

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

1 Cynthia Brannvall

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

1 Elizabeth Carrol

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

Yes, Cheyanne Cortez who was a part time Art History instructor resigned when she was hired for a full time position at Community College of San Mateo.

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

1. Create guided pathway for art history majors.
2. Course Reactivations to increase equitable offerings
3. Efforts to Increase enrollment and retention: enrolling students above Active Roster listed seat count to compensate for beginning of the term drops
4. Advertisement of upcoming courses to enrolled students and on social media
5. Community building in and outside of the classroom

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?

1. Consistent course offerings online and face to face
2. Create guided pathway for art history majors.
3. Course Reactivations to increase equitable (non Western) course offerings
4. Efforts to Increase enrollment and retention: enrolling students above Active Roster listed seat count to compensate for beginning of the term drops
5. Increase Student Awareness of Student Services
6. Advertisement: student polls, tabling events, Art History Flyer, Announcements for upcoming courses and honors sections

8. Building community and a sense of belonging through museum art visits, campus wide events, and art openings

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

All of the goals for 2023-2024 annual program review have been incorporated.

New Strategic Goals

1. Improve success rate for Latinx students by better articulating transferable skills acquired studying Art History, post data on effects of a college education on lifetime earnings and the creation of generational wealth. Data links provided by Liz Leiserson.
2. Addressing impact for low income students by making students aware of assigned textbooks in the library that can be checked out for the entire term through regular announcements at important inflection points (before census, midterm 1 and midterm 2).
3. Scaffolding to support academic preparedness for research and information literacy (3 modules on how to do college level research with posted examples of strong student research papers).
4. increased RSI practices

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

Data from the Foothill Annual Program Review 2024 and 2023 for Art History and Foothill College wide data for 2024. For New Strategic Goals: Reviewed a studies based text book from a professional development course at Chabot College *Teaching Men of Color at the Community College*. Reviewed the following data to foreground for students: Foothill College's Career Technical Education Outcomes Survey results [Foothill College CTEOS 2023.pdf](#)

Public Policy Institute of California on why college is valuable: [Is College Worth It? - Public Policy Institute of California](#)

[College Graduates Have Higher Net Worth - Public Policy Institute of California](#)

[Higher Education in California: Increasing Equity and Diversity - Public Policy Institute of California](#)

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).

Art 1 (OER)

Latinx, -14, 19

Not Veteran (?), -16, 54

Low Income, -11, 15

Art 2A

Not Veteran (?), -18, 13

Art 2B

Female, -16, 7

Latinx, -27,5

Art 2D (OER)

Latinx, -33, 4

Low Income, -40, 5

Art 2E,

Not DSPS, -17,8

Low Income, -25,5

Art 2F

White, -32, 4

Not Veteran, -21, 10

Art 2J

Latinx, -41,6

Not Foster Youth, -26,11

Art 3

Not Veteran, -31, 14

Not DSPS, -31, 14

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

Art History is a robust program that satisfies articulation requirements for Art History and Studio Arts majors in addition to satisfying the GE Humanities requirement. Art History courses are included as support courses for the AA Humanities, AA Philosophy, AA T Global Studies and AAT Social Justice.

Art History offers courses online and face to face. Faculty have worked to create a clear guided pathway for art history majors. Course reactivations to increase equitable offerings include Art 2D *African, Indigenous North American and Oceanic Art* offered Winter 2024 with robust enrollment. Art 2G *Introduction to Islamic Art* will be offered Spring 2025. Faculty hope to develop the Meso American Art History course and then put all non western offerings through POCR and become the leading online choice to satisfy the non western requirement for Art History majors.

Art 1 is consistently the highest enrolled course and articulates as an art history course. It is an ideal course to introduce students the global histories and heritages that are included in the survey courses offered at Foothill College. It is imperative that this course be taught by faculty who meet the minimum qualifications for art history to expose a broad student population to art historical methods and content that are expanded in art history surveys.

