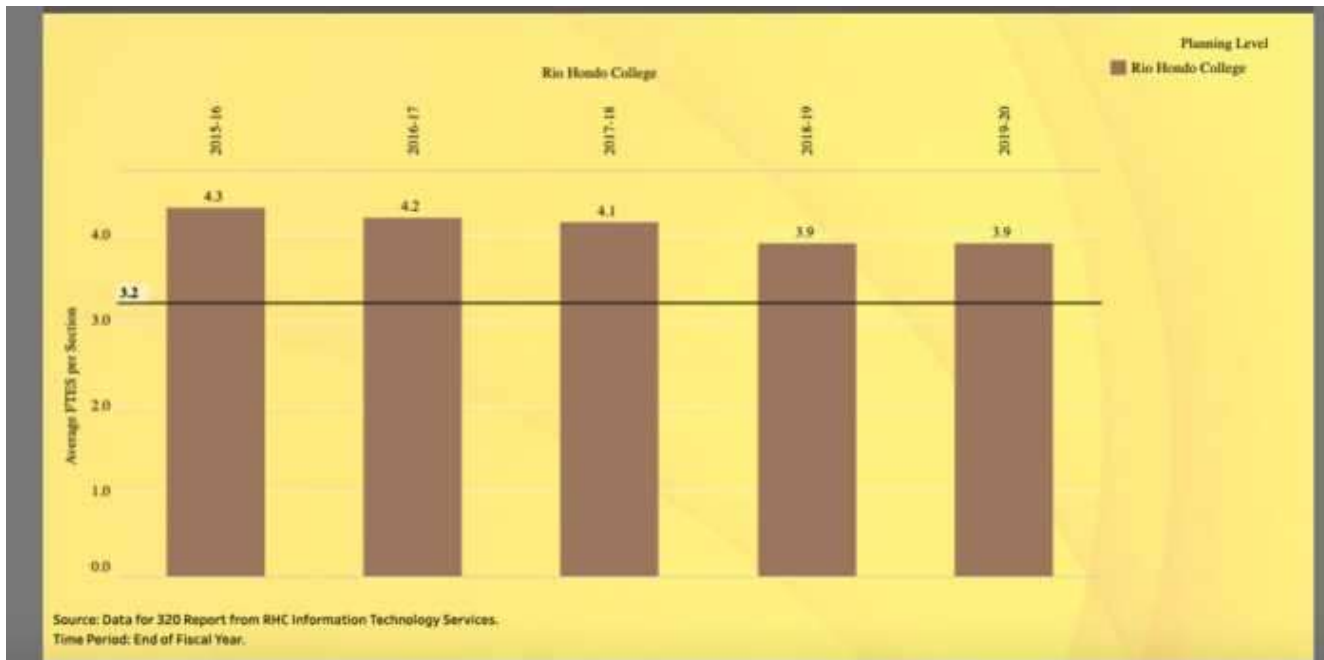


5. Data Analysis

5.1 DATA ANALYSIS

Program Efficiency

Throughout the past five academic years (15-16 through 19-20), the college has averaged 3.2 FTES per section. When determining where the History program ranks among these numbers, it consistently ranks above the college's average with an average of 4.08 FTES per section over the same period. A sizable proportion of RHC students has contact with history courses. As a result, the program has expanded its course and section offerings. With the recent uptick in student enrollment (due to the current economic crisis), it will be imperative to offer more sections of our most popular courses in the near future and beyond.



By all standards, the History program has grown tremendously and continues to respond appropriately to the evolving needs of RHC students. Our program is one of the largest generators of FTES at the college. All statistical measures point to consistent program success and improvement each year, and our program is growing with new course offerings and other initiatives. It is necessary that our resource requests - particularly, the hiring of a history faculty member with a background in World History, classroom space with updated technology, professional development opportunities- are thoughtfully considered, approved, and funded.

Student Success

Throughout the last five academic years (2016-17 through 2019-20) the student success rate in our program's core courses (HIST 101, 102, 143 and 144) has consistently increased. Success rates for these courses ranged between 57.7% and 71.1%. As these courses satisfy requirements for numerous programs on our campus, we often face the challenge of introducing unfamiliar course material to a very diverse set of students. For example, success rates in our world history sections are lower than those in our U.S. survey courses. For this reason, we want to explore the possibilities of pairing history courses with other courses to create a cross-discipline framework to support student success. Linking a world history course to a world literature course or an art history course is a strategy that will build both community and create a supportive learning environment. We also value embedding Gateway tutors into our courses and utilizing Rio Hondo's library services, such as specific course research guides and library classroom visits (before Covid) to facilitate better instruction and improve student outcomes. In addition, we believe students would benefit from smaller class sizes. Our core courses cap at 45 students which makes building community and differentiating learning more difficult. We know that students excel when presented with activities such as small group work and document-based assignments requiring them to participate in more evidence-based thinking and less remote memorization. In our honors courses, which cap at 25 students, these strategies are more common and student success is more often above the college institutions set standard of 72%.

Like our honors courses, student success in courses with subject matter specialties, such as HIST 170 Women in American History, HIST

156 and 157 exploring the Black American Experience have higher success rates than our core courses. Success rates for these courses over five academic years ranged from 57% to 77.1%. Students in these courses often self-select, are more likely to be history majors and therefore show a higher level of interest in successfully completing them. The course content is often more relevant to their lived experiences and provides opportunities for students to explore issues that resonate with them. Our program plans to expand these specialty course offerings by actively creating courses for the EGSS (Ethnic Gender and Sexuality Studies) program that is currently being drafted. In addition, our program would benefit by adding a full-time history instructor with a specialty in Asian, Middle East and/or World history. This person's expertise would expand our course offerings and bring in more innovative content knowledge into our world history courses.

The program continues to offer online and 8-week hybrid courses to meet the needs of our students and to maximize our minimal classroom space more effectively. Presently we offer HIST 143 and HIST 144 as hybrid courses and have found anecdotally that this format meets student scheduling needs as they balance their work, family and academic lives. In addition, student success rates in these courses have consistently improved over the last five years from 42.3% to 73.4%. We are currently increasing our course offerings of 8-week classes by adding HIST 170 Women in American History and HIST 158 American Indians and Black Americans to our Fall 2020 schedule. We believe students in these courses, as all our courses, would benefit by increasing our use of Open Access Resources and providing students with a on-campus computer lab, mobile chrome books and/or ipads and hot spots specifically for history courses.

