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Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types

4 Current State of the Program

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

No Response Information to Display

Narrative

We are currently addressing impacted students and do not see the need for additional resources at this time from the college. Accounting data can be found here:<http://canadacollege.edu/programreview/datapackets1617files/2017feb/Equity%20Suppl--ACTG.pdf>
Business data can be found here: <http://canadacollege.edu/programreview/datapackets1617files/2017feb/Equity%20Suppl--Bus.pdf>

8-A. Access & Completion

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Narrative

There has been a slight increase in some demographics (e.g. Asian, Filipino over the past five years, although still below college average), and for the first time, the enrollment percentage during the last data cycle (2015/2016) the enrollment of female students has been on par with the college (about 61%), and actually slightly above the average for our division (55%). However, since this was a one time occurrence, this demographic still has to be monitored.

Retention (about 80%) and success (about 65%) rates have been holding steady since the last review cycle. These are comparable to the rates within our division, though slightly below college-wide rates (about 83 and 70% respectively) for the latest reported academic year.

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Biology

According to the Equity Supplement analysis there is a significant access equity gap for male students (7.7%). This finding is not surprising as the majority of our program enrollment is in Allied Health prerequisites. Nursing is the dominant profession within Allied Health and has historically attracted significantly more females than males. Given this context, it will be difficult for us to address the access gap. Nevertheless, we are in the process of developing a Neurodiagnostic Technology degree program that may attract more male students similar to Radiologic Technology which has an equity gap of only 4.4%.

The other major access equity gaps in BIOL are Hispanic males, with a gap of -3.6% as compared to college-wide access. This likely falls in line with the general male student gap, since allied health students make up such a large portion of our students, and they are very predominantly female nation-wide, as discussed by Trish Joyce (2015) at [healthcareers.com](https://www.healthcareers.com/article/healthcare-news/does-healthcare-have-a-gender-problem) (<https://www.healthcareers.com/article/healthcare-news/does-healthcare-have-a-gender-problem>). As far as the Hispanic side of the Hispanic male gap, it's hard to determine where and how this can be addressed without knowing which courses contribute most to the gap: Introductory courses (BIOL 100/110/130), Allied Health prerequisites (BIOL 240, 250, 260), or BIOL/Science Majors courses (BIOL 225, 230). Also, access gaps are significant in Physical Sciences (Chemistry and Physics) as well as Engineering, so sciences in general seem to present an access problem for Hispanics, and males in particular for Biology. More active discussions and work must be done with the ACES committee and STEM/MESA program, about how to make Biological Sciences courses more attractive to and provide better preparation and support for Hispanic male students.

Significant course completion/success equity gaps exist among Black/African American students (-18.5%), Hispanic Students (-8.9%), and Pacific Islander students (-11.1%). Again, it is difficult to determine how and where to address these gaps without knowing whether they derive mostly in the introductory, pre-allied health, or BIOL Majors courses -- or across all BIOL Dept. courses. As mentioned, Hispanic students tend to struggle in the sciences in general, but gaps in Black and Pacific Islander students seem particular to Biology among the sciences. Instructors in the Biological Sciences need to be particularly aware and attentive with support and encouragement for these groups, and actively try to facilitate their greater success. Perhaps these groups have fewer Science/Biology role models to serve as inspiration, encouragement, and confidence-building models of success from their own ethnic backgrounds. Again, more active discussions and work must be done with the ACES committee and STEM/MESA program to improve the preparation and continued support for Hispanic, Black and Pacific Islander students in Biological Science courses. Also, finding more Black, Hispanic, and Pacific Islander STEM professionals for the STEM Speakers Series may help more of these ethnic minorities find inspirational role models in Biological Sciences, as well as Physical Sciences and Engineering.

Health Science

According to the equity supplement analysis, the groups experiencing equity gaps in program access in Health Science are males and white students. As males and white individuals are two of the most privileged groups in society, the full-time faculty member in this discipline suggests that this result points to the Health Science discipline's effectiveness at serving students from less privileged groups in society.

According to the equity supplement analysis, no groups are experiencing equity gaps in program course completion rates in Health Science.

