

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

2 full-time faculty.

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

4 part-time faculty.

3. Number of staff in the program.

0 staff in the program.

4. Do the above numbers reflect any staffing changes?

Yes, the second full time Ethnic Studies instructor, Dr. Scott Tsuchitani, began Fall 2024. He has equivalency in Ethnic Studies and has an emphasis in Asian American Studies.

Previous to Dr. Tsuchitani joining Foothill College, the Ethnic Studies department has consisted of one full-time faculty with three part-time faculty.

Additionally, the fourth Ethnic Studies part time faculty began Fall 2024.

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

N/A. No previous annual or comprehensive program review submitted.

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?

Although the Ethnic Studies department has not previously submitted an annual or comprehensive program review there are many actions that have happened or are happening in order to improve and grow Ethnic Studies at Foothill College. For example:

- Ethnic Studies Summit in 2022, 2023, and 2024.
 - Events included: Keynote, cultural component, and student focused workshops.
- New classes created and offered. ETHN 7 and ETHN 8.
- Began a Certificate of Achievement in Ethnic Studies.
- Ethnic Studies Speaker Series (3 guest speaker events).
- Professional Development with Math and Ethnic Studies (Fall 2024).
- Ethnic Studies has led efforts (as mentioned above) that align with many of the issues and goals outlined in the Foothill College 13-55 equity plan.
- Building future partnerships with local high school dual enrollment requests.
- Our online and in person courses have consistently filled and typically have had students on the waitlist.

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

The implementation of the items mentioned in question 6 have already been implemented, will continue to be offered, or they are part of near future goals of the Ethnic Studies department. The future progress will be discussed in Ethnic Studies department meetings.

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

N/A. No previous annual or comprehensive program review submitted. However, data collected from the program review data tools will be utilized to measure future annual program review progress.

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/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHriXo1ghkHg?e=H8axR7

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.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

The following are the success gaps by Race/Ethnicity for 13 separate ETHN sections:

- Black: 10% and 5 more successes are needed to erase the point gap.
- Filipinx: 8% and 3 more successes are needed to erase the point gap.
- Latinx: 8% and 23 more successes are needed to erase the point gap.

- Low Income students: 9% and 29 more successes are needed to erase the point gap.

- Female Students: 6% and 20 more successes are needed to erase the point gap.

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

We will continue to find ways to promote Ethnic Studies at Foothill College and our service area. Also, we will continue to support pushing towards the goals of the 13-55 equity plan. Furthermore we need to have internal conversations about the data mentioned in question #9.

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

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CifFMU

End of Annual Program Review Template 2024



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/program faculty have outlined the important work they are doing in curriculum development, equity-related professional development, and fostering an appreciation for ethnic students by the student body. It could include the collaborative work program faculty do with learning communities on campus, as well as the extent to which it supports division colleagues on aligned programming for linguistic justice.

As the department reflects on the data showing disproportionate impact, it could look at the course level. That data is interesting to consider with respect to the focus of class (African American Studies, Latinx Studies, etc.) relative to the demographic DI data. The DI data for gender is also interesting to note. Program faculty could discuss specific equity-minded pedagogical practices as it reflects on this data.

This form is completed and ready for acceptance.