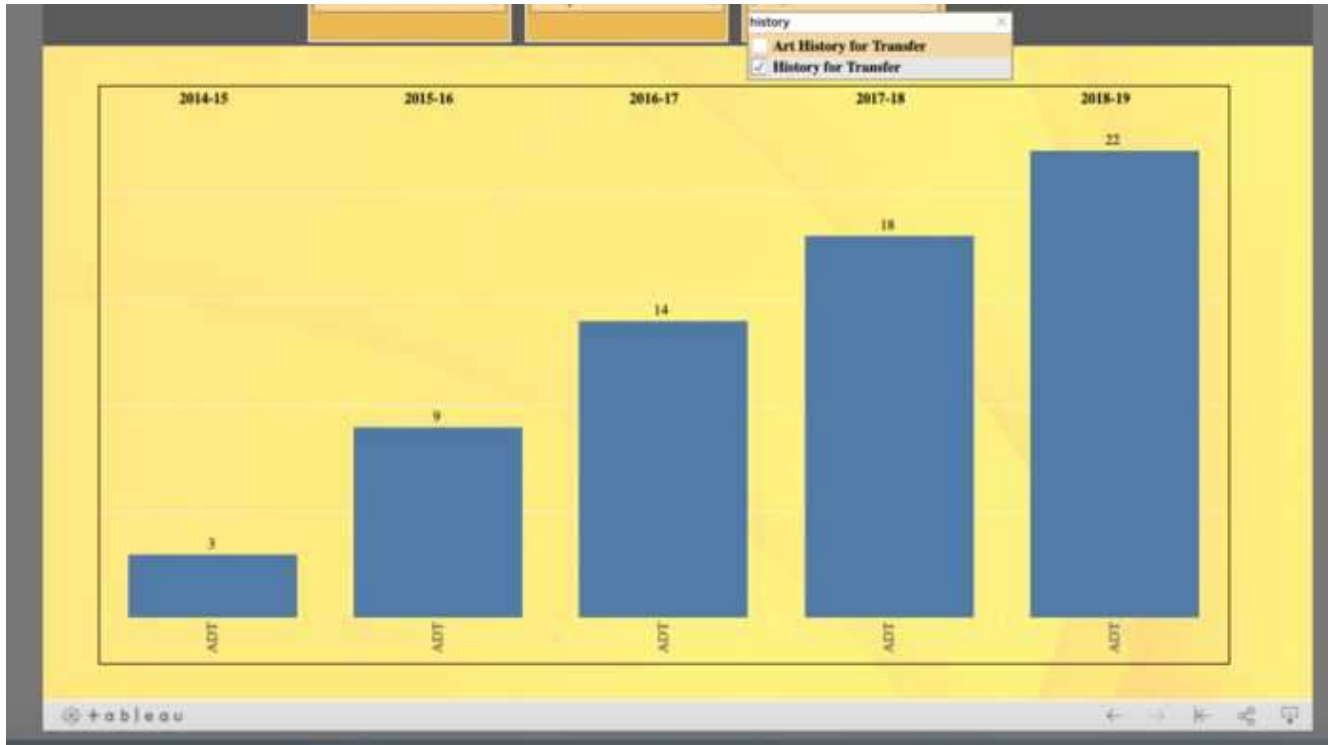
Program Completion

Hispanic males earn more History ADTs than any other racial/ ethnic and gender group. In the 2018- 2019 academic year, they earned 15 of the 22 degrees awarded. When comparing History ADT degree attainment to other Behavioral and Social Science Division programs, Hispanic males earning History degrees account for a disproportionate share of the entire division's degrees. Additionally, at the college level, other than the General Studies, Counseling, and Public Safety, the History Department outperforms other college programs in its service of Hispanic males (a group that the college has identified as a "disproportionately impacted" due to the equity gap in degree attainment).

Unit	Progr.	Award	Degree	Ethnicity	Gender	Grand Tot.	2014-15	2015-16	2016-17	2017-18	2018-19
Arts & Cultural Programs	Animation	Animation	AA/AS	Hispanic	Male	25	4	2	7	6	6
	Art Histo.	Art Histo.	ADT	Hispanic	Male	12		1	4	4	3
	Arts	Art	AA/AS	Hispanic	Male	11	1	3	1	5	1
		Comm.	AA/AS	Hispanic	Male	9	1	4	2		2
		Studio Ar.	ADT	Hispanic	Male	17	1	1	4	7	4
	Graphic Design	Graphic D.	COA 12-1.	Hispanic	Male	5					5
		Graphic .	AA/AS	Hispanic	Male	3					3
		Graphic .	COA 12-1.	Hispanic	Male	1					1
		Graphic .	COA 12-1.	Hispanic	Male	1					1
		Grpic D.	COA 12-1.	Hispanic	Male	7					7
	Music	Music	AA/AS	Hispanic	Male	6	2	1	1		2
		Photogra.	Photogra.	AA/AS	Hispanic	Male	5	4			
	Theatre	Theatre .	AA/AS	Hispanic	Male	3	1		2		
Theatre .		ADT	Hispanic	Male	4			2	1	1	
Anthropo.		Anthropo.	ADT	Hispanic	Male	7		1	3	1	2
Behavioral & Social Sciences	Child Deve	Child De.	Local Cert.	Hispanic	Male	7		1	4	2	
	lopment & Education	Child Deve	AA/AS	Hispanic	Male	16	2	3	4	6	1
		Segment	COA 16+	Hispanic	Male	19		3	3	12	1
			COA 12-1.	Hispanic	Male	36				15	1
		ECE for T.	ADT	Hispanic	Male	14	1	2	4	4	3
		Elementa.	COA 12-1.	Hispanic	Male	3					3
	Economics	Economics	ADT	Hispanic	Male	4			1	2	1
	History	History f.	ADT	Hispanic	Male	39	2	4	7	11	15
	Human Dev	Dev	AA/AS	Hispanic	Male	8	2		3	2	1
	Services ..	Studies	COA 16+	Hispanic	Male	13	2	1	4	4	2
Philosoph.	Philosophy	AA/AS	Hispanic	Male	5	3		2			
	Philosoph.	ADT	Hispanic	Male	6			1	2	3	
Multicultural	Multicultural	ADT	Hispanic	Male	11			1	1	1	

Additionally, the college has identified Black students as a disproportionately impacted group. However, at the program level, there has never been a Black student to earn a History ADT. The Black student body at RHC is relatively small. Nonetheless, there is a sizable portion of Black students (173 Black Students over a five academic year period) who take history courses and should/will be encouraged to examine the prospects of a career in history. With the emerging *Black Scholars* program, recent college anti-racism initiatives, rechartering of the *Black Student Association*, development of *Social Justice Studies: African American Studies* ADT (developed by History Faculty), and with the new HIST 156 and 157 courses, we hope Black students will respond positively to the new culturally responsive and relevant curricula and programs initiated by History faculty - with the aspirational goal to see a notable increase in Black students' success rates and degree attainment, at the program level, and college, at large.

While we do not have data for 2019- 2020 degree attainment, we will reiterate our stance (examined in our last year's program plan) that we are delighted with the program's growth in the span of a relatively short period. The History ADT was first offered in the 2014- 2015 AY, with a cohort of three graduates. Since then, the numbers have significantly climbed each year, with an impressive 22 graduates for 2018-19 AY. We hope to continue to see this growth over the coming years and believe our efforts to expand and improve the program with aid in this endeavor.

