Instructional Discipline Template
A. Program Information
Program Mission Statement

Please enter your mission statement here.

The Art History program offers an Associate in Arts degree and a Certificate of Achievement and provides students with an awareness of art, economic, political, religious and social history. Students leave the program with an increased sensitivity to art-related issues and the ability to think critically about art and art history. Knowledge of art history engenders a heightened understanding of history, a familiarity with the major issues in human cultural development and the exposure to the artistic expression of varied cultures and civilizations. This guided program assists students in developing specialized art theory necessary to apply and transfer to art programs at local universities.

All our courses are transferable to UC and CSU campuses and several satisfy multicultural studies requirements. In addition, to satisfying the art history AA and AAT, art history courses are included in satisfying AA degree requirements in Humanities and Philosophy at Foothill College. Art history courses satisfy Foothill College AAT degree requirements in Studio Art, Global Studies, History, and Social Justice.

Program Level Student Learning Outcomes

Please list the program level student learning outcomes.

- Students will be able to collect and assess primary and secondary source information and successfully analyze and comment on that information in the form of a reasoned term paper.
- Students will be able to demonstrate in written form a strong awareness of the political, social, religious, and technological factors that influence cultures and change in those cultures.

B. FTES - Enrollment Trends

Enrollment Variables and Trends

Enrollment Trends
Art History-FH

	2017-18	2018-19	2019-20	2020-21	2021-22	5-yr %Inc
Unduplicated Headcount	1,038	1,032	942	948	891	-14.2%
Census Enrollment	1,138	1,160	1,043	1,089	1,004	-11.8%
Sections	28	23	22	22	24	-14.3%
WSCH	2,086	2,135	1,912	1,997	1,841	-11.8%
FTES (end of term)	137	140	125	131	120	-12.4%
FTEF (end of term)	3.1	2.6	2.4	2.5	2.6	-14.8%
Productivity (WSCH/FTEF)	684	823	799	803	708	3.6%

1. In the data table above, what does the FTES data trend indicate?

☐   the data trend shows an increase in FTES

☑   the data trend shows a decrease in FTES

☐   the data trend shows no change and/or is flat in FTES

Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.

The Art History department has experienced a tumultuous period. On top of the global pandemic art history has had a full time faculty retirement, reassignment, and additional faculty turn over resulting in less sections being offered. Despite the reduction of sections offered,

productivity remains high.

2. Looking at the data trend, has the faculty/staff discussed proposed actions to stabilize/increase FTES?

☑ yes

☐ no

If yes, describe the proposed actions for stabilizing/increasing the FTES.

Discussions have involved offering both face to face and online sections for courses. The department developed an art history guided pathway in collaboration with the guided pathways team. Significant participation on campus by art history faculty with Heritage Month presentations and mentoring students for the Research and Leadership symposium. Full time faculty has opted to enroll students beyond the seat cap to mitigate drops and as a response to less sections being offered. To improve the quality of all the classes and particularly the high enrolled course. Art 1, 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. Full time faculty have requested the reactivation of two courses to expand the diversity of Art History offerings (Islamic Art and African, Indigenous North American and Oceanic Art.)

C. Sections - Enrollment Trends

1. In the data table above, what does the data trend indicate about the number of sections offered?

☐ the data trend shows an increase in sections

☑ the data trend shows a decrease in sections

☐ the data trend shows no change and/or is flat in sections

If the data trend shows no change/flat or an increase or decrease in sections, explain why the number of sections is flat, increased or decreased.

The decrease is primarily due to cuts in state funding as well as the loss of a second full time faculty due to retirement and reassignment. However, full time faculty is being proactive in increasing enrollment through notifying and promoting upcoming art history courses for currently enrolled students, promoting honors sections which receive early enrollment opportunities, using tools in Canvas to poll current students to gage preferred modalities, and days and times for course offerings. In addition, full time faculty has plans to create a Foothill College social media presence, and reaching out across disciplines to expose students to art history through community building "art museum" visits. Out reach may also include the creation of promotional videos that can be shared with instructors in different disciplines and learning communities.