Addressing other aspects of Access

The faculty who teach BIOL 260 have opted to participate in the bookstore's new Inclusive Access program. The intent of this program is to reduce the cost of textbooks that required access codes for publisher's digital content. Through Inclusive Access, students are now able to receive their textbook and online access to MasteringA&P for \$89 compared to over \$225 outside of the new program. Even if students choose to purchase the optional paperback version of the textbook (\$49), the final price is still a substantial savings. We hope that by participating in Inclusive Access we will reduce one of the barriers to student access in this class.

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Narrative

Analysis of the "Student Characteristics 2014/2015 to 2015/2016" shows higher percent of females enrolled in chemistry classes. The gap went from 14% difference in 2014/2015 to 8% difference in 2015/2016.

Regarding "Student Ethnicity by Gender", the data shows that only the White non-Hispanic group shows a higher percent enrollment of females over males (54% versus 44%). All other ethnic groups show gender balance in 2015/2016.

Regarding retention and completion in 2015/2016, there was a 4% difference in retention of females and males. There was 3% difference in completion.

In terms of retention by ethnicity in 2015/2016, Black-Non-Hispanic showed the lowest retention rate (72.7%) compared to a 90.5% retention for Asian. The Hispanic group showed a 78.3% retention and White Non-Hispanic showed 88.9%. Given the small population size (11 Black Non-Hispanic enrolled in 2015/2016), it is not possible to assess gender disparity, if any, in the rate of retention.

In terms of completion by ethnicity in 2015/2016, Hispanic showed the lowest retention rate (63.7%) compared to a 83.9% completion for Asian. The Black Non-Hispanic group showed a 72.7% success and White Non-Hispanic showed 82.6%.

The data shows that Hispanic group stay in classes but have difficulty successfully completing the classes. The chemistry faculty already make all students aware of student support services and encourage all students to take advantage of tutoring and workshops.

The success and completion rate of students in the chemistry department can be improved if student assistants can be hired to work with instructors during laboratory sessions. It is not possible for one instructor to have dedicated, meaningful and effective individualized interaction with 30-32 students conducting elaborate experiments at the same time while also watching any potential for hazards or safety violations.

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Narrative

The CBOT department has experienced declining enrollment and class cancellations. The Business and Accounting faculty have added CBOT to the new department moniker: Business, Accounting and Technology (BAT). Therefore the program review for CBOT has been included in the Business and Accounting Program review. We ask that the department name be changed in Spol to reflect this change.

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Narrative

Equity Gap.

The Group that is experiencing an equity gap in 2015-2016 is Hispanics

Female Hispanic Students have an access rate of 30% compared to an overall Canada College rate of 60%.

Male Hispanic Student have a access rate of 20% compare to an overall Canada College rate of 35%.

The equity gap for females is somewhat larger. There need to be an recruitment effort for both groups.

Course Success

Among Asians the course success rates for

Females 77% - This is 20% better than Instructional average

Males 62% - this is 7% better than the Instructional average

Among Hispanics, the course success rates for

Females 29% - This is 27% lower than the Instructional average

Males 42% - This is 13% lower than the Instructional average

There is a need to double the normal follow up with Hispanics and have them participate in supplemental assistance: such as the STEM Tutors for Computer Sciences.

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Course Success and Retention by Ethnicity:

The Black-Non-Hispanic population for the last two years have had a decline in the success rates for the last two years from 85.2% to 61.1%. The retention rate went from 92.6% to 61.1%.

The Asian population had a decline in the success rate in the last two years from 100% to 84.6%. The retention rate went from 100% to 84.6% also.

The Filipino population success rate for the last two years went from 57.1% to 100%. The retention rate went from 71.4% to 100%.

The Hispanic population success rate for the last two years went from 70.5% to 74.7%. The retention rate went from 84.2% to 77.8%.

The White-Non-Hispanic population success rate for the last two years went from 80.6% to 87%. The retention rate went from 92.5% to 90.7%.

The student ethnicity by gender data shows that we have had a -3 % (14/15-15/16) decline in the Black-Non-Hispanic female population with a five year row total of 70. The success equity gap for Black-Non-Hispanic females is 53.8%.

The Black-Non-Hispanic male population stayed the same with 0% (14/15-15/16) with a five year row total of 36. The success equity gap for Black-Non-Hispanic males is 80%.