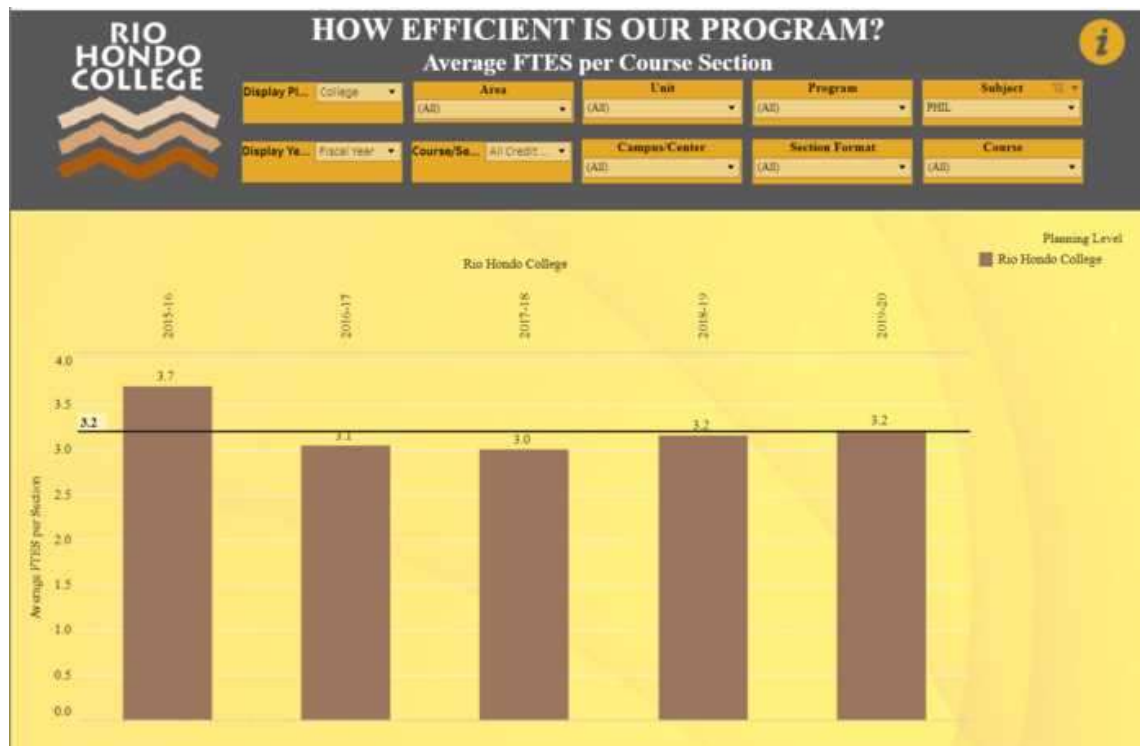


5. Data Analysis

5.1 DATA ANALYSIS

1. How efficient is the program? Address and explain trends such as FTES, fill rates, sections offered and efficiency (FTES/FTEF)

The Philosophy Department consistently offers approximately 20 sections a semester in the Fall and Spring, 1-2 sections during the Winter Interession, and another 6-8 in the Summer. 14 of these Fall and Spring courses are taught by Drs. Preston and Dixon, the full-time faculty. The remaining courses are taught by adjuncts usually Professors Huffaker, Deering and Tircuit.



Our program in terms of Average FTES is consistent with the campus at 3.2. This rise over the last few years is even more impressive due to our self-imposed lower-class sizes in PHIL 101, PHIL 110, and PHIL 112. As previous discussed with Dean Durdella about our program regarding the Master Plan data, 2015-2016 is an aberrant year for philosophy as our class sizes were higher, so any trend downwards is not indicative of the success of the program.



Our courses have maintained similar fill rates since 2016-2017. The slight trend downwards in 2019-2020 was likely due to COVID-19 and surrounding issues.



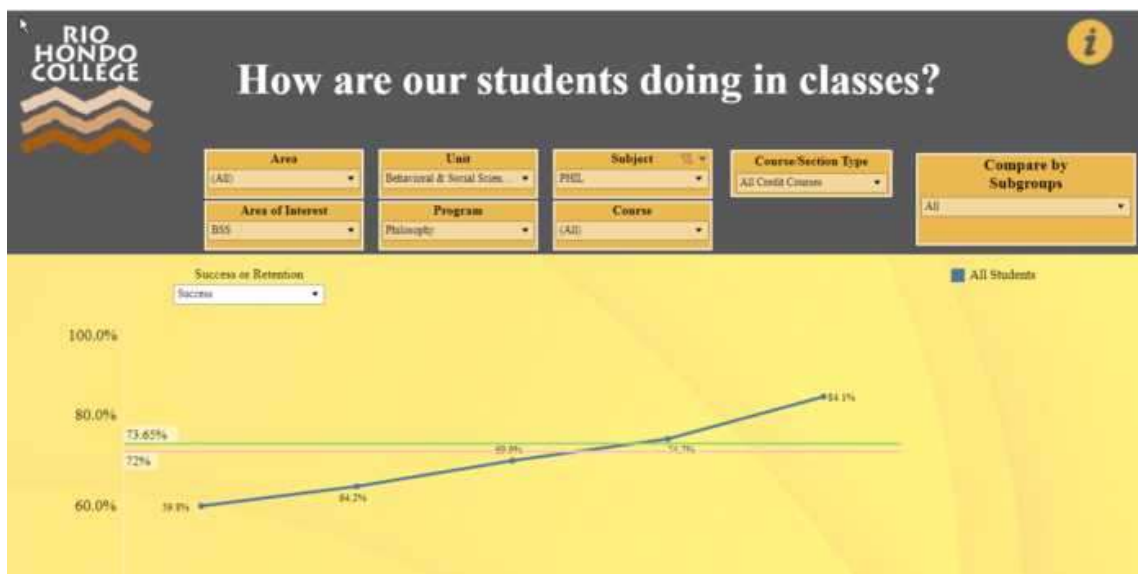
PHIL 101 is the most offered course in our department. The average enrollment is stable, which is to be expected given the popularity of the course. Even with lower class sizes and a few more sections over time, our enrollment in this course has maintained its level.

Other courses offered by the Philosophy Department show similar trends of maintaining enrollment level. However, specialty courses such as PHIL 115, 124, 126, and 135 in particular vary greatly based on demand by majors and those seeking transfer. These courses typically harm our overall fill rate but are necessary for the AA-T degree. We wonder about the enrolment data for PHIL 128 because the course is typically cross listed and that may or may not impact FTES, etc...



In terms of sections offered and efficiency, the Philosophy Department is at its *highest FTES since the change in our class sizes*, and our FTEF is also *equivalent to its previous highest-level* demonstrating growth in the department. Please understand that we are a small department, so our numbers reflect small changes but growth.