If the data indicates an increase in sections with a decrease in FTES, explain why the number of sections increased while FTES decreased.

not applicable

D. Productivity - Enrollment Trends

1. In the data table above, what does the data trend indicate about the productivity number?

☑ the data trend shows the productivity number increased

☐ the data trend shows the productivity number decreased

☐ the data trend shows no change and/or flat in the productivity number

If the data trend shows no change/flat or an increase or decrease in productivity, explain why the productivity is flat, increased or decreased.

Full time faculty opting to enroll students beyond the seat cap to mitigate drops and as a response to less sections being offered. Department wide faculty efforts to retain students through welcome surveys and clear connections to student services.

2. Does the data trend suggest changes are necessary to improve productivity?

☐ yes

☑ no

If yes, describe the proposed actions for stabilizing/increasing the productivity number.

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E. Enrollment by Student Demographics

Enrollment Distribution

Enr Distribution by Student Demographics
Art History-FH

by Gender

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Female	681	60%	667	58%	557	53%	647	59%	590	59%
Male	447	39%	482	42%	474	45%	426	39%	398	40%
Non-Binary	0	0%	0	0%	1	0%	2	0%	0	0%
Unknown gender	10	1%	11	1%	11	1%	14	1%	16	2%
Total	1,138	100%	1,160	100%	1,043	100%	1,089	100%	1,004	100%

by Ethnicity

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent	Enr	Percent
Asian	294	26%	291	25%	264	25%	297	27%	278	28%
Black	56	5%	70	6%	36	3%	37	3%	44	4%
Filipinx	67	6%	56	5%	47	5%	38	3%	33	3%
Latinx	310	27%	325	28%	262	25%	343	31%	320	32%
Native American	10	1%	7	1%	10	1%	4	0%	1	0%
Pacific Islander	19	2%	15	1%	11	1%	14	1%	13	1%
Unknown ethnicity	22	2%	12	1%	49	5%	26	2%	25	2%
White	360	32%	384	33%	364	35%	330	30%	290	29%
Total	1,138	100%	1,160	100%	1,043	100%	1,089	100%	1,004	100%

a. Enrollment by Gender

The following questions concern enrollment distribution by gender.

1. In the data table above, what does the data trend indicate about program enrollment by gender?

Females

☐ the data trend shows an increase in the female enrollment rates

☐ the data trend shows a decrease in the female enrollment rates

☑ the data trend shows no change and/or is flat in the female enrollment rates

Males

☐ the data trend shows an increase in the male enrollment rates

☐ the data trend shows a decrease in the male enrollment rates

☑ the data trend shows no change and/or is flat in the male enrollment rates

Non-Binary

☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☑   the data trend shows no change and/or is flat in the non-binary enrollment rates

If the data trend shows no change/flat, an increase or decrease in male, female, or non-binary enrollment, explain why the enrollment rates is flat, increased, or decreased.

> The slight changes in enrollment by gender are likely due to external contextual factors such as the pandemic, budget reductions and faculty availability. Over all the ratio of enrollment by gender is consistent and productivity remains high.

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 51% Female, 47% Male, 2% Unknown)

☑   yes

☐   no

If the data indicates a lack of gender parity in your program as compared to the college percentages, what is the source of that disparity and what proposed/planned actions is the program taking to achieve parity?

> There is a slightly higher percentage of females than the college and this may have to do with preconceptions about the study of art history in the college population. Faculty efforts to be inclusive through Heritage Month presentations and Research Service Symposium are part of efforts to make visible the fact that art history is welcoming to all.

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

Click the link to view Enrollment by Gender of Declared Majors data table and respond to the questions below.

3. In the data table above, what does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

Females

☐   the data trend shows an increase in the female enrollment of the declared major

☐   the data trend shows a decrease in the female enrollment of the declared major

☑   the data trend shows no change and/or is flat in the female enrollment of the declared major

Males

☐   the data trend shows an increase in the male enrollment of the declared major

☑   the data trend shows a decrease in the male enrollment of the declared major

☐   the data trend shows no change and/or is flat in the male enrollment of the declared major

Non-Binary

☐   the data trend shows an increase in the non-binary enrollment rates

☐   the data trend shows a decrease in the non-binary enrollment rates

☑   the data trend shows no change and/or is flat in the non-binary enrollment rates

b. Enrollment by Ethnicity

The following questions concern enrollment distribution by ethnicity.