The Asian female population has risen by 6 (14/15-15/16) with a five year row total of 28. The success equity gap for Asian females is 90%. The Asian male population has declined by -3 (14/15-15/16) with a five year row total of 23. The success equity gap for Asian males 66.7%.

The Filipino female population has declined by -4 (14/15-15/16) with a five year row total of 20. The success equity gap for Filipino females is 100%.

The Filipino male population has declined by -1 (14/15-15/16) with a five year row total of 8. The success equity gap for Filipino males is 100%.

The Hispanic female population has increased by 5 (14/15-15/16) with a 5 year row total of 257. The success equity gap for Hispanic females is 78.3%.

The Hispanic male population has declined by -4 (14/15-15/16) with a 5 year row total of 138. The success equity gap for Hispanic males is 71.4%.

The White -Non -Hispanic female population is down -11 (14/15-15/16) with a five year row total of 204. The success equity gap for White-Non-Hispanic females is 94.1%.

The White-Non-Hispanic male population is down by -6 (14/15-15/16) with a five year row total of 122.

The success equity gap for White-Non-Hispanic Males is 78.9%.

The student gender data shows that approximately 62% of the Coop students are female and 38% are male. The trend has stayed about the same with a small decline in males since 2011. The success equity gap for males and females is very close with males at 75.7% and females at 77.4%.

Student Age:

The last two years data shows that the majority of the students are age 18-22, increasing from 77 to 83 students. The second highest number of students are those in the 23-28 age group, staying the same at 50 students. The next highest number are those in the age group of 29-39, with a decrease from 34 to 31 students. In the next age group of 40-49 there was a decrease from 33 to 17 students. The age group of 50-59 there was a decrease from 19 to 15 students.

Many of the programs offered at the college are fields that are traditionally female. If the college added more male dominated fields of programs then the male population would rise.

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Narrative

Program Access Equity Gap:

Program Success

The Early Childhood profession has traditionally appealed to women so there continues to be a disproportionate amount of female students enrolled in the ECE/CD program. Data (in tables above) indicate that only 6.9% of the ECE/CD student population are male and that approximately 289 male students must be recruited into the program to close this gender equity gap.

There are likely several reasons why the ECE/CD profession is unpopular with males (e.g., low wage, cultural expectations). However, it is imperative that all students understand that ECE/CD provides a solid foundation and starting point for many related career options in teaching and administration, business, social work, psychology, sociology, child/family advocacy, etc. Additionally, the ECE/CD faculty is considering drafting a Coaching Certificate in order to outreach to male students in particular. The Coaching Certificate might appeal to males who work in after-school programs, sports-related programs, and those who might be interested in pursuing a Single-Subject credential and/or a degree in Kinesiology. The ECE/CD program would collaborate with both the Athletics and Kinesiology departments, and the new certificate will likely include the following courses:

- ECE 201 (Child Development)
- ECE 333 (Health, Safety, Nutrition)
- ECE 212 (Child, Family and Community)
- ECE 335 (Child Guidance)
- ECE 213 (School Age Child)
- HSCI 423 (CPR for Adults, Children and Infants)
- KINE 101 (Introduction to Kinesiology)
- SOC 100 (Introduction to Sociology)

Establishing stackable certificates and guided pathways that clearly outline for students how a foundation in ECE/CD can progress and lead to teaching and other public service oriented professions may improve student interest in ECE/CD.

Strengthening partnerships and articulation with secondary, post-secondary and community programs may also accomplish the same.

The ECE/CD program is presently restructuring certificates and guided pathways to reflect a broader set of career options with an emphasis on teaching and public service.

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Narrative

The Equity data packet suggest that Hispanic students have a 7.2% equity gap in access and Black/African American students have a 36.1% equity gap in completion. This data is important to us, and we want to work on both issues. Increasing access to Hispanic students will also help us increase our enrollments. Better outreach and marketing by our department could help. Additionally, developing our two new degrees programs could help. After our degree programs are through the approval process, we hope to create marketing materials. The marketing materials would provide information on our programs, highlight past students, and also explain the importance of our disciplines... especially how environmental science is related to social justice. Additionally, we would like to develop closer ties with the Earth and Environmental Science courses at the feeder high schools. We could use support/assistance in developing marketing materials and also networking with our feeder schools. Decreasing the equity gap in completion for our Black/African American students is also important. Anecdotally, we think that many of these students are in our online classes... which have lower completion rates than our in-person classes. We are working to increase retention and success in all of our online classes, but we would also welcome discussions on how to specifically increase retention and success for the Black/African American students in these classes.

