Green Industry or Spanish for the Restaurant Industry have been successful in the past. We should consider offering them every other year and gauge their long-term interest.

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections of

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 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 in the male enrollment rates

If the data trend shows a change in male or female enrollment, explain why there was a change.

Enrollment by gender in our f2f courses roughly matches the college's numbers. Female enrollment has remained stable but there is a notable increase if compared with 2014-15, mostly in online courses. We have noticed a decrease in male enrollment. The 31% gender gap in Spanish enrollment is matched by a nearly-equal 25% gender gap at De Anza. We can only hypothesize that female enrollment has increased because of the appeal of online courses to working mothers. We cannot explain the reason for the decrease in male enrollment.

2. Does your program differ in the percentage of males to females, in thbMMenrollment.

Compared to the college we have fewer Asian students. We can hypothesize that when given a language choice, Asian students tend to choose Japanese over Spanish (54% of enrollment in Japanese is comprised of Asian students). We would like to increase the appeal of our program to that population. Maybe attending the meetings of Asian student groups to promote Spanish will help, but we're open to suggestions.

F. Student Course Success

Course Success Rates by Unit

Course Success
Language Arts - Spanish-FD

572	75%	624	74%	560	73%	589	73%	554	68%
76	10%	80	9%	68	9%	79	10%	100	12%
115	15%	144	17%	138	18%	134	17%	16-	

212	74%	227	71%	199	71%	230	68%	238	64%
31	11%	30	9%	25	9%	39	12%	46	12%
44	15%	62	19%	55	20%						

both modalities, we will discuss the skills needed for students to succeed. Finally, we have redesigned online Spanish 4 to make it easier for the students to transition from Spanish 3.

-      10   1 - / / 0 0

79	69%	16	14%	20	17%	115	100%
245	68%	42	12%	75	21%	362	100%
153	63%	31	13%	57	24%	241	100%
77	78%	11	11%	11	11%	99	100%
554	68%	100	12%	163	20%	817	100%

109	72%	15	10%	28	18%	152	100%
284	75%	35	9%	61	16%	380	100%
143	71%	24	12%	35	17%	202	100%
53	78%	5	7%	10	15%	68	100%
589	73%	79	10%	134	17%	802	100%

68

86	74%	9	8%	21	18%	116	100%
247	71%	33	10%	66	19%	346	100%
148	73%	17	8%	39	19%	204	100%
79	79%	9	99	9134			