1. In the data table above, what do the data trends indicate about program enrollment by ethnicity?

African American

☐   the data trend shows an increase in the African Americans enrollment rates

☐   the data trend shows a decrease in the African Americans enrollment rates

☑   the data trend shows no change and/or is flat in the African Americans enrollment rates

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Asian

☑ the data trend shows an increase in the Asian enrollment rates

☐ the data trend shows a decrease in the Asian enrollment rates

☐ the data trend shows no change and/or is flat in the Asian enrollment rates

Filipinx

☐ the data trend shows an increase in the Filipinx enrollment rates

☑ the data trend shows a decrease in the Filipinx enrollment rates

☐ the data trend shows no change and/or is flat in the Filipinx enrollment rates

Latinx

☑ the data trend shows an increase in the Latinx enrollment rates

☐ the data trend shows a decrease in the Latinx enrollment rates

☐ the data trend shows no change and/or is flat in the Latinx enrollment rates

Native American

☐ the data trend shows an increase in the Native American enrollment rates

☐ the data trend shows a decrease in the Native American enrollment rates

☑ the data trend shows no change and/or is flat in the Native American enrollment rates

Pacific Islander

☐ the data trend shows an increase in the Pacific Islander enrollment rates

☐ the data trend shows a decrease in the Pacific Islander enrollment rates

☑ the data trend shows no change and/or is flat in the Pacific Islander enrollment rates

White

☐ the data trend shows an increase in the White enrollment rates

☑ the data trend shows a decrease in the White enrollment rates

☐ the data trend shows no change and/or is flat in the White enrollment rates

Decline to State

☐ the data trend shows an increase in the Decline to State enrollment rates

☐ the data trend shows a decrease in the Decline to State enrollment rates

☑ the data trend shows no change and/or is flat in the Decline to State enrollment rates

2. Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? (College 2021-22 = 5% African American, 27% Asian, 5% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

☑ yes

☐ no

If yes, looking at the ethnic groups above, explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).

2021-2022 enrollment distribution by student demographics by ethnicity

At this time art history demographics are very similar to the college's demographics with the exception of Asian, Latinx, and White students. In terms of trends over 5 years, there been fluctuation with minimal changes with the exception of a decrease in Filipinx and White and an increase in Latinx. Given change in faculty and the pandemic, and local demographic changes, we should watch these numbers over the next 5 year cycle to determine the effects of stable faculty and consistency of course offerings. We recognize that the discipline of art history does not appeal to everyone consistently across the board. Faculty efforts in participating in college wide programs such as Heritage Month events and the Research, Leadership and Service symposium highlight that art history is welcoming to all.

- African American (college 4%, art history 4%) no change
- Asian (college 35%, art history 28%)

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- Filipinx (college 6%, art history 3%)
- Latinx (college 27%, art history 32%)
- Native American (college 0%, art history 0%)
- Pacific Islander (college 1%, art history 1%)
- White (college 20%, art history 29%)
- Unknown (college 6%, art history 2%): Can only speculate that art history students are more likely to declare their ethnicity.

3. Do the data trends suggest programmatic actions are necessary to address disparities in enrollment by ethnicity, including low enrollment within a particular group?

☐   yes

☑   no

If yes, describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.

N/A

F. Student Course Success

Student Population Areas of Focus

Limits: Course Credit Status   Credit

Course Success
Art History-FH

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Success	736	65%	854	74%	794	76%	845	78%	705	70%
Non Success	194	17%	167	14%	126	12%	124	11%	175	17%
Withdrew	208	18%	139	12%	123	12%	120	11%	124	12%
Total	1,138	100%	1,160	100%	1,043	100%	1,089	100%	1,004	100%

Course Success for Black, Latinx, and Filipinx Students

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	233	54%	272	60%	226	66%	297	71%	204	58%
Non Success	98	23%	102	23%	65	19%	68	16%	96	27%
Withdrew	102	24%	77	17%	54	16%	53	13%	53	15%
Total	433	100%	451	100%	345	100%	418	100%	353	100%