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Narrative

For the past five academic years, both the success and retention rates for engineering courses are above the overall rate goals. For 2015-2016, the department success rate of 81.2% is significantly higher than the success rate goal of 70%; the department retention rate of 86.5% is higher than the retention rate goal of 84%. In terms of equity on access to engineering, female students are significantly underrepresented in the department, with only 19.3% access rate, compared to the overall college access rate of 61.8% for female students. Although this represents a very significant inequity for female students, this is a national trend as evidenced by the fact that the only 18-20% of engineering students are women. To address this issue, the two new MSEIP (Minority Science and Engineering Improvement Program) grant from the US Department of Education have been designed to increase the number and improve the academic performance of female students in STEM fields. The ASPIRES (Accelerated STEM Pathways through Internships, Research, Engagement, and Support) collaborates with LISTAS (Latinas in STEM To Achieve Success) to host the annual conference at Canada to increase awareness of STEM fields among K12 female students and their parents. The INSPIRES (Implementing New Strategies and Programs for Improving Retention and Enhancing Success) grant is developing a STEM faculty development program that includes strategies and activities that aim to increase the interest and success of female students in STEM. In terms of equity on success, Hispanic and White students have success rates that are below the department average. The success rate for Hispanic students is 74.1% and the success rate for White students is 76.2%. Although these rates are above the success rate goal of 70%, they are slightly lower than the overall department of 81.2%. To improve the success of all engineering students, especially those from underrepresented backgrounds, a number of grant-funded initiatives are being developed implemented through the two MSEIP grants mentioned above and the new HSI STEM grant funded by the US Department of Education. Among these initiatives are: Difference Education Intervention, EPIC (Embedded Peer Instruction Cohort, which is a modified Supplemental Instruction program), STEM faculty professional development program, STEM Community of Practice, and a three-tier research internship program for engineering students.

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Narrative

GROUPS EXPERIENCING EQUITY GAP – PROGRAM ACCESS RATES

There is an 18% equity gap for Filipino students complete compared to the completion rate of all students in fashion.

There are 30% less male students in the fashion program compared to the number of male students enrolled in the college.

There is a 12% gap for the number of Hispanic male and female students enrolled in the fashion program compared to the Hispanic students enrolled in the college.

Less than half of the Asian and Hispanic males who enroll in fashion classes have success. This is due to the withdrawal rate.

Reasons for poor success rates may be language barriers, work or family demands, lack of understanding about the course before enrolling.

We attempt to assist these students whenever possible and are always brainstorming for new ways to promote success and completion. The fashion coordinator meets with college counselors to ensure they understand the course sequencing in the fashion program. Each semester a curriculum party with free lunch allow all students to learn about upcoming courses so that they better understand the course content before they enroll. We will continue one-to-one advising in person and by phone to help students make better decisions for enrollment. We will continue flexible scheduling to meet the time demands for all students. The past 5 years we have reduced the number of course offered each semester which does increase our load but causes students to sign up for their required classes when they are offered.

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Narrative

The equity gaps that are most important for improving outcomes in the HTP are to increase the access rate for female and Hispanic students. According to the chart below, it will require that the program increase access for at least 13 female students and 16 Hispanic students. The college can help address these gaps through outreach to new and current students. No additional changes are recommended.

