PROGRAM REVIEW INSTRUCTIONAL
DISCIPLINE TEMPLATE

PROGRAM MISSION STATEMENT

Box 1- Mission Statement:

PROGRAM LEVEL STUDENT LEARNING OUTCOMES

Box 2- Please list the program level student learning outcomes:

ENROLLMENT TRENDS

Enrollment Trends

	2013-14	2014-15	2015-16	2016-17	4-yr %Inc
📈 Unduplicated Headcount	63,822	62,794	62,533	61,757	-3.2%
📈 Census Enrollment	320,652	321,674	318,528	305,177	-4.8%
📈 Sections	10,149	10,402	10,453	10,718	5.6%
📈 WSCH	1,468,212	1,481,583	1,478,113	1,418,313	-3.4%
📈 FTES (end of term)	32,609	32,890	32,811	31,483	-3.5%
📈 FTEF (end of term)	917.3	939.4	939.7	941.3	2.6%
📈 Productivity (WSCH/FTEF)	534	526	524	502	-5.9%

A. FTES – ENROLLMENT TRENDS

1. Box 3- 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

Box 4- Discuss the factors that would help the college understand these trends and whether there are tangible reasons for the increase or decrease. (100 words or less)

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?
   - ☐ yes ☐ no

Box 5- If yes, describe the proposed actions for stabilizing/increasing the FTES. (100 words or less)

B. SECTIONS – ENROLLMENT TRENDS

1. Box 6- 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

Box 7- If the data trend shows an increase or decrease in sections, explain why the number of sections increased or decreased. (100 words or less)

> Box 8- If the data indicates an increase in *sections* with a decrease in *FTES*, explain why the number of sections increased while FTES decreased. (100 words or less)

C. PRODUCTIVITY – ENROLLMENT TRENDS

[WILL INCLUDE PRODUCTIVITY DATA TABLE]

1. Box 9- In the data table above, what does the data trend indicate about the productivity trend?
   - ☐ the data trend shows the productivity number increased
   - ☐ the data trend shows the productivity number decreased
   - ☐ the data trend shows no change in the productivity number

> Box 10- If the data trend shows an increase or decrease in productivity, explain why the productivity increased or decreased. (100 words or less)

2. Does the data trend suggest changes are necessary to improve productivity? ☐ yes ☐ no

> Box 11- If yes, describe the proposed actions for stabilizing/increasing the productivity number. (100 words or less)

D. ENROLLMENT BY STUDENT DEMOGRAPHICS

a. ENROLLMENT BY GENDER

Enrollment Distribution by Student Demographics

by Gender

	2013-14		2014-15		2015-16		2016-17	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	158,948	50%	159,115	49%	158,496	50%	153,500	50%
Male	161,704	50%	162,559	51%	160,032	50%	151,677	50%
Total	320,652	100%	321,674	100%	318,528	100%	305,177	100%

1. Box 12- 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 for **female** students

   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 for **male** students

   > Box 13- If the data trend shows a change in male or female enrollment, explain why there was a change. (100 words or less)

2. Does your program differ in the percentage of males to females compared to the College average?
   ☐ yes ☐ no

   > Box 14- 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 is the program doing/planning to address this? (100 words or less)

Enrollment (Headcount) Distribution by Declared Majors in the Program							
2013-2014		2014-2015		2015-2016		2016-2017	
Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female							
Male							

3. Box 15- 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 for **female** students

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 for **male** students

Box 16- Is there a gender disparity compared to the college for the programs' declared majors? (100 words or less)

4. Do the data suggest changes are necessary to improve female or male enrollment rates?
☐ yes ☐ no

Box 17- If yes, describe the proposed actions for stabilizing/improving female or male enrollment rates. (Limit your answer to a bullet point for each course)

b. ENROLLMENT BY ETHNICITY

by Ethnicity	2013-14		2014-15		2015-16		2016-17	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
African American	15,421	5%	14,649	5%	13,610	4%	12,706	4%
Asian	114,118	36%	115,047	36%	116,085	36%	114,104	37%
Filipino	18,263	6%	19,335	6%	20,009	6%	19,257	6%
Latino/a	72,057	22%	74,559	23%	76,125	24%	74,696	24%
Native American	1,738	1%	1,574	0%	1,330	0%	1,432	0%
Pacific Islander	2,814	1%	2,779	1%	2,691	1%	2,820	1%
White	78,828	25%	75,098	23%	71,588	22%	67,946	22%
Decline to State	17,413	5%	18,633	6%	17,090	5%	12,216	4%
Total	320,652	100%	321,674	100%	318,528	100%	305,177	100%