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

	2017-18		2018-19		2019-20		2020-21		2021-22	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Success	503	71%	582	82%	568	81%	548	82%	501	77%
Non Success	96	14%	65	9%	61	9%	56	8%	79	12%
Withdrew	106	15%	62	9%	69	10%	67	10%	71	11%
Total	705	100%	709	100%	698	100%	671	100%	651	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.

a. Student Course Success

1. In the data table above, what does the data trend indicate about overall course success?

☑ the data trend shows an increase in the students' course success percentage

☐ the data trend shows a decrease in the students' course success percentage

☐ the data trend shows no change and/or is flat in the students' course success percentage

If the data trend shows an increase, decrease, or no change and/or is flat in students' course success percentage, explain what programmatic factors led to such a trend.

> With the current data we are hopefully seeing the effect of a full time faculty and the effort to make the classes consistent, transparent, and student centered providing scaffolding, clear connections to student services, and efforts to humanize asynchronous online courses.

2. Do the data suggest changes are necessary to improve student course success?

☐ yes

☑ no

If yes, describe the proposed actions for stabilizing/increasing the student's course success percentages.

> We are going to continue all of our efforts to increase student success.

b. Student Course Success by Student Groups

1. In the data table above, what is the observed trend for course success rates for African American, Filipinx, and Latinx student groups?

☑ the data trend shows an increase in the course success percentage

☐ the data trend shows a decrease in the course success percentage

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☐   the data trend shows no change and/or is flat in the course success percentage

2. In the data table above, what is the observed trend for course success rates for Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑   the data trend shows an increase in the course success percentage

☐   the data trend shows a decrease in the course success percentage

☐   the data trend shows no change and/or is flat in the course success percentage

3. In the data table above, is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Unknown student groups?

☑   yes

☐   no

If the data trend shows an increase, decrease, or no change/flat in course success gap, explain why the course success gap is flat, increased, or decreased.

Perhaps further study is necessary, but perhaps the effect of a full time faculty and the effort to make the classes consistent, transparent, and student centered providing scaffolding, clear connections to student services, and efforts to humanize asynchronous online courses have increased student retention and success. Full time faculty have supplemented the content to include culturally responsive teaching pedagogical practices through globalizing the curriculum and refining discussion posts to provide students opportunities to connect the content to personal experiences and contemporary social and political contexts. In addition, full time faculty has redesigned the assessments to align with Universal Design principles that support student success. Additional non western courses have been reactivated and have almost finished the curriculum approval process. Full time faculty is working with Ethnic studies faculty to maximize and support enrollment and exposure for both disciplines. Art 2D African, Oceanic and North American Indigenous art history will be offered Winter 24. Art 2G Introduction to Islamic Art will be offered Winter 25. Faculty plans to promote the new non western courses to currently enrolled students, learning communities, and heritage events.

4. Does the data suggest that changes are necessary to decrease student course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

☑   yes

☐   no

If yes, what actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Unknown student groups?

Yes, there is a 19% success gap between these two groups. The faculty department wide are increasing efforts to mitigate withdrawals and non success rates through a variety of efforts including but not limited to 13 55 equity implementation in course design to address racial bias, application of Universal Design principles and practices, focusing on relationship building through humanizing instructor to student contact interactions, and globalizing the curriculum.

G. Student Course Success by Demographics
a. Student Course Success by Gender

The following questions concern student success rates by gender.

Course Success Rates by Group

Limits: **Course Credit Status** Credit

Success Rates by Gender
Art History-FH

	2021-22							
	Success		**Non Success**		**Withdrew**		**Total**	
	Grades	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**	**Grades**	**Percent**
Female	411	70%	98	17%	81	14%	590	100%
Male	282	71%	77	19%	39	10%	398	100%