Faculty continue to focus on increasing enrollment and retention. Faculty opted to enroll students beyond the seat count based on listed seat count in the active roster by 10 to compensate for drops thereby meeting the seat count for full enrollment based on the active roster. Getting to know you surveys have been included in all courses week 1 in efforts to build relationships with students and to foster a sense of belonging. Faculty provide clear connections to student services in the Simple Syllabus and announces reminders of student services throughout the term.

Budget and faculty limitations impede enrollment growth and create a challenge for 1 full time instructor to meet the advertised statement that students can fulfill the art history AA and AAT in Art History fully online while simultaneously increasing face to face offerings.

Faculty is engaged in ongoing advertising and promotes upcoming art history courses for currently enrolled students through an announcement in Canvas and on social media (Foothill College Art History Instagram). Faculty promotes honors sections which receive early enrollment opportunities through announcements with links for more information about the Foothill College Honors Institute. Faculty seeks student input to create student centered scheduling. Faculty uses Canvas to poll currently enrolled students to gauge preferred modalities, and days and times for course offerings. Faculty created an instagram page Foothill College Art History. Faculty is working with department chair Hilary Gomes and the Marketing department on updating the Art History website and the creation of program cards and participates in tabling events to promote art history. Faculty created an Art History Flyer with an image with globally diverse representations and descriptions of all Art History courses offered at Foothill College that are available in the FAC division office and are distributed at tabling events.

Curriculum is an ongoing area of improvement. Full time faculty was selected to participate in common course numbering. She worked with art history faculty state wide on revising the outlines for CI-D, sought important feedback for issues specific for colleges on the quarter system. Faculty incorporated recommended language foregrounding CI-D articulation language into the updates for the AA-T in Art History as well as removing overlapping content in Art 2C and Art 3 and to include Art 3 as fulfilling the lower division survey breadth. Art 2D *African, Indigenous North American and Oceanic Art* offered Winter 2024 with robust enrollment. Art 2G *Introduction to Islamic Art* will be offered Spring 2025. Title V updates are ongoing to ensure equity in course content and assessments.

Building community and a sense of belonging is an ongoing priority for student success. Faculty regularly posts announcements for instructors exhibit openings, portfolio review events, art faculty openings and college wide events. Students have two options to visit the Anderson Collection and Cantor Center with the instructor for experiential learning and community building.

Faculty has identified a number of new strategic goals to address the disproportionate impact on low income students, Latinx and Black students, address academic preparedness and to better articulate acquired skills when studying art history.

The highest disparity in student success is from low income students. Low-income intersects with race with an increased negative impact. Recent alignment with DeAnza's low cost book category (which is lower than Foothill College) may have exacerbated this impact. To counter this effect full time faculty has been more pro-active in communicating to students the availability of (20) free textbooks (for all art history courses) for loan for the duration of the term available in the library. through posted announcements in Canvas, in class, and in weekly welcome videos.

Efforts to improve success rate for Latinx students have resulted in mixed outcomes. Faculty incorporated student surveys every quarter to foster relationship building, community and a sense of belonging. There continue to be persistent achievement gaps with Latinx students in art history courses and campus wide.

In response faculty has made efforts to better understand and meet culturally responsive teaching. Faculty reviewed a course taken at a previous institution *Teaching Men of Color at the Community College* by J. Luke Wood, PhD, Frank Harris III, EdD and Khalid White, EdD. This studies-based course on better understanding outcomes for Black and Latino men, poses that identity and culturally specific notions of family values may be a factor in student success and retention for these groups. "Gender identity encompasses a number of factors, including whether men are comfortable seeking help, perceive school as a domain that men should engage, **believe that school is a worthwhile endeavor in context of their roles ad breadwinners...** (Wood et al., 20)."

Faculty identifies a need to better articulate the value of investing in a college education. Faculty will work with data experts at Foothill to find and post data on the effects of a college education on lifetime earnings and the creation of generational wealth.