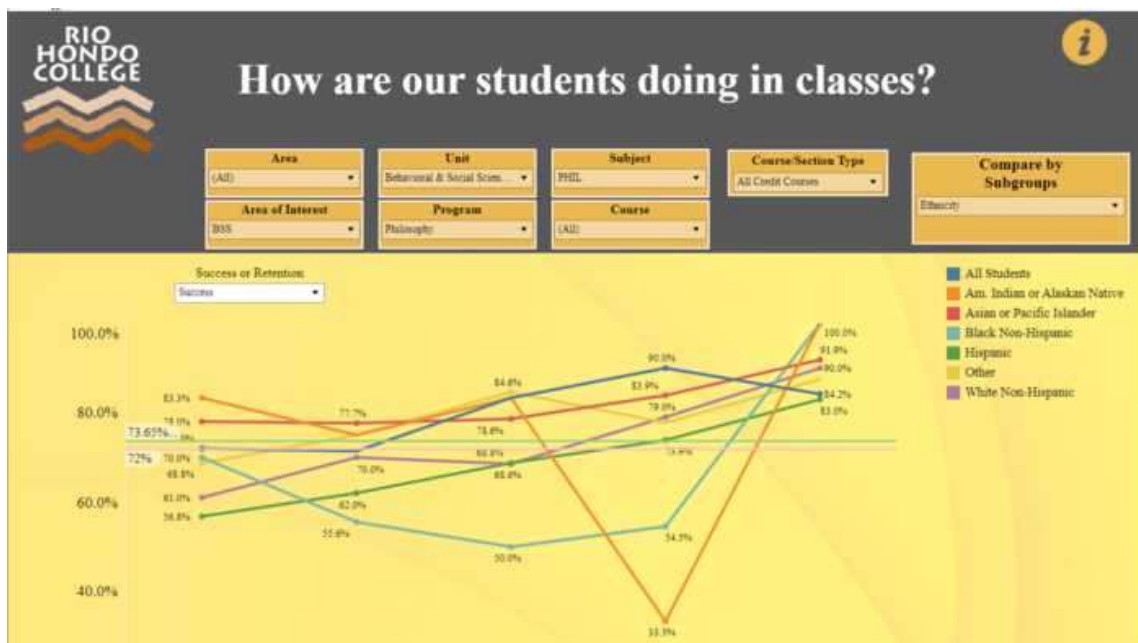
2. How are students doing in our courses? Address and explain trends such as section success rates, course success, and differences in success by instructional modality.



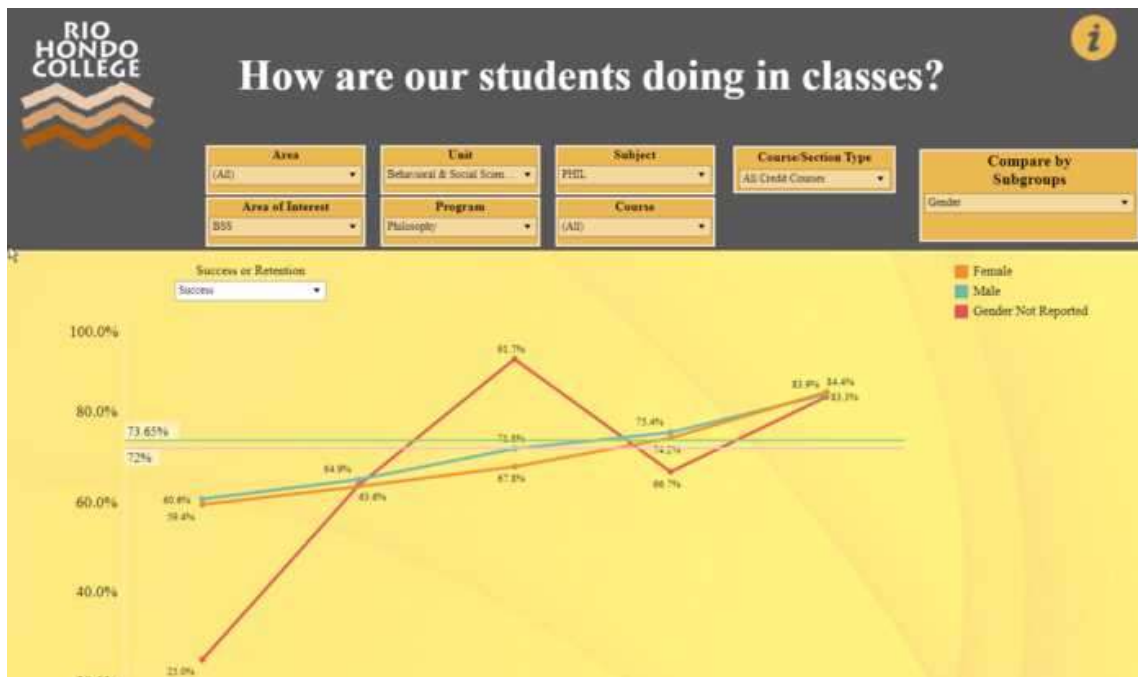
Since the changes in class size (2016-2017), the Philosophy Department has actively pursued higher retention rates and success rates. As the chart indicates, we are well above the Rio Hondo ideal average of 73.65%, moving from 59.8% to 84.1% over the last few years.



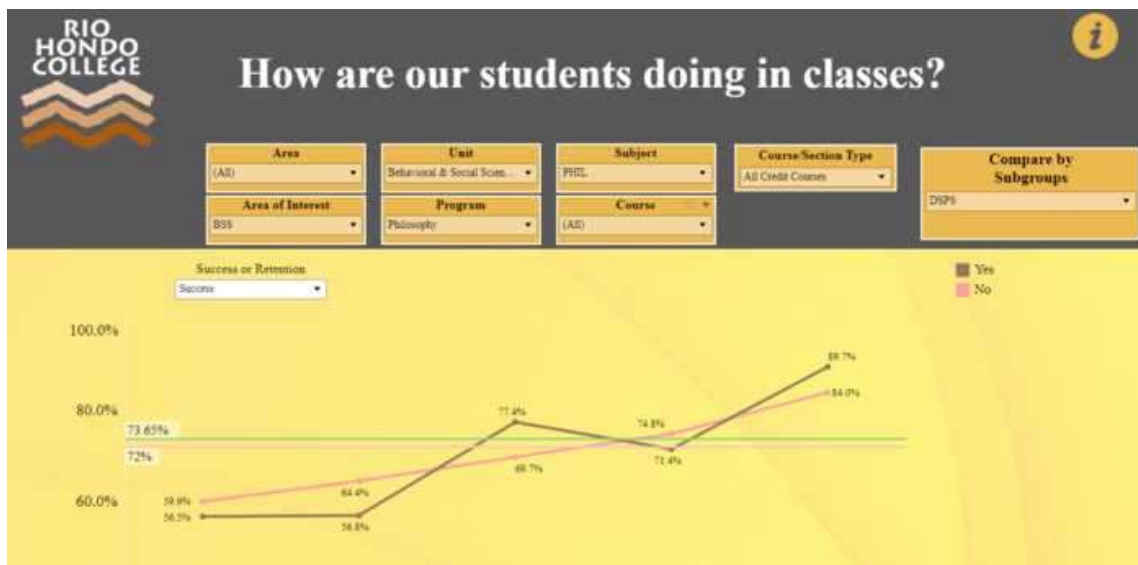
It is worth mentioning a few specifics. PHIL 101's success rates improved from 56.2% to 82%, almost 26%. This is especially important because it is our most offered course in terms of frequency and number. The success rates in our specialty courses show variation, which is likely due to different instructors, but there has been overall improvement in success rates in these courses from 2015. PHIL 110 has interesting data as it varies but it was the same instructor. The instructor of record actively changed the course and pedagogical approach in 2019, showing positive results.