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	12	75%	0	0%	4	25%	16	100%
All	705	70%	175	17%	124	12%	1,004	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	506	78%	65	10%	76	12%	647	100%
Male	324	76%	58	14%	44	10%	426	100%
Non-Binary	2	100%	0	0%	0	0%	2	100%
Unknown gender	13	93%	1	7%	0	0%	14	100%
All	845	78%	124	11%	120	11%	1,089	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	440	79%	61	11%	56	10%	557	100%
Male	344	73%	63	13%	67	14%	474	100%
Non-Binary	1	100%	0	0%	0	0%	1	100%
Unknown gender	9	82%	2	18%	0	0%	11	100%
All	794	76%	126	12%	123	12%	1,043	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	481	72%	95	14%	91	14%	667	100%
Male	365	76%	72	15%	45	9%	482	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	8	73%	0	0%	3	27%	11	100%
All	854	74%	167	14%	139	12%	1,160	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Female	422	62%	119	17%	140	21%	681	100%
Male	307	69%	74	17%	66	15%	447	100%
Non-Binary	0	N/A	0	N/A	0	N/A	0	100%
Unknown gender	7	70%	1	10%	2	20%	10	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
All	736	65%	194	17%	208	18%	1,138	100%

Success Rates by Ethnicity
Art History-FH

2021-22

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	223	80%	30	11%	25	9%	278	100%
Black	25	57%	11	25%	8	18%	44	100%
Filipinx	23	70%	7	21%	3	9%	33	100%
Latinx	181	57%	89	28%	50	16%	320	100%
Native American	1	100%	0	0%	0	0%	1	100%
Pacific Islander	9	69%	2	15%	2	15%	13	100%
Unknown ethnicity	19	76%	4	16%	2	8%	25	100%
White	224	77%	32	11%	34	12%	290	100%
All	705	70%	175	17%	124	12%	1,004	100%

2020-21

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	246	83%	30	10%	21	7%	297	100%
Black	22	59%	10	27%	5	14%	37	100%
Filipinx	30	79%	4	11%	4	11%	38	100%
Latinx	245	71%	54	16%	44	13%	343	100%
Native American	3	75%	0	0%	1	25%	4	100%
Pacific Islander	9	64%	3	21%	2	14%	14	100%
Unknown ethnicity	23	88%	2	8%	1	4%	26	100%
White	267	81%	21	6%	42	13%	330	100%
All	845	78%	124	11%	120	11%	1,089	100%

2019-20

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	218	83%	23	9%	23	9%	264	100%
Black	20	56%	9	25%	7	19%	36	100%
Filipinx	34	72%	4	9%	9	19%	47	100%
Latinx	172	66%	52	20%	38	15%	262	100%

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Native American	9	90%	0	0%	1	10%	10	100%
Pacific Islander	7	64%	3	27%	1	9%	11	100%
Unknown ethnicity	37	76%	7	14%	5	10%	49	100%
White	297	82%	28	8%	39	11%	364	100%
All	794	76%	126	12%	123	12%	1,043	100%

2018-19

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	232	80%	32	11%	27	9%	291	100%
Black	29	41%	24	34%	17	24%	70	100%
Filipinx	43	77%	4	7%	9	16%	56	100%
Latinx	200	62%	74	23%	51	16%	325	100%
Native American	5	71%	1	14%	1	14%	7	100%
Pacific Islander	13	87%	0	0%	2	13%	15	100%
Unknown ethnicity	10	83%	2	17%	0	0%	12	100%
White	322	84%	30	8%	32	8%	384	100%
All	854	74%	167	14%	139	12%	1,160	100%

2017-18

	Success		Non Success		Withdrew		Total	
	Grades	Percent	Grades	Percent	Grades	Percent	Grades	Percent
Asian	222	76%	35	12%	37	13%	294	100%
Black	26	46%	15	27%	15	27%	56	100%
Filipinx	48	72%	7	10%	12	18%	67	100%
Latinx	159	51%	76	25%	75	24%	310	100%
Native American	9	90%	0	0%	1	10%	10	100%
Pacific Islander	10	53%	5	26%	4	21%	19	100%
Unknown ethnicity	17	77%	2	9%	3	14%	22	100%
White	245	68%	54	15%	61	17%	360	100%
All	736	65%	194	17%	208	18%	1,138	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.

1. In the data table above, what does the data indicate about program course success by gender?

Females

☑ the data trend shows an increase in the female course success rates

☐ the data trend shows a decrease in the female course success rates

☐ the data trend shows no change and/or is flat in the female course success rates

Males

☑   the data trend shows an increase in the male course success rates

☐   the data trend shows a decrease in the male course success rates

☐   the data trend shows no change and/or is flat in the male course success rates

Non-Binary

☐   the data trend shows an increase in the non-binary course success rates

☐   the data trend shows a decrease in the non-binary course success rates

☑   the data trend shows no change and/or is flat in the non-binary course success rates

If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased, or decreased.

