

Foothill Comprehensive Program Review 2024-25

Instructional Discipline Template

Instructional Discipline Template 2024

A. Program Information

Program Mission Statement

Please enter your mission statement here.

The Humanities Department is dedicated to fostering a deeper understanding of the human experience through the study of history, literature, philosophy, cultures, civilizations, religions and the arts. We aim to cultivate critical thinking, moral virtues, empathy, and intellectual curiosity, empowering students to engage thoughtfully with diverse cultures, ideas, and histories.

B. Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends For Program Review

Enrollment Trends						
Business & Social Sciences - Humanities-FH						
	2019-20	2020-21	2021-22	2022-23	2023-24	5-yr %Inc
Unduplicated Headcount	1,834	1,597	1,113	1,151	1,088	-40.7%
Enrollment	2,137	1,840	1,287	1,318	1,239	-42.0%
Sections	54	56	48	58	58	7.4%
WSCH	2,849	2,465	1,716	1,757	1,652	-42.0%
FTES (end of term)	192	166	116	119	112	-41.7%
FTEF (end of term)	4.6	4.5	3.8	3.8	3.6	-19.9%
Productivity (WSCH/FTEF)	625	548	455	459	453	-27.6%

B.1 - FTES

Goals: What is your program's goal with respect to FTES?

The goal is to increase FTES in the Humanities department by increasing student success in our classes and reducing the performance and achievement gap.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the FTES in your program?

The data reflects a reduction in our seat count since Spring of 2022, the reduction is from 50 to 35 students in each course in the department. The Humanities department also runs a good number of stacked honors classes which have further reduced seat counts, which reduces the student count from 50 to 28 (honors) or 35 (non-honors).

Action: What actions does your program plan to take in order to achieve your goals?

With the reduced seat count, faculty plan to give students quality feedback on assignments since the Humanities courses have a heavy reading/writing workload. Our department aims to make collaborations with DRC, Foothill Connect, counseling, Library to help with student success.

Needs: What does your program need to execute this action plan?

Maintain reduced seat count to perform better as instructors.

B.2 - Sections

Goals: What is your program's goal with respect to sections?

We plan to grow our sections to 10-15% in two-three years provided there is funding to run more sections, this helps College to grow at large.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the sections in your program?

We have increased the number of sections to support the Mellons prog and due to the reduced load we can offer more sections.

Action: What actions does your program plan to take in order to achieve your goals?

We are offering brand new courses to attract more student and we are also scheduling more in-person classes on campus.

Needs: What does your program need to execute this action plan?

More instructors to teach in person, exploring division budget resources to offer more sections.

B.3 - Productivity

Goals: What is your program's goal with respect to productivity?

Our goal is to raise productivity to a level of 450 to 475 through retention efforts.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about the productivity in your program?

The reduced seat count has significantly reduced productivity and the stacking MOU for honors courses has also affected productivity. Seats were reduced since Spring 2022 and the productivity reflects the lower seat count.

Action: What actions does your program plan to take in order to achieve your goals?

Retention of students in first few weeks, plan honors sections strategically.

Needs: What does your program need to execute this action plan?

Scheduling of classes effectively to support retention. This can be done by exploring college resources in various avenues.

C. Enrollment by Student Demographics

Enrollment Distribution

Enrollment Distribution For Program Review

Enr Distribution by Student Demographics
Business & Social Sciences - Humanities-FH

Student Headcounts by Gender

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Female	1,138	53%	1,038	56%	723	56%	694	53%	632	51%
Male	976	46%	779	42%	533	41%	577	44%	561	45%
Non-Binary	0	0%	1	0%	3	0%	0	0%	0	0%
Unknown gender	23	1%	22	1%	28	2%	47	4%	46	4%
Total	2,137	100%	1,840	100%	1,287	100%	1,318	100%	1,239	100%

Student Headcounts by Race/Ethnicity

	2019-20		2020-21		2021-22		2022-23		2023-24	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Asian	695	33%	634	34%	378	29%	423	32%	388	31%
Black	78	4%	90	5%	63	5%	64	5%	63	5%
Filipinx	116	5%	110	6%	60	5%	70	5%	56	5%
Latinx	529	25%	412	22%	359	28%	330	25%	334	27%
Native American	5	0%	7	0%	3	0%	5	0%	4	0%
Pacific Islander	24	1%	28	2%	14	1%	11	1%	13	1%
Unknown ethnicity	97	5%	47	3%	36	3%	54	4%	49	4%
White	593	28%	512	28%	374	29%	361	27%	332	27%
Total	2,137	100%	1,840	100%	1,287	100%	1,318	100%	1,239	100%

C.1 - Enrollment by Gender

Goals: What is your program's goal with respect to enrollment by gender?

Maintaining the current status of gender demographics as it reflects the over all college demographics.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by gender in your program?

It looks consistent over the years and is not of much concern. It mirrors the college gender demographics.

Action: What actions does your program plan to take in order to achieve your goals?

None at this point.

Needs: What does your program need to execute this action plan?

None.

C.2 - Enrollment by Ethnicity

Goals: What is your program's goal with respect to enrollment by ethnicity?

Data shows that enrollment in certain ethnic groups has increased, such as Latinx has grown from 25% to 27%. Rest all remain constant. Currently, we are not seeing any significant or surprising changes in ethnicity enrollment patterns. No action needed.

Observation & Inferences: What do you observe in the data above in relation to your goals? What do you want the college to understand about enrollment by ethnicity in your program?

Our observation suggest that no action is required since the trends are stable and constant in all the years. Minor 1-2% shifts have been observed in the span of time. Black student enrollment has increased by 1 % and Asian student enrollment has decreased by 2%.

Action: What actions does your program plan to take in order to achieve your goals?