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5 year average: Success & Retention 2011-12--2015-16 per PRIE

Success Rate %	Retention Rate %	Comments
College Goal 70.0%	84.0%	
HMSV 81.3%	87.8%	HMSV exceeds college goal

Ethnicity	Success Rate %	Retention Rate %	Comments
African American	63.6%	77.0%	
Asian	70.1%	82.6%	
Filipino	80.0%	80.0%	
Hispanic	86.9%	91.3%	2nd largest population
Native American	53.4%	79.3%	
Pacific Islander	54.3%	68.7%	
White Non-Hispanic	77.4%	82.2%	
Multi Races	81.7%	90.5%	3rd largest
Unknown	87.2%	92.7%	largest population

Gender	Success Rate %	Retention Rate %	Comments
Female	81.1%	87.7%	
Male	83.7%	89.8%	

Age	Success Rate %	Retention Rate %	Comments
Under 18	100%	100%	
18-22	73.3%	80.5%	
23-28	76.3%	86.7%	
29-39	85.4%	89.6%	
40-49	81.8%	68.6%	
50-59	64.8%	89.4%	
60+	91.1%	95.1%	

Enrollment Status	Success Rate %	Retention Rate %	Comments
Continuing Student	82.9%	88.2%	
First Time Student	46.3%	74.5%	
First Time Transfer Student	65%	80%	
Returning Student	77.1%	88.2%	
Returning Transfer Student	76.5%	85%	

The chart above demonstrates existing equity gaps in the HMSV program. As shown, there is a lack of program access and completion rates by African American and Pacific Islander males. In order to address these gaps, significant efforts must be made to (a) increase enrollment through articulation agreements with local high schools, and (b) increase community marketing efforts to drive awareness of and enrollment in HMSV pathways. The college can support these efforts to specifically target African American and Pacific Islander males by reflecting these populations in promotional marketing and outreach materials. Further, these populations make up a large majority of students at JobTrain, located at our Menlo Park satellite center. The HMSV program is interested in exploring how it can expand course and certificate offerings to recruit these students.

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The data from table Productivity by Years reflects slight increase in FTES, 59.02, in comparison to 2014-15, with a Load of 416 and Fill Rates of 76.2% with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Semesters reflects an increase in FTES, 30.92 and 29.56 respectively, with a Load of 401 in 2015 and 430 in 2016 in comparison to 2014-15. Fill Rates of 74.8% and 75.6% reflects an increment in enrollments in 2016. with two courses cancelled. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The data from table Productivity by Courses by Semesters reflects slight increase in FTES, 29.46 in fall 2015 with a Load of 403 versus 392 in 2014. Fill Rate was at 77%. In spring 2016 the FTES was 29.56, with a Load of 430 and a Fill Rate of 76%. The data corresponding to the Interior Architectural Drafting, ARCH 110, has not been included anywhere in the packet despite requesting this information for several years.

The combining of the data packets for ARCH and INTD into one set is essential. There are typically no more than 2 sections of the single class, ARCH 110, in the Architecture listing, and this is an integral part of the Interior Design program, with most of the students who are enrolled being Interior Design majors. It would give a truer picture of the entire department, its enrollment, statistics, and trends, and assist greatly in the preparation of this document.

One significant issue in this analysis is the fact that the maximum enrollment for most of our courses is set between 30 and 45 students. For a CTE program offering specialized courses it is unreasonable to expect sections filled to that level. That is why we strongly recommend the revision of the class size maxima.

In spite of the data shown on the table, our program has a relative high retention and certificate completion rate. The table Course Success and Retention Annually, shows an increment in enrollment from the year 2014/15 with 587 in 2015/16 and a Retention Rate of 91.0%. Under Course Success and Retention by Semester, the Retention Rate was 89.2% in fall 15 with 94.0% in spring 15 and 92.6% in spring 16. These data reflects the information shown in the Table Course Success and Retention by Courses with most courses having a Retention Rate above 90%.

We have been experiencing an increment in enrollment, specially with introductory courses which are the feeders to our program. An active student club, a new Dean, and a collective effort in promoting our programs have been an integral part in our success. It is also important and critical to highlight the commitment and expertise of our part-time faculty members that makes possible our students success.

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The top priority for our department in this area is Course Completion for Hispanic Students:

The Equity Supplement says that Hispanic students in our department complete courses at a rate of 52.5% which is 10% points below the program average of 62.9%. To close this gap so that Hispanic students had an equitable completion rate, we'd need 141 more Hispanic students to complete their math courses.

Three other groups experiencing disproportionate impact would require a fewer number of completions to eliminate the gaps in Course Completion: We'd need 13 more African American students, 5 more Pacific Islander students and 5 more students of Unreported Gender to close the equity gaps in course completion.