> As all good student centered teaching interventions rise the success rates across all groups, we feel that the changes that have been implemented in the art history program have resulted in the increase and success we see here.

2. Do the data suggest changes are necessary to improve female, male, or non-binary student course success percentage rates?

☐   yes

☑   no

If yes, describe proposed actions to stabilize/increase the course success rates for male, female, or non-binary.

> N/A

b. Student Course Success by Ethnicity

These questions concern the course success rates of students by ethnicity.

1. In the data table above, what does the data trend indicate about program student course success by ethnicity?

African Americans

☑   the data trend shows an increase in the African Americans course success rates

☐   the data trend shows a decrease in the African Americans course success rates

☐   the data trend shows no change and/or is flat in the African Americans course success rates

Asian

☑   the data trend shows an increase in the Asian course success rates

☐   the data trend shows a decrease in the Asian course success rates

☐   the data trend shows no change and/or is flat in the Asian course success rates

Filipinx

☐   the data trend shows an increase in the Filipinx course success rates

☑   the data trend shows a decrease in the Filipinx course success rates

☐   the data trend shows no change and/or is flat in the Filipinx course success rates

Latinx

☑   the data trend shows an increase in the Latinx course success rates

☐   the data trend shows a decrease in the Latinx course success rates

☐   the data trend shows no change and/or is flat in the Latinx course success rates

Native American

☑   the data trend shows an increase in the Native American course success rates

☐   the data trend shows a decrease in the Native American course success rates

☐ the data trend shows no change and/or is flat in the Native American course success rates

Pacific Islander

☑ the data trend shows an increase in the Pacific Islander course success rates

☐ the data trend shows a decrease in the Pacific Islander course success rates

☐ the data trend shows no change and/or is flat in the Pacific Islander course success rates

White

☑ the data trend shows an increase in the White course success rates

☐ the data trend shows a decrease in the White course success rates

☐ the data trend shows no change and/or is flat in the White course success rates

Decline to State

☐ the data trend shows an increase in the Decline to State course success rates

☐ the data trend shows a decrease in the Decline to State course success rates

☑ the data trend shows no change and/or is flat in the Decline to State course success rates

If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).

- Filipinx (2017, 72% 2022, 70%) The reason for this slight decrease with a small population sample is unknown. As we continue the student centered interventions, we are optimistic that this will support this student population.

2. Do the data indicate a gap in course success for any of the ethnic groups as compared to other groups?

☑ yes

☐ no

If yes, describe the reasons for the gap in course success.

Art history mirrors the gaps that are present in college wide success rates with many of the populations doing better in the art history classes than the college wide numbers. The department is committed to increasing equity and success rates for all students with a particular emphasis on disproportionally impacted students.

3. Do the data suggest that changes are necessary to improve program course success equality?

☑ Yes

☐ No

If yes, describe the proposed actions for stabilizing/improving the course success by ethnicity.

The department is committed to increasing equity and success rates for all students with a particular emphasis on disproportionally impacted students. Toward this end, full time faculty have requested the reactivation of two non-western art history courses that center the history of art and architecture from the culture and history of these disproportionately impacted ethnic groups.

Use this opportunity to provide feedback on the template or address a topic that was not previously discussed.

We noticed that there are inconsistencies in the use of the descriptive terms African American and Black. We also noticed that there were differences in the data in the template and on publicly available data from the Foothill College website. After speaking with a data specialist, I have a better understanding that in the most recent years, data can fluctuate due to resolution of Incomplete grades and or students identifying differently. It may be helpful to provide messaging to faculty that explains this.

Self-Study Checklist

Writers can use this final checklist for ensuring quality control before hitting the final submit button.

☑ Attended the Writer Orientation/Training in November

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☑ Responses are supported by the data

☑ Engaged in discussion with IR Coach

☑ The Self-Study Report was written collaboratively with other program stakeholders

☑ The Self-Study Report was proofread by a collaborator

This form is completed and ready for acceptance.

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