1. Box 18- 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 for **African Americans** students

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 for **Asian** students

FILIPINO
- ☐ the data trend shows an increase in the **Filipino** enrollment rates
- ☐ the data trend shows a decrease in the **Filipino** enrollment rates
- ☐ the data trend shows no change for **Filipino** students

LATINO/A
- ☐ the data trend shows an increase in the **Latino/a** enrollment rates
- ☐ the data trend shows a decrease in the **Latino/a** course success rates
- ☐ the data trend shows no change for **Latino/a** students

NATIVE AMERICAN
- ☐ the data trend shows an increase in the **Native American** enrollment rates
- ☐ the data trend shows a decrease in the **Native American** course success rates
- ☐ the data trend shows no change for **Native American** students

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 for **Pacific Islander** students

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 for **White** students

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 for **decline to state** students

2. Does your program differ in enrollment distribution among ethnic groups compared to the College?

☐ yes ☐ no

Box 19- If yes, looking at the categories above, explain changes identified in each category (use a separate bullet point for each category). (100 words or less)

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

Box 20- If yes, describe the proposed actions for addressing disparities in enrollment by ethnicity within the program. (100 words or less)

F. STUDENT COURSE SUCCESS

Course Success

	2013-14		2014-15		2015-16		2016-17	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	234,112	76%	235,666	77%	235,128	78%	224,164	78%
Non Success	39,972	13%	39,135	13%	37,729	12%	34,027	12%
Withdrew	33,201	11%	31,396	10%	29,572	10%	28,851	10%
Total	307,285	100%	306,197	100%	302,429	100%	287,042	100%

1. Box 21- 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

Box 22- Looking at the data, explain what programmatic factors led to such a trend (increase, decrease, no change). (100 words or less)

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2. Do the data suggest changes are necessary to improve student course success?
   - ☐ yes ☐ no

Box 23- If yes, what actions are program faculty and staff engaged in to improve course success? (100 words or less)

Course Success for Targeted Groups

	2013-14		2014-15		2015-16		2016-17	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	69,637	68%	72,072	69%	74,171	71%	72,066	71%
Non Success	18,530	18%	18,619	18%	17,934	17%	16,304	16%
Withdrew	13,698	13%	13,186	13%	12,688	12%	12,516	12%
Total	101,865	100%	103,877	100%	104,793	100%	100,886	100%

Course Success for Non Targeted Groups

	2013-14		2014-15		2015-16		2016-17	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	164,475	80%	163,594	81%	160,957	81%	152,098	82%
Non Success	21,442	10%	20,516	10%	19,795	10%	17,723	10%
Withdrew	19,503	9%	18,210	9%	16,884	9%	16,335	9%
Total	205,420	100%	202,320	100%	197,636	100%	186,156	100%

1. Box 24- In the data table above, what is the observed trend for course success rates for TARGETED 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

2. Box 24- In the data table above, what is the observed trend for course success rates for NON-TARGETED 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

Box 25- In the data above, what is the observed trend of the course success gap between disproportionately impacted and non-disproportionately impacted groups? (100 words or less)

3. Does the data suggest that changes are necessary to decrease student course success gap between disproportionately impacted and non-disproportionately impacted groups?

☐ yes ☐ no

Box 26- If yes, what actions are program faculty and staff engaged in to decrease the course success gap between disproportionately impacted and non-disproportionately impacted groups? (100 words or less)

F. STUDENT COURSE SUCCESS BY DEMOGRAPHICS

a. STUDENT COURSE SUCCESS BY GENDER

Success Rates by Gender

2016-17	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	113,639	80%	15,272	11%	13,932	10%	142,843	100%
Male	110,525	77%	18,755	13%	14,919	10%	144,199	100%
All	224,164	78%	34,027	12%	28,851	10%	287,042	100%

2015-16	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	118,469	79%	17,007	11%	14,092	9%	149,568	100%
Male	116,659	76%	20,722	14%	15,480	10%	152,861	100%
All	235,128	78%	37,729	12%	29,572	10%	302,429	100%

2014-15	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	118,138	79%	17,192	11%	14,821	10%	150,151	100%
Male	117,528	75%	21,943	14%	16,575	11%	156,046	100%
All	235,666	77%	39,135	13%	31,396	10%	306,197	100%

2013-14	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	117,869	78%	17,688	12%	15,779	10%	151,336	100%
Male	116,243	75%	22,284	14%	17,422	11%	155,949	100%
All	234,112	76%	39,972	13%	33,201	11%	307,285	100%

2. Box 27- 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 for **female** students

    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 for **male** students

    Box 28- If the data trend shows an increase or decrease in the male or female student course success percentages, explain why the percentage increased or decreased for both. (100 words or less)

