Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

> 3

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

> 3

3. Number of staff in the program.

> 0

4. Do the above numbers reflect any staffing changes?

> While there are three full time faculty, all three have either reassigned time or are on reduced load due to pre-retirement reduction; the actual FTEF for history is approximately 1.5 as a result. However, given the significant cuts to the program due to enrollment declines, there is no intention to request a full time hire for this year.

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

> Previous Goals
>
> Create a Women in American History course -- continuing (see below)
>
> Align courses with Cal-GETC requirements, if necessary
>
> Continue to increase enrollments in history courses, particularly by engaging students to take multiple courses
>
> Revamp Student Learning Outcomes for all classes
>
> Continue decolonization of curriculum
>
> New Goals
>
> Re-estabilish honors courses within the program.

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?

> Cal GETC requirements -- faculty in the department have participated in the surveying of statewide faculty in common course numbering, which is also in alignment with Cal GETC requirements.
>
> Enrollments have increased, particularly in in-person courses, but issues with bots/fraud continue to hamper accurate accountings, as noted below.
>
> Student Learning Outcomes are on hold based on the college's revamping of the entire SLO process as well as the potential of outcomes being directed for some courses by the Common Course Numