

Foothill Annual Program Review 2023

Annual Program Review Template 2023

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

1

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

2

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No. However, a 2nd faculty member for art history would allow the program to grow, to bring in subject area expertise to compliment my strengths as a researcher, and enable the department to offer courses listed on the program review in a timely manner enabling students to progress towards transferring efficiently. An additional faculty member would support student learning preferences for course offerings in hybrid and online formats.

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

The proposed actions for stabilizing/increasing the FTES:

- development and implementation of a guided pathway
- enrolling students above the seat count to mitigate drops and as a response to less sections being offered
- reactivation of two courses to expand the diversity of Art History offerings (Islamic Art and African, Indigenous North American and Oceanic Art.)
- Full time faculty completed Peer Online Course Review process getting a quality reviewed badge in the California Virtual Campus website and bringing broader state wide visibility to our college.

Enrollment trends:

- Increasing enrollment through notifying and promoting upcoming art history courses for currently enrolled students
- promoting honors sections which receive early enrollment opportunities
- poll current students to gage preferred modalities, and days and times for course offerings.
- full time faculty created a Foothill College social media presence
- community building "art museum" visits.

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?

Full time faculty has completed all of the actions identified in the Comprehensive Program Review. Art 2D African, Indigenous North American and Oceanic art has completed the curriculum approval process and will be offered winter term 2024. Introduction to Islamic Art is in development and will be offered Winter 2025. Full time faculty has incorporated 2 museum visits per term with overwhelming attendance. In addition, full time faculty has also invited students to her open studio as a way of building community. Full time faculty is

advising the Social Justice Club, participating in the Art on Campus committee and promoting talks, and events to foster student engagement with campus life.

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

All of the actions identified in the Program Review have been implemented with the exception of offering Introduction to Islamic Art which will be offered winter 2025, offering all of the courses listed on the guided pathways each term, and offering courses in multiple modalities (hybrid and online) to meet student learning preferences. Having one full time faculty member is insufficient to offer all of the courses listed in the guided pathways each term in multiple modalities.

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

- guided pathway established and available for viewing
- enrollment above seat count recorded on excel files
- Reactivated courses approved by curriculum and scheduled
- Increasing enrollment through notifying and promoting upcoming art history courses for currently enrolled students via announcements in Canvas
- promoting honors sections which receive early enrollment opportunities via announcements in Canvas
- poll current students to gauge preferred modalities, and days and times for course offerings. Survey implemented in Canvas
- full time faculty created a Foothill College social media presence Instagram @arthistoryfoothillcollege
- community building "art museum" visits. Cantor Center (Stanford) 11/18/23 and Anderson Collection (Stanford) 12/2/23

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.

Art 1

- Black, -30, 7
- Latinx, -24, 47
- Female, -8, 24
- Individual w Disabilities, -22, 5
- Low Income, -16, 38

Art 2B

- Male, -22, 6

Art 2E

- Low Income, -24, 4

Art 2F

- Latinx, -37, 4
- Low Income, -29, 7

Art 2J

- Latinx, -42, 6
- Low Income, -30, 4

Art 3

- Female, -20, 10

Art 2BH

- Female, -29, 6

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

Black, Latinx, and low income students continue to be affected disproportionately despite efforts to globalize the curriculum, build community in and out of the classroom, offering low cost and zero cost textbook options, and efforts to direct students to support services. Full time faculty intends to increase the visibility of these efforts by reaching out directly to learning communities Umoja and Puente and reminding enrolled students of the free textbooks on reserve in the Foothill Library. Additionally full time faculty has been engaged with OER and is working towards offering more zero cost courses. Full time faculty can also made additional efforts to reach out to students who are missing assignments and or consistently receiving lower scores. An additional faculty member could support strategic enrollment and retention goals by offering a broader range of courses with online and face to face options to meet student needs and learning preferences.

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

End of Annual Budget

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

In the past, the Art Department had several FT faculty members and robust enrollment. Through retirements and faculty members leaving for either an administrator role or a position at another institution, the course offerings and enrollment in this department drastically decreased. Now we have one FT faculty member in the Art History department, and there is a lot of work to do to revitalize the program.

The FT faculty member has done a great job with the tasks outlined in the prior program review. A guided pathway was developed, students are allowed to enroll above seat count to mitigate drops and fewer sections being offered, and two classes were reactivated to expand the diversity of Art History offerings. The FT faculty member has also made efforts to increase enrollment which includes completing POCR and receiving a quality-reviewed badge, promoting upcoming classes and Honors sections, and polling students on preferred modalities/days/times. The FT faculty member is also striving to build community by creating a department Instagram account and offering field trip opportunities to local art museums. The FT faculty member is also advising the Social Justice Club, participating in the Art on Campus Task Force, and promoting talks and events to foster student engagement with campus life. All of these efforts are to be applauded.

A more robust and regular on-campus presence is essential to building a successful department where the increased enrollment requires additional faculty to support the growth. Students need to see that the Art History department is a vital and active program that they want to be involved in. Some things to try might be encouraging students to start an Art History club, have students present their art history papers (on and off campus), and engage more with Heritage Month programming so that diverse students are aware of the instructor and department. Participating in tabling events on and off campus can also increase visibility.

The disproportionate impact numbers for Black, Latinx, and low-income students is an area that needs improvement. The FT faculty member is trying to address this by implementing zero or low-cost textbooks, reaching out to Umoja and Puente, and reminding enrolled students of available textbooks on reserve. The faculty member mentions that they will make additional efforts to reach out to students who are missing assignments and/or consistently

receiving low scores. The Canvas “Message Student Who” feature makes this easy to do after every deadline. It is also recommended to use it to message those students who did a great job on an assignment or who made improvements since the last deadline. The campus also provides Foothill Connect which can be useful to connect students with support services to help them get back on track. Offering more class lectures on diverse topics and/or artist talks by diverse artists might also help students see themselves in the course content and close the achievement gap. When done through Heritage Month programming this might also raise awareness of the instructor and the Art History program and result in increased enrollment.

The number of on-campus offerings has been increasing and overall enrollment (online and on-campus) has been slowly increasing. The FT Faculty member has done a very good job, but continued improvements are needed to revitalize the program. I look forward to seeing further on-campus engagement as efforts to build enrollment and close the achievement gap continue.

This form is completed and ready for acceptance.