To improve course completion rates for these groups, research suggests that instructors can employ a set of strategies focused on retaining them. First, the principle of "proactive" retention can help address the tendency for students who face cultural and social barriers to asking for help. Thus, if instructors do not wait for students to ask for help but, seek out the student to directly engage them or connect them to resources can help reduce the anxiety or social stigma related to help-seeking behavior (Wood, Harris III). The department needs more time to meet and discuss this.

The campus could provide a designated time for each department to discuss this data, along with publicized resources on best practices.

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Narrative

After reviewing the program data provided by the college, it is clear that the following groups are experiencing equity gaps in program access and completion. The groups identified include male, Asian, Hispanic and multi-racial students. To close these identified gaps the program must initiate efforts to:

Increase program access by recruiting more male students through outreach and direct marketing as that includes male students on collateral pieces

Increase program access by recruiting more Asian students by providing language and counseling support

Increase program course completion rates for male, Hispanic and multi-racial students by encouraging counseling support and the attainment of Student Educational Plans. Further, Hispanic students may require additional Spanish language support, tutoring and resources that promote student success

The college can support these efforts by providing more preliminary screening and English proficiency for proper student placement. In our experience, the English track has demonstrated to be more successful for learning outcomes for all students in our program. Further, by providing resources for marketing materials and outreach, we can begin to close the identified equity gaps in our program.

8-A. Access & Completion

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?

Response Detail

Narrative

One of the goals of the College's Student Equity plan is to close the performance gaps for disproportionately impacted students. The Equity Supplement data packet indicates which groups are experiencing disproportionate impact in your program. Which gaps are most important for improving outcomes in your program? How can the college help you address these gaps? What changes could be made?(Access & Completion)

which gaps are most important for improving outcomes in your program?

The equity supplement says that we need an additional 7 Black students to raise our success rate relative to the college total, but we currently have just 13 students total. With a current success rate of 36.8%, that means that 5 of our students are already succeeding and 8 are not. If we have to get 7 out of our 8 Black students to succeed, that seems like an unreasonably high threshold. It means that if more than 1 Black student in the entire program in the entire year drops out or fails for any reason, we fall below the threshold.

How can the college help you address these gaps?

Bring us more Black students. At 3.4%, we actually have slightly higher than the college average of 3.1%. Still, this is not enough to create a sense of community and inclusiveness since we seldom have more than one Black student in a class (although a single Black student may take multiple classes).

what changes could be made?

One thing I would also like to see is the ability to compare apples-to-apples success rates across numerous different metrics. For example, out of 2 Black male students I had in one class in Fall of 2015, 1 of them was a returning student with numerous other issues which prevented him from succeeding in the classroom, including the fact that he got did not have a means of getting to campus on his own. As a result, I had a 50% success rate for Black males in the class. Do we need to address equity on the basis of his ethnicity, or would it make more sense to address the fact that some students have great difficulty making it onto campus if they do not drive? Addressing issues that most if not all students face such as childcare, health care and transportation will help with the success of students in particular ethnic groups as well.

I have found that one of the best predictors of success of students of any given ethnicity (but particularly those in the minority) is having a sufficient number of students like them in the class so they do not feel so isolated. I've observed, for example, that if you have at least 5 Latino men in a classroom of 20+, they are ALL more likely to succeed. Even if they don't know each other or sit together, their classroom interaction and activity level is higher than in classes where they are a smaller percentage of the overall population. This is consistent with the idea that feeling isolated is one of the factors inhibiting success of students who are in any significant minority (meaning 1 or 2 students in a class of 20-30) in the classroom.

OLD:

1. Progress & Completion:

A. Observation: Describe trends in student success and retention disaggregated by: ethnicity, gender, age, enrollment status, day/evening. Cite quantitative data and specific tables from the data packets.