The disaggregated data for our success rates indicates ALL ethnic groups are well above the Rio Hondo average. Most notably given our student population in the improvement from 56.8% to 83% for the Hispanic population, of almost 30%! On every ethnic metric our student success rates improved.

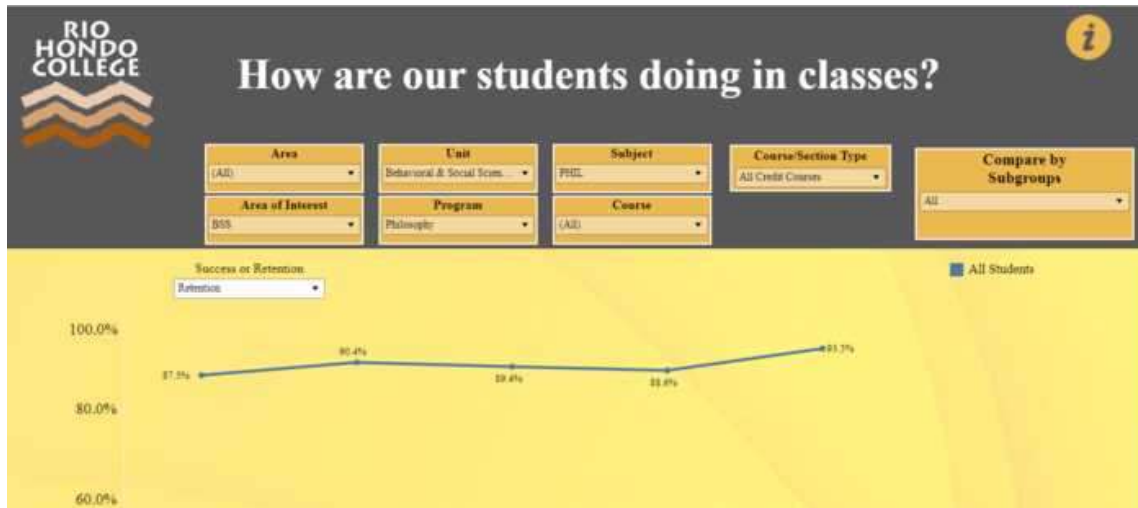


The disaggregated data for our success rates based on gender showed consistent improvement across both females and males of over 20% growth. On average all students are 10% higher than the Rio Hondo ideal average. Non reporting students also improved.



The disaggregated data for our success rates for DSPS students has improved over 30% from 56.5% to 89.7%. This trend is greater than non-DSPS students, showing prioritization, care, and concern to students with accommodations.

Summary of success rates: The Philosophy Department has improved our success rates across the board in dramatic fashion for all students including those traditionally underrepresented and with special needs. We attribute this to lower class sizes, personal care and concern of all members of our department and a departmental emphasis on student success, not student failures.

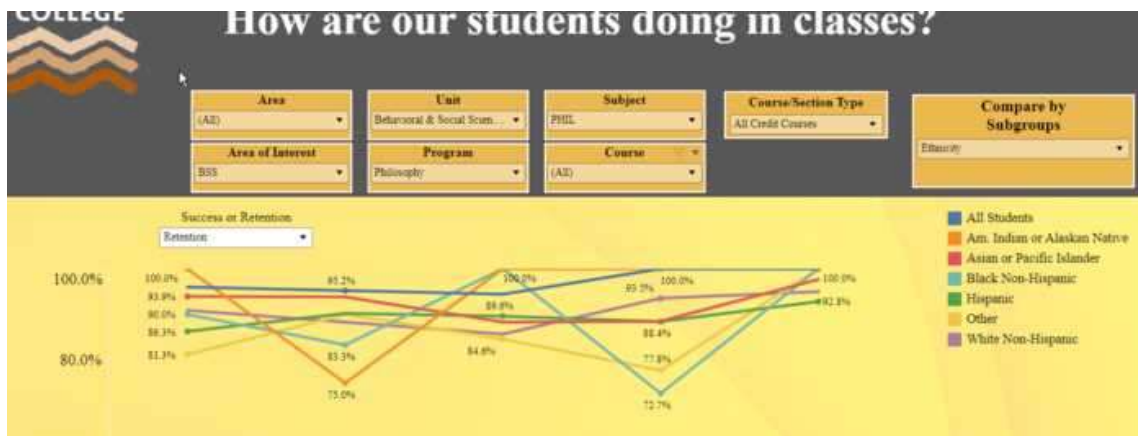


The Philosophy Department has shown steady improvement in increasing our retention rates. As the chart demonstrates, we have improved 6% over the last few years. What is notable about this is the already high retention rate of 87.5% increasing to 93.5%. This is above the 91.5 % average of Rio Hondo.

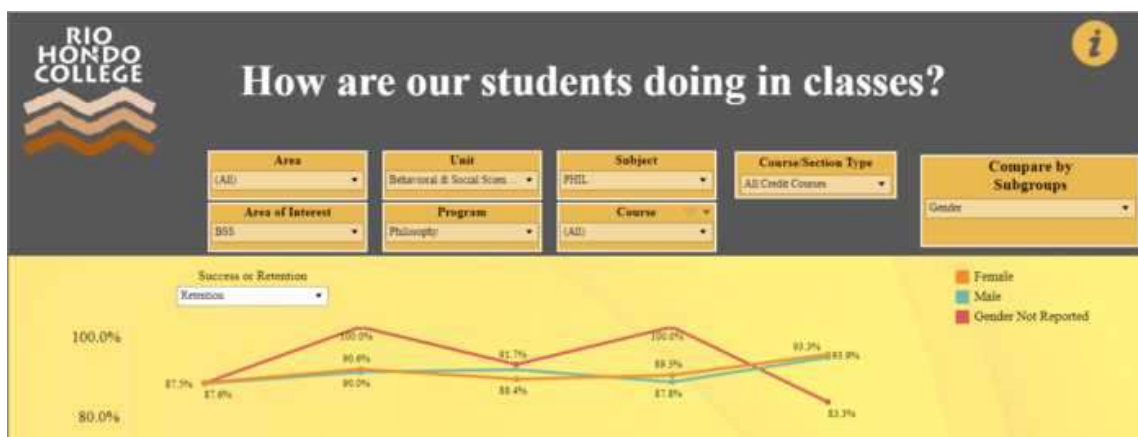


It is worth mentioning a few particulars. Our most offered course, PHIL 101, has improved over 6%. As well, three specialty courses PHIL 120, PHIL 124 and PHIL 135 brought down the average. This is to be expected as they are difficult courses, and are for majors and transfer. Better advising would probably keep students out of these courses but the danger is low enrollment—the course not running. So there are competing interests in running these courses.