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2. Do the data suggest revisions are necessary to improve female or male student course success percentage rates?
    ☐ yes ☐ no

    Box 29- What actions are program faculty engaged in to stabilize/increase the course success rates for either male or female. (100 words or less)

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b. STUDENT COURSE SUCCESS BY ETHNICITY

Success Rates by Ethnicity

2016-17

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	8,154	68%	2,191	18%	1,677	14%	12,022	100%
Asian	89,827	82%	10,537	10%	9,327	9%	109,691	100%
Filipino	14,286	77%	2,332	13%	2,012	11%	18,630	100%
Latino/a	49,626	71%	11,781	17%	8,827	13%	70,234	100%
Native American	1,028	74%	182	13%	176	13%	1,386	100%
Pacific Islander	1,809	68%	454	17%	384	15%	2,647	100%
White	52,179	82%	5,833	9%	5,927	9%	63,939	100%
Decline to State	7,255	85%	717	8%	521	6%	8,493	100%
All	224,164	78%	34,027	12%	28,851	10%	287,042	100%

2015-16

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	8,644	66%	2,637	20%	1,820	14%	13,101	100%
Asian	91,697	82%	11,249	10%	9,521	8%	112,467	100%
Filipino	14,921	76%	2,535	13%	2,049	11%	19,505	100%
Latino/a	50,606	70%	12,762	18%	8,819	12%	72,187	100%
Native American	895	70%	200	16%	188	15%	1,283	100%
Pacific Islander	1,813	70%	457	18%	328	13%	2,598	100%
White	55,414	81%	6,432	9%	6,176	9%	68,022	100%
Decline to State	11,138	84%	1,457	11%	671	5%	13,266	100%
All	235,128	78%	37,729	12%	29,572	10%	302,429	100%

2014-15

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	9,009	64%	2,987	21%	2,155	15%	14,151	100%
Asian	90,458	81%	11,294	10%	9,740	9%	111,492	100%
Filipino	14,178	75%	2,570	14%	2,130	11%	18,878	100%
Latino/a	48,885	69%	13,062	18%	8,901	13%	70,848	100%
Native American	1,072	70%	250	16%	207	14%	1,529	100%
Pacific Islander	1,912	71%	446	17%	322	12%	2,680	100%
White	57,788	81%	6,943	10%	7,034	10%	71,765	100%
Decline to State	12,364	83%	1,583	11%	907	6%	14,854	100%
All	235,666	77%	39,135	13%	31,396	10%	306,197	100%

2013-14

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
African American	9,334	63%	3,190	21%	2,375	16%	14,899	100%
Asian	90,251	81%	11,064	10%	10,113	9%	111,428	100%
Filipino	13,279	74%	2,586	14%	2,071	12%	17,936	100%
Latino/a	47,024	68%	12,754	18%	9,252	13%	69,030	100%
Native American	1,214	72%	237	14%	231	14%	1,682	100%
Pacific Islander	1,836	68%	506	19%	372	14%	2,714	100%
White	59,973	79%	7,988	11%	7,865	10%	75,826	100%
Decline to State	11,201	81%	1,647	12%	922	7%	13,770	100%
All	234,112	76%	39,972	13%	33,201	11%	307,285	100%

1. Box 30- 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 for **African Americans** students

   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 for **Asian** students

   FILIPINO
   ☐ the data trend shows an increase in the **Filipino** course success rates
   ☐ the data trend shows a decrease in the **Filipino** course success rates
   ☐ the data trend shows no change for **Filipino** students

   LATINO/A
   ☐ the data trend shows an increase in the **Latino/a** course success rates
   ☐ the data trend shows a decrease in the **Latino/a** course success rates
   ☐ the data trend shows no change for **Latino/a** students

   NATIVE AMERICAN
   ☐ the data trend shows an increase in the **Filipino** course success rates
   ☐ the data trend shows a decrease in the **Filipino** course success rates
   ☐ the data trend shows no change for **Filipino** students

   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 for **Pacific Islander** students

   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 for **White** students

   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 for **decline to state** students

Box 31- 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)

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups as compared to the **program** percentages?

☐ yes ☐ no

Box 32- If yes, describe the reasons for the gap in course success as compared to the **program** percentages. (100 words or less)

3. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups as compared to the **College** percentages?

☐ yes ☐ no

Box 33- If yes, describe the reasons for the gap in course success as compared to the **college** percentages. (100 words or less)

4. Do the data suggest that revisions are necessary to improve program course success equality?

   ☐ yes ☐ no

   Box 34- If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity. (100 words or less)