

- i. The success rates of students taking courses within the division continues to remain fairly equitable as can be seen in the tables below. In fact, most of our students perform better in an online delivery mode than traditional in activity-based courses (93.1% vs. 78.6%) and only slightly lower in lecture based courses (62.3% vs. 69.6%).

	Activity OL	Activity Trad	Lecture OL	Lecture Trad.
# Sections	2	15	5	3
# Enroll	72	341	204	125
% Success	93.1%	78.6%	62.3%	69.6%
% Retention	98.6%	88.6%	85.3%	84.8%

Additionally, disaggregating by gender, we can see a similar pattern where both females and males perform better in online delivery modes than in traditional activity courses and slightly lower in lecture-based courses with females outperforming their male counterparts in all areas other than online lecture courses.

Gender	Activity OL	Activity Trad.	Lecture OL	Lecture Trad.
Male	86.2%	74.7%	64.5%	67.0%
Female	97.6%	81.6%	60.9%	75.0%

Upon further disaggregation by ethnicity, we see the pattern continue with greater success rates in online activity based courses, and lower performance in online lecture courses, other than by Filipino students. What we found alarming in assessing the data was the low performance of our African American students in online lecture based courses compared to the traditional mode. (33.3% vs. 66.7%). For all other groups, the success rates in online compared to traditional courses is relatively comparable. While there is no concrete information to provide an explanation for this phenomenon, the faculty will be utilizing this data to conduct further analysis on why this trend is occurring. The overall success rates for the entire division for AY 17/18 is 86.3%, a number the faculty are extremely proud of with only the Asian population actually exceeding the mean in all categories other than online lecture courses. With online activity based courses, success rates amongst populations is quite equitable. Interestingly, there were no African American or Pacific Islander students enrolling in our online activity courses. There is no clear delineation in the other courses (traditional activity, online lecture, traditional lecture) across demographic groups as some fall below the mean, and some above, again with no clear distinct pattern. In our cornerstone course, Kinesiology 101, the average success rate for the traditional mode (3 sections) was 69.6% with all groups other than Filipino students exceeding the mean. In our DE course (5 sections) all students fell above the average success rate of 62.3% other than Filipino and Pacific Islander students (47.1% and 42.9% respectively). Again, there is no clear and consistent pattern evident through analysis of the data as some groups perform above the average, and some fall below with no consistency. Because the course offerings in our division are extremely diverse (online activity, online lecture, traditional activity, traditional lecture) with a wide variety of activity based courses (resistance training, cardiovascular training, skill based, technique based, etc.) as well as our lecture courses, the division will need to drill down further into the outcome metrics of these particular areas. Working with PRIE to disaggregate further might provide us

more information by which to identify potential areas for growth and improvement in our delivery of instruction.

Ethnicity	Activity OL	Activity Trad.	Lecture OL	Lecture Trad.
Asian	91.7%	86.6%	82.4%	88.9%
African Amer.		54.5%	33.3%	66.7%
Filipino	100%	80.0%	55.6%	47.1%
Hispanic	89.3%	77.9%	53.6%	66.7%
Pac. Islander		66.7%	40.0%	42.9%
White	100%	75.4%	73.5%	79.2%