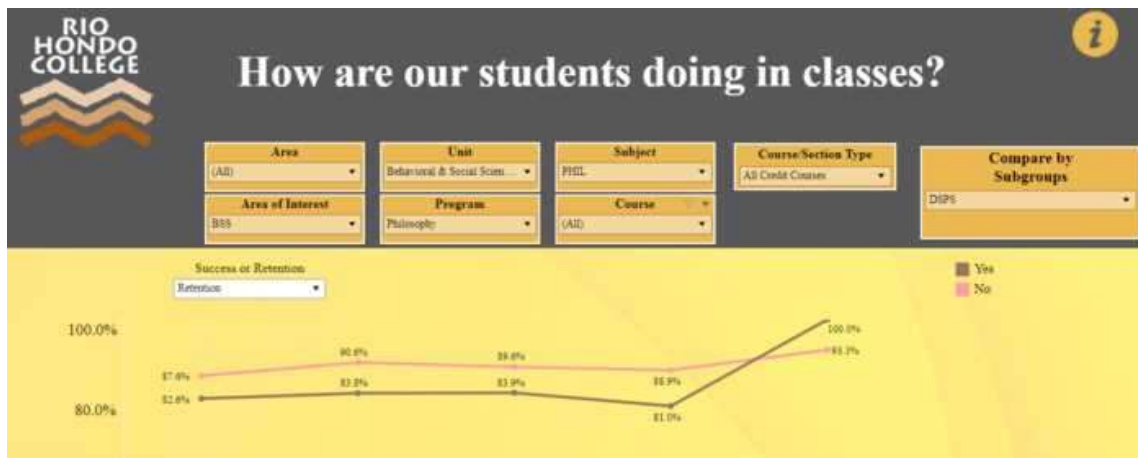
Unlike larger programs, philosophy worries about enrollment for particular courses. We have had courses like PHIL 115 and PHIL 135 cancelled. It should be noted that departments were “made’ to instantiate transfer degrees by the administration but getting students through those degrees by offering the courses needed was an afterthought. Students routinely worry about what courses are being offered by smaller departments and if they will be able to graduate on time.



Across all metrics, the disaggregated data demonstrates students' retention increased for ALL ethnic groups—and all groups are above the Rio Hondo average of 91.5%. We believe these numbers demonstrate an overt sensitivity to students no matter where they come from in life and background.



In terms of gender, the disaggregated data shows that those who reported were almost 2% above the Rio Hondo average of 91.5%. Both reported genders improved by approximately 6% of the last few years. Those who did not report their gender totaled less than 15 students in last reporting year showing a downward trend. However, the prior year only had 3 students reporting as such showing the volatility of the category and being unreflective of the program.



With respect to students with accommodations, the program's data shows a 100% retention rate, which is almost 6% above program average. We attribute this to our emphasis on student success, a personalized approach, and making all students comfortable in our courses.

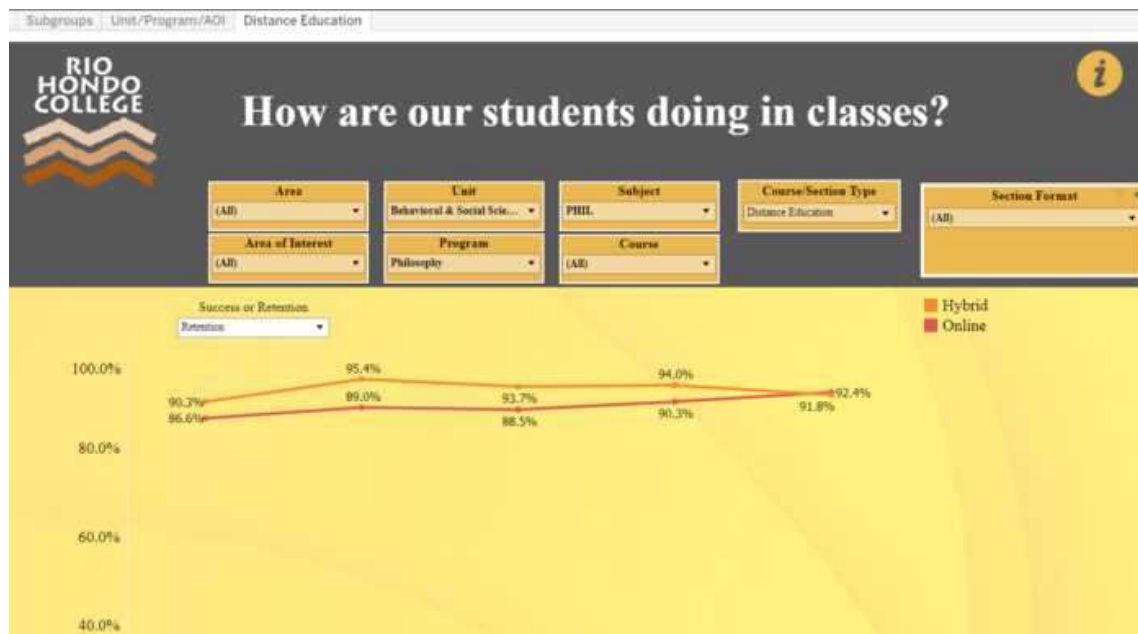
Summary of retention rates: The Philosophy Department has improved across the board in our retention rates for all students including those traditionally underrepresented and with special needs. We attribute this to lower class sizes, personal care and concern of all members of our department and a departmental emphasis on student retention.

3. What are the success and retention rates for DE courses in Philosophy? What can learn from this?



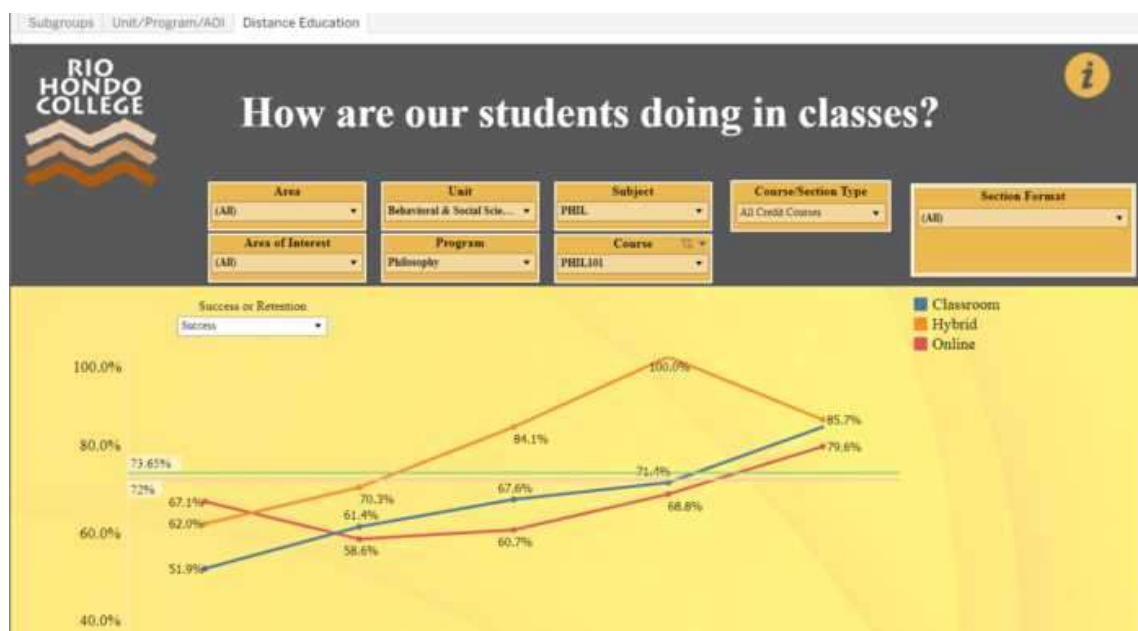
The Philosophy Department's success rate is well above the Rio Hondo ideal average of 73.65%, at 81.9% for Online courses and 87.8% for Hybrid courses. Since 2016, the success rate of our online course average has increased 20% and our hybrid courses average has increased 20% as well. This is likely due to reflective pedagogy

and constant revision of online/hybrid courses to meet student needs and interests.