Currently no action is required since the ethnic enrollment data is pretty stable.

Needs: What does your program need to execute this action plan?

None right now.

D. Overall Student Course Success

Student Population Areas of Focus

Course Success For Program Review

Limits: Course Credit Status Credit

Course Success										
Business & Social Sciences - Humanities-FH										
	2019-20		2020-21		2021-22		2022-23		2023-24	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	1,799	84%	1,499	81%	1,004	78%	1,037	79%	959	77%
Non Success	151	7%	144	8%	117	9%	133	10%	162	13%
Withdrew	187	9%	197	11%	166	13%	148	11%	118	10%
Total	2,137	100%	1,840	100%	1,287	100%	1,318	100%	1,239	100%

Course Success for Black, Latinx, and Filipinx Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	539	75%	435	71%	325	67%	307	66%	264	68%
Non Success	88	12%	85	14%	66	14%	77	17%	75	19%
Withdrew	96	13%	92	15%	91	19%	80	17%	51	13%
Total	723	100%	612	100%	482	100%	464	100%	390	100%

Course Success for Asian, Native American, Pacific Islander, White, and Decline to State Students

	2019-20		2020-21		2021-22		2022-23		2023-24	
Success	1,260	89%	1,064	87%	679	84%	730	85%	695	82%
Non Success	63	4%	59	5%	51	6%	56	7%	87	10%
Withdrew	91	6%	105	9%	75	9%	68	8%	67	8%
Total	1,414	100%	1,228	100%	805	100%	854	100%	849	100%

Some courses may continue to be listed but no longer have data due to renumbering or because the course was not offered in the past five years.

D.1 - Student Course Success

Goals: What is your program's goal with respect to student course success?

Strong RSI to increase student retention, course success and student learning.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the student course success in your program?

We offered more online courses post pandemic and students had a hard time being successful in online classes.

Action: What actions does your program plan to take in order to achieve your goals?

More in -person classes, RSI training for every faculty.

Needs: What does your program need to execute this action plan?

RSI training and POCR training along with several professional development training in using Canvas effectively for better online learning strategies and development.

D.2 - Course Success by Modality

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSml5L

Goals: What is your program's goal with respect to course success by modality?

The goal is to get the success rates to the pre pandemic levels, which mean up by 5 %. This goal can be achieved if more information is available on the reasons for the reduction in success rate. Is the reduced seat count a reason or is student withdrawal or student failing a class a reason? Once we have that data, we can make more accurate and targeted goals.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about course success by modality in your program?

I want the college to give us more information on the causes/reasons of reduction in percentage for success. Just knowing the numbers is not enough to solve the problem, design and implement a goal.

Action: What actions does your program plan to take in order to achieve your goals?

I need more information to devise goals for the department. But based off the information provided in the data sheet, we would like to work on student retention through Foothill Connect, RSI and Pronto.

Needs: What does your program need to execute this action plan?

RSI training, more information from Institutional research and POCR training.

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47I7cPKQ?e=rSml5L

Identify the groups that are experiencing a disproportionate impact in the most recent year (please provide the percentage point gap and the number of additional successes needed to erase the percentage point gap for each group).

10,52 and 5 are the number of students required from Black, Latinx and Pacific islanders respectively, to bridge the gap. The department will focus more on the Latinx student population for larger success rates.

Goals: What is your program's goal with respect to disproportionate impact?

We will use college resources to reach out to the Latinx, Black and Pacific islanders like the DRC, Veterans center, Teaching learning center, Testing center, Umoja, Bipoc center, Puente, Foothill connect etc.

Observation & Inferences: What do you observe in the data in relation to your goals? What do you want the college to understand about the disproportionate impact in your program?

I would like the college to understand that Latinx students are in the greater percentage range for disproportionate success rates and my department will work towards better opportunities for these students to complete our courses with higher success rates.

Action: What actions does your program plan to take in order to achieve your goals?

My program will try to reach out to students in advance so they are kept in the loop and don't fall out of the program. Early checkins and alerts are in plan.

Needs: What does your program need to execute this action plan?

We need to train our faculty in RSI.

F. Regular and Substantive Interaction

If your program has any courses that are approved for distance education, describe how regular and substantive interaction was incorporated in those courses. (List each course)

All Humanities courses have online sections, except 'Hum 4: Trauma in Art'. Each instructor is going through RSI training in phase 1 and 2. We give detailed feedback to our students in all their assignments/essays/discussions/papers. We make elaborate weekly announcements on a regular basis, we have at least two discussion posts every week in an online class, we have a student facing plan in the form of an orientation module, students are sent reminders about deadlines and students are sent alerts if they are not participating.

G. Summary

Use this opportunity to reflect on your discussions above and include any closing thoughts.

Our department has progressed significantly in its course offerings (by introducing three new courses in a span of two years, a new course being introduced every year), and also our department has been able to retain more students due to the reduced seat count per class. Instructors are being able to give quality feedback to students and maintain good connection with students in general. Our department is making new connections and collaborations by cross listing the Hum 15 course with the Philosophy department. The Hum 15 course in 'Ethics in AI' will also be a part of the STEM certification in AI. We are making collaboration with the STEM division in this respect for the very first time. Productivity is showcased as an issue in the data maps due to the reduced seat count, which I think is not an accurate depiction of the course productivity status. The department is also involved in the AI conferences annually on the campus, Student demographics is consistent and there are no prominent changes in that area. Our instructors are gaining trainings in RSI and POQR so the department is working in the direction of gaining proficiency in the aspects of online teaching.

H. Rubric

Click the link below to view the Instructional Template Rubric.

https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/EeXQOxxcnqRGsXkb-Btxsz4BoUJaCXwgPngOB_gc8HQemw?e=2EgwaV