Academic Preparedness has been identified as an additional barrier to student success. To compensate for varied and or limited academic preparedness, faculty has scaffolded the research essay assignment. Working with the library staff and retired English professor Scott Lankford, faculty has created three modules strategically placed throughout the term teaching students how to do college level research. Students receive content that teaches information literacy including how to distinguish between primary, secondary and common sources, how to engage with the Foothill College library data bases, how to cite their sources, engage with opposing viewpoints, and develop a thesis. The information literacy modules are included in weeks 3, 6, and 9 with assessments designed to keep students on task for their research essay assignment.

Faculty completed RSI (Regular and Substantive Interactions) training during the summer 2025 and led workshops opening day and during the fall term 2025. Faculty have incorporated additional RSI strategies with internal and student facing communication plans, regular and predictable announcements in addition to welcome videos, utilizing the "message students who" with language expressing genuine concern at important inflection points throughout the term.

Faculty is engaged in locating art history skills based opportunities for students. Faculty is working on better articulating learning outcomes to reflect transferable skills acquired from studying art history including critical thinking, writing and research skills and thereby aligning with goals identified through common course numbering sessions.

Full time faculty is engaged with ongoing efforts to support students in experiential learning. One dual enrollment student has had two of her Foothill Art History research papers published in a peer reviewed Journal of Research High School. The journal has a high submission cost that may be a barrier for many students. Faculty intends to reach out to the Mellon Foundation and Honors Institute for more equitable options for students.

Full time faculty spent a year engaging with faculty leaders of community colleges with museums and galleries and presented on advocacy funded through the Terra Foundation fall term 2025. The goal was to learn about art history skills based, object based and experiential learning that align with work skills programs that could lead to a museum studies program and /or a museum studies certificate. While budget issues create a delay and possible barrier for converting an underused classroom into a gallery, faculty has used her own connections as an exhibiting artist to network with local museums with the hope of forging internship opportunities for art history student majors. Faculty met with outgoing Chancellor Judy Miner to discuss working with foundations, applying for grants and articulating works skills summer 2024. Faculty met with Devin Malone Director of Public Programs and Community Engagement at the Fine Arts Museums of San Francisco Summer 2024. Faculty is engaged in ongoing conversations with staff at the Triton Museum and New Museum in Los Gatos to ascertain community outreach, internships and engaging with K-12 students. In addition, full time faculty is working on connecting with faculty and students at DeAnza and San Jose State University.

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

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End of Annual Program Review Template 2024

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 Art History program has made commendable progress in addressing challenges and aligning its efforts with institutional goals. Notable achievements include reactivating non-Western course offerings, increasing enrollment through targeted advertising and outreach, and implementing scaffolding strategies to support academic preparedness. The program's focus on equity, particularly for Latinx, Black, and low-income students, is evident through its use of free textbooks, culturally responsive teaching practices, and targeted community-building activities such as museum visits and tabling events. Additionally, the creation of a guided pathway for Art History majors and ongoing efforts to align with Common Course Numbering further demonstrate a commitment to student success.

To build on these successes, the program could benefit from providing more detailed timelines and benchmarks for achieving its goals, particularly for improving success rates among disproportionately impacted groups. Expanding outreach efforts to better articulate the transferable skills gained through studying Art History could also help attract more students and address misconceptions about career pathways in the field. Furthermore, increasing the program's on-campus visibility through faculty engagement in campus events, partnerships, and student interactions is essential for fostering a sense of community and attracting new students. On-campus presence not only helps strengthen connections with current students but also allows prospective students to see the vibrancy and value of the program, which is critical for sustained growth. Finally, collaborating with the Mellon Internship Program for paid internships and a potential Museum Studies certificate would add significant value for students and further enhance the program's offerings. Overall, the program is on the right track, showing a clear alignment with its goals and a strong commitment to equity and student success.

This form is completed and ready for acceptance.