The Philosophy Department's retention rates of 92.4% for Hybrid courses and 91.8% for Online courses is well above the Rio Hondo average of 89.6% for Hybrid courses and 87.3% for Online courses. The retention rate for online courses has improved by 5%. The hybrid courses have an overall improvement of 2%, however, in previous years the average was higher. This higher average is likely due to fewer hybrid courses being taught.

Since PHIL 101 is the most often taught online course, further attention is warranted.

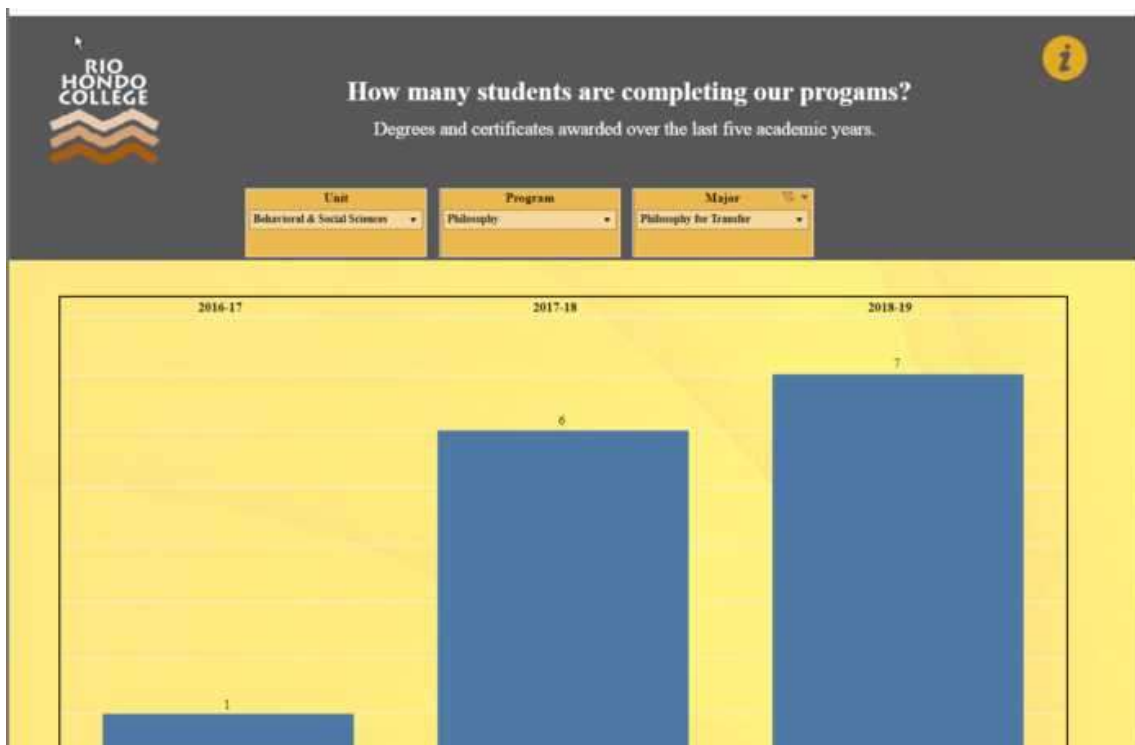


PHIL 101 on ground and hybrid share similar success rates. Online rates, however, are still lower. In 2017 success rates were 58.6% and have since risen to 79.6%, a gain of over 20%. Corrective action should be taken to raise

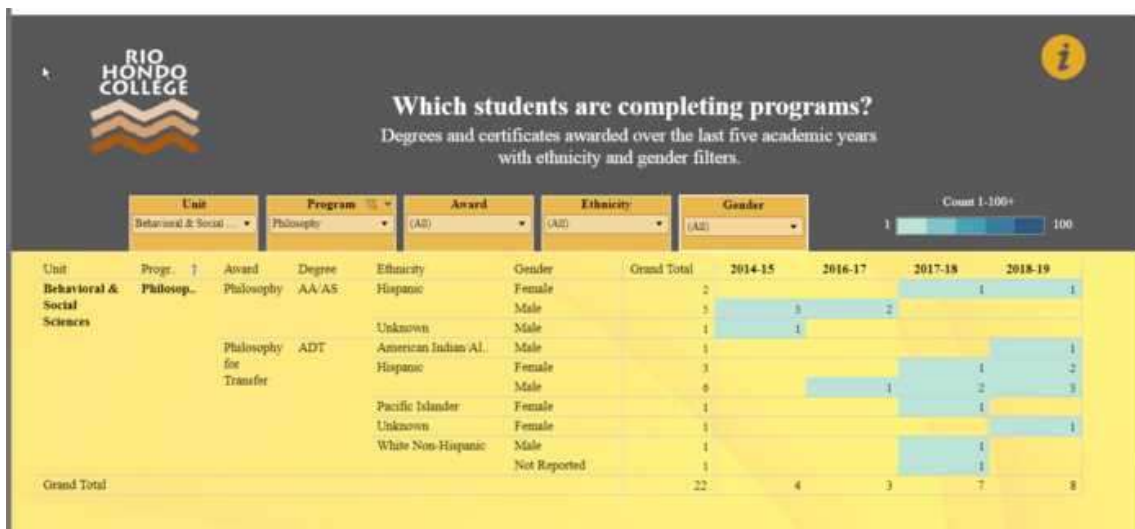
these numbers to be competitive with on ground courses.

Summary of DE: With the Philosophy Department above the Rio Hondo average and with significant improvement of success rates in courses like PHIL 101, the online/hybrid option for students demonstrates quality in multiple modalities.

4. How many students are completing our program? Address and explain trends in degrees and certificates being awarded.



The Philosophy Department has an upward trend in degrees awarded. As many students involved in the Pathway to Law program see philosophy as an option to a political science degree, the trend may continue upwards. With a 100% transfer rate to UCs at this point, philosophy is a viable option for pre-law students.