All data below is from tables from Master effectiveness 13_14 MART.pdf and Master effectiveness 13_14 A_Canada.pdf. There were no numbered tables to cite. Gender observations are based on "Retention and Success by Gender". Day/Evening Class observations are based on "Retention and Success by Day or Evening." Therefore, as it is redundant to say that observations on gender success rates came from the specific table called "Retention and Success by Gender", the reader is kindly requested to note that in each instance, the data came from the data table named "Retention and Success by ...". Overall, it should be noted that it is somewhat difficult to correlate data from PDF as opposed to XLS files, since you can't easily move the rows around to compare and you can't use the functions feature to make the comparisons.

Ethnicity does not tend to be a useful metric for us because our numbers are so low that a single student dropping out has disproportional effect upon success and retention rates. Generally $N < 20$ is statistically insignificant.

With the exception of Spring of 2014, success rates and retention rates seem to be on par with or slightly exceeding college averages. In Spring of 2014, both success and retention dipped slightly, but is still within a couple of points of the college averages.

Examination of trends in student success and retention disaggregated by ethnicity:

The fact that 'unknown' is consistently higher than African American, Filipino, and Native American (and occasionally about the same as African American, Filipino and Native American combined), means that this data is of limited statistical significance. The absence of 'mixed race' as a choice further diminishes the value of the conclusions which may be drawn from this data.

The last years for which we have data (2013/14) showed a success rate among African American students of 84%, which greatly exceeded the overall college success rate among African American students (56%) and a drastic increase from the abysmal success rates in the 2010-2011 year of 16%. While I would like to think it was the care and attention we have given to improving success rates among our African American students, the fact is that with numbers that rarely exceed 30 students, it is virtually impossible to use statistics in any kind of meaningful way here. Anecdotally, the 2010-2011 year, I happen to know we had two students (sisters) who took several mART classes and dropped out of all of them. Since it shows we had a grand total of 25 African American students that school year, those two students had disproportionate impact.

By contrast, our Hispanic students (who do have a statistically significant population, second behind only white students) tend to have slightly better retention rates overall and slightly worse success rates overall than the college as a whole.

Retention and Success by Gender:

Women tend to succeed at slightly higher than average rates, men tend to succeed at slightly lower rates, unreported tend to

succeed at markedly lower rates, but are such a small number of individuals (11 was the highest year, most were single digits) as to be statistically insignificant.

Women's retention is slightly lower than men's, but both tend to be within 5 percentage points of one another.

Retention and Success by age:

Under 18 tends to have the highest retention rate (perhaps because a Middle College student dropping or being dropped likely means that they must return to traditional high school). Their success rate is likewise slightly higher than average. Age 50-59 and 60+ has the widest variance in success rate, possibly because their relatively low numbers mean that individual variability results in higher impact.

Retention and Success by enrollment status:

Continuing Students and Currently K-12 have consistently the highest success rates, with first time students having consistently the lowest success rates (however, the relatively small number of first-time students means that the statistical significance is limited).

Retention and Success by day/evening:

Evening classes tend to have slightly higher retention rates and slightly lower success rates compared to day classes.

8-A. Access & Completion

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Response Detail

No Response Information to Display

Narrative

As the chart above clearly depicts, in order to meet college equity standards, the LEGL program must work to recruit more students from various backgrounds. The largest equity gap noted is a lack of student of Asian descent. In order to fill this gap, it is vital to reflect these students in marketing and outreach materials in order to increase enrollment of these populations. The college can support this effort by providing marketing support through the Strong Workforce Program and by providing additional resources through the marketing department.

8-A. Access & Completion

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Search Standards Description Text

Source: IPR

Cycle: Instructional Program Review 2016-17

Search Text:

Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

According to the equity data, females and Hispanic students are disproportionately affected in access. Currently, we are working with the ACES group to understand why females do not take physics courses. Data suggest that females complete calculus (a prerequisite for calculus based physics) at a comparable rate to males but that they do not then go on and take a physics class at the same rate as males. Hence the access equity gap. The causes of this are not know but we are in the process of looking into what might be done.

Female students have a higher completion rate than males. This may come down to females being better able to self-assess what it takes to pass a physics course and a lack of maturity on the part of some male students.

Hispanic students also suffer from lack of access and lack of completion. However, the small population of Hispanic students makes this a harder problem to diagnose than the male/female disparities.

We suggest that the priority should be to understand and address the male/female disparity first, and if successful, see what disparities remain for minority students.

