

Foothill Annual Program Review 2023

Annual Program Review Template 2023

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1. Number of full-time faculty in the program.

3

2. Number of part-time faculty in the program.

4

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

We have lost several part time faculty members since the pandemic due to declining enrollment. One of our part time faculty is assigned to teach at the Tide Academy dual enrollment program.

5. Refer to the most recent Comprehensive Program Review, what were the identified actions for improvement? Identify any current and/or new Strategic Goals.

Previous Goals

Reduce class cancellations of non-Western Courses -- completed (see below)

Offer non-Western courses on a consistent basis -- completed (see below)

Create a Women in American History course -- continuing

New Goals

Align courses with Cal-GETC requirements, if necessary

Continue to increase enrollments in history courses, particularly by engaging students to take multiple courses

Revamp Student Learning Outcomes for all classes

Continue decolonization of curriculum

6. What actions identified in the Comprehensive Program Review (or most recent Annual Program Review if no Comprehensive Program Review) have you completed this year?

No non-western courses have been cancelled since spring 2020

History of Latin America and History of the Middle East have been offered (Middle Eastern history once, Latin American history three times) in the past three years. History of the Middle East is being taught in fall 2023 and History of Latin America is being offered in spring 2024.

7. Explain your implementation timeline and if there have been any changes or updates.

Women in American History is currently on hold because of the changes occurring to the Transfer Model Curriculum in Social Justice Studies -- Women's Studies emphasis. Instead, a new TMC in Women and

Gender Studies is being created, and it is highly likely that this course will be one of the core courses for that TMC, so we are holding off creating the course to ensure that when it is created it meets the criteria for both WMN and History students. It is also possible that it will be a GE course, so ensuring that it meets the new Cal-GETC standards is going to be very important for articulation to both systems.

8. Explain the evidence the program used to evaluate progress and provide an update on progress.

Course cancellations and scheduling-based information based on schedules and information from the Portal; last cancellation of a non-Western course was History of the Middle East in Spring 2020. History of the Middle East is being offered in Fall 2023 and History of Latin America will be offered in spring 2024.

Women in American History information based on participation in WMN Discipline Input Group meeting convened by the Academic Senate for California Community Colleges C-ID team on Wednesday, 25 October in Sacramento at the ASCCC office and online.

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

https://foothilldeanza-my.sharepoint.com/:b:/g/personal/20078222_fhda_edu/EctjgGNEurtMlb1n6ZQ5k3kBNTejiE9G_kGSHMhfM1tsrA?e=yDcC7c

Identify the groups that are experiencing a disproportionate impact in the most recent year (highlighted in orange). In the text box below, provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group.

Black Students: Percentage Gap = 18%. Number of students to close gap = 12

Latinx Students: Percentage Gap = 19%. Number of students to close gap = 76

Low Income Students: Percentage Gap = 13%. Number of students to close gap = 62

10. Use this opportunity to reflect on your responses in this document. Include your closing thoughts.

While Black students are still experiencing disproportionate impact, the Latinx disproportionate impact numbers (in terms of total students) are higher and are of more concern; the number of Black students has remained at 63 total over the past two years, while Latinx numbers have held steady around 350 for each of the last two years. Because the majority of history course sections are offered online, the disproportionate impact on low-income students may be due to the lack of access to necessary tools, including regular internet access or means by which to access the course other than phones. History has seen a huge drop in enrollment (by 700 students, a drop of nearly 40%, between 2019-20 and 2020-21) and enrollments are only now beginning to increase. Improvements in student success numbers have been seen in Filipinx, Asian, and White students, as well as those that do not self-identify by race/ethnicity.

Because all of the courses in the department are UC and CSU transferable, there are significant limitations in terms of assessments, reading materials, and other attributes of the class that must conform to the requirements demanded by the other two systems of public higher education. For example, for the survey courses, primary sources must be used and analyzed, and exams (including the final) must be written. There must be a research paper, and all of the written assessments must total at least 5,000 words. For UC, University of Chicago formatting must be used for all assignments. All of these restrictions might help to explain the drop rates for history, as other social sciences classes may appear to require less.

One of the other concerns expressed in our previous program reviews has been the disproportionate number of men enrolled in history courses (approximately 55% male over the last two years) this remains a national trend but may be helped at Foothill because of the return of our full-time female faculty member (who is also teaching WMN classes and finding that her students are taking the history courses as well). Continuing to decolonize our curriculum, as well as offering classes which may appeal to women and our students of color

(such as History of Latin American and Women in American History) will also help diversify our student population.

Finally, due to the large number of online sections, the use of POCR going forward might help improve student outcomes due to the streamlined approach taken in POCR; currently only one of our full-time faculty and one of our part-time faculty have POCR certification.

Click on the link below to view the Annual Program Review Rubric.

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU

End of Annual Program Review Template 2023

This form is completed and ready for acceptance.

Rubric Annual Program Review

Criteria

The program's responses...

- align with the program's goals
- align with data
- are informed by data
- are within the control of the program
- have measurable outcomes

Meets Expectations

Needs Improvement

Feedback

The department is making progress on its Comprehensive Program review goals. Enrollment trends in non-western history classes are holding strong. The continued movement to decolonize curriculum is highly supported.

This form is completed and ready for acceptance.