The disaggregated data shows both the AA and AA-T degrees. The AA is no longer being offered but some students are still under that degree. Since 2016, the AA-T has been the primary degree for our department. The numbers have consistently risen. While our numbers are small, they show us reaching a population, male Hispanics, who are underperforming at Rio Hondo. We are also reaching female Hispanics, who are traditionally underrepresented in philosophy to a large degree. While this is partially an outcome from the demographics of the institution, we take pride in breaking down barriers one at a time. Our outstanding graduates for the last three years have been female Hispanics.

Summary of degrees and graduation: The Philosophy Department being a small program will only produce so many majors and degrees. For us, we aim for quality and preparing students for future growth at a 4-year or even in everyday life. Not all metrics are measurable, especially with the way philosophy impacts daily life. Some unsolicited comments (or qualitative data) from students in the last year:

I just wanted to say thank you for being my favorite professor the past year. I am not a philosophy major and honestly I don't really care for it (no offense) but I genuinely enjoyed your classes- and not just the fun one where we talked about OKC and Bigfoot. I also really appreciate what you've taught me about thinking critically and what happens in the world that doesn't get talked about. I appreciate how you have always been more than willing to help your students learn and understand the material in any way you can. I'm sad that I am transferring and you won't be my professor anymore but grateful I got to learn under you for the classes I did. I hope you have a great summer and that you and your family stay safe. Thank you.

I just wanted to take a moment to thank you for everything from this semester and the fall semester. I really appreciate you and all of your valuable knowledge that you have passed down to me. I will honestly take these teachings with me for a lifetime and can honestly say you have made an impact in my education.

Your Philosophy class really opened my eyes, I always thought of myself as a fair minded person but this really opened my eyes morally as to look outside myself and consider things as whole. I truly enjoyed engaging in conversation with the peers in my class, gaining their outlook and perspective on things which sometimes changed mine. I think one of my largest takeaways between your class and my ethics class was "if I do not try to see it from someone else's point of view how do I know theirs is not one worth having."

I really enjoyed the structure of the course! You gave various perspectives and did not stick to the traditional "white-washed" narrative that many students complain about in the education system. I learned so much more relevant things about our own United States history than I ever did in my APUSH class (college boards curriculum should take some notes from your book, seriously). You did a phenomenal job of giving a variety of perspectives and made it very clear to understand. Doing your classwork kept me entertained and intrigued throughout this Pandemic (wow I really miss school) and keep doing what you're doing! You make it more about learning the material for one's self than just slaving to get a good great (this teaching style makes enrichment way more enjoyable). Anyways, I can't wait to see what is yet to come in your Political Philosophy next semester, but I'm excited.

I was having a very traumatic struggle throughout the summer since the covid-19 impact, and I had a lackluster performance due to the heavy load and high stress imposed by my circumstances. However I would like to thank you for being passionate and engaging in the class, because I feel it made it easier to look forward to the your lectures within the week. I also feel this course helped me better understand myself as a person in general and would like to personally thank you for the growth!

I enjoy philosophy and how you teach it. You are the best online teacher I have encountered and I thank you for that. Everything I have learned in this class and in your ethics class has greatly impacted me and the person I am today. It has allowed me to communicate better with my family, friends and peers. Also it has helped me be a better leader in my new management position at work. You have made a huge difference in my life, and I want you to know that. So thank you again for being such a great professor.

5. Data Analysis

5.1 DATA ANALYSIS

Data Analysis

Program Efficiency

The average of FTES for the last five years for the Dance Program was 3.14% and RHC's average was 3.2%. Although very close to the College's average, the section of course offerings grew from 17%, in 2015-2016, to 27% in 2019-2020. This included the addition of online courses and multiple sections of online course. One area of growth was the addition of summer online dance courses. We went from not offering any summer lecture courses to offering three sections of summer lecture courses.

The FTES are higher for the Dance Program (3.2 FTES average) than for other similar programs like Theater (2.7 FTES average), Arts (2.8 FTES average), Speech (2.88 FTES average), Graphic Design (2.74 FTES average), and Animation (2.84 FTES average).

Program Success

Students are doing well in dance courses which include activity, lecture, laboratory, traditional, online, and hybrid courses. This is evident in the high success and retention rates in all areas of dance:

Dance Technique Courses:

- 83% Success Rates for Dance Technique
- 88.3% Retention Rates for Dance Technique

Dance Performance Courses:

- 93.4% Success Rates for Dance Performance Coursesand choreography 89.7%
- 97.2% Retention Rates for Dance Performance Courses . . . and 93.4%

Lecture Courses:

- Online Success rate Total: 82.4%
 - 84.2% Online Success rate (DANC 179)
 - 80.5% Online Success rate (DANC 199)
- Online Retention Success 93.5%
- In-person success rate (DANC 199) for two academic years was below the institutional standard 75.9%.
- In AY2015-2016 there were 85 students served in online classes. However, that number grew almost five times to 416 students in the AY 2019-2020. It should be noted that these numbers do not reflect the additional approximately 120 students in Summer 2020 online courses.

Hybrid courses:

- 85.9% Success rate
- 89.5% Retention rates

Enrollment

Trends include the demand for online courses. As all lecture courses are now solely offered online, there are no current differences in success by instructional modality.

- Average section enrollment for the years 2015 through 2020 is 24.7% (approximately 25 students per class)
- Dance average is 27 students per class
- Dance 199: 40.6 students
- Dance 199: 41.5 students
- Average for online lecture: 41.5
 - This is nearly double the size of other sections on campus.

Fill rate

- Fill rate for all dance courses: 64.0%
- DANC 199 range from 100%- 81%
- DANC 179 range from 106.7%- 80%
 - The 106.7% is a reflection of over filling. As a result, additional sections were added to spring, winter, and fall terms.

Ethnicity and Gender

It is difficult to pin-point consistent equity issues as the data fluctuates across ethnic categories. There are no clear patterns of success or failure as the rates seems to rise and fall independently. One noticeable outlier was the drastic drop and then rise for Black non-Hispanic students. It went from 100% success rate in 2017, with 7 students, and 100% success rate in 2018 with 6 students to drop to 25% success rate in 2019, with 4 students. And then as mysteriously it jumped back to 100% success rates with 11 students. There is no concrete answer as to why there was this dramatic shift.

Success based on gender also seems to mirror the general success and retention rates. The outlier here is the drop from 90% success rate in 2018 with ten students to 50% success rate in 2019 with four students. The rate then abruptly climbs to 100% in 2020 (three students) having not reached those numbers since 2016 (three students).

DSPS, EOP & S, and Veterans

DSPS students during this time period have mostly done better than their counterparts except in 2018. The other years they did significantly better or similar to their peers. EOPS has continued with higher success rates than their peers. This trend is evident in this five-year cycle. Veterans have been declining in their success since 2017. By 2019 their success rate dropped to 66.7% which is the lowest of any group.

Completion of the Program

These reported numbers seem very low compared to what we believe to be accurate for the program. They also only include the AA Degree and not the COAs. The Dance Program Faculty believe the following:

- There have been issues with students completing multiple degrees and not being "counted" for dance.
- There have been too many hurdles for students to request or apply for their degrees.
- Additional completion support for students is needed.
- New processes and support as part of Guided Pathways will easily increase the numbers, reported and otherwise.