The over all student success rate has been above 70% two of the last five years. The average success rate is 67% while the goal is 70%. We are engaged with the ACES group to study ways of improving instruction with the goal of improving the success rate and increase the number of female students in STEM courses.

8-A. Access & Completion

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Response Detail

No Response Information to Display

Narrative

Students are accepted into the Radiologic Technology Program through a "paper only" application process. The number of affiliated clinical sites (hospitals) and the number of students each clinical site can take at any given time determines the number of students accepted into the program. From the paper only application, only age can be identified from official transcripts that must be reviewed for prerequisites. Students are not identified by ethnicity during the course of the program.

1. Historically we have had a very low number of African American and Pacific Islander applying to the program. It is possible that we need to do more outreach in these populations.

2. It appears there is no difference between gender's success and retention rate over a five-year period. This is not an area that needs to be addressed

3. Success rate and retention rate have been very stable for years. The program typically accepts 20 students per year and we lose one or two students. For those that complete that program, 100% of them have passed the national examination on the first trial (last 17 years) and the job placement rate at one year after graduation has been 87.50% the last five years.

4. The Radiologic Technology curriculum is offered during the daytime only. The evening course RADT 470: Mammography is not required for the radiologic technology program and is open to all licensed technologists.

8-A. Access & Completion

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Response Types: All Responses Types

Response Detail

No Response Information to Display

Narrative

We looked at data for CWA students who were enrolled in the program during the 2015-2016 academic year. Students were identified using a list of G numbers. Data described below is for all CWA students—thus we include results from courses taken outside the CWA curriculum and exclude results from non-CWA students who enrolled in CWA courses. CWA retention and success rates exceed the college's overall rates. For 2015-2016, the success rate for CWA students was 76%, compared to 71% college-wide. For 2015-2016, the retention rate for CWA students was 87%, compared to 84% college-wide. When we disaggregated enrollment and success data by gender and ethnicity, we identified equity gaps within our program. Groups highlighted below have an equity gap of 3 percentage points or more. Equity gap is not calculated for groups with fewer than 10 students.

Access:

The CWA has historically enrolled more female students than male students. In 2015-2016, approximately 78% of our students were female. As shown in the associated equity workbook (data from the Data Dashboard), male students experienced a -16% gap in access to the CWA program compared to Cañada College. For Hispanic male students, the equity gap in access rates was -5%.

Should the CWA program do more to recruit male students? As our program has grown, we have slightly increased the proportion of male students enrolling in the CWA. However, there is more that we can do to improve access for male students. Possible strategies to increase enrollment among men include highlighting the stories of current male students and graduates in our marketing materials and inviting male faculty and staff to participate in outreach activities (Information sessions). The good news is that male students within our program do not experience a disproportionate impact when it comes to course completion.

Success:

For the 2015-2016 academic year, CWA students from disproportionately impacted groups at the college level tended to perform well in our program. As shown in the associated equity workbook (data from the Data Dashboard), we report an equity gap in course success rates for multi-racial female students of approximately -4% and for white, non-Hispanic female students of approximately -3.5%.

It's not clear whether these relatively small equity gaps in success are meaningful. We will have to wait to see if they persist across more than one academic year. It is significant to note that no single gender or ethnic group is disproportionately impacted in course success rates. However, we will continue to monitor the performance of the two intersectional groups identified above.

8-A. Access & Completion

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Response Detail

No Response Information to Display

Narrative

The ELITE Program will operate under the most up-to-date accessibility and ease-of-access standards, in order to provide faculty in all disciplines opportunities to close equity gaps in their courses and their programs. Our main focus will be closing the equity gap in student support services between face-to-face courses and online courses. Online students do not have access to the same student support services as face-to-face students do, such as tutoring, counseling and proctoring. The Online Education Initiative is funding resources to meet these needs at discounted rates, so the college has the opportunity to close these equity gaps by funding these resources for Cañada College in the Summer or Fall of 2017. Closing this equity gap will also bring us closer to achieving the goal of enhancing and expanding distance education at Cañada College. And ELITE will be an integral part to meeting and exceeding this goal.

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Cycle: Instructional Program Review 2016-17

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Response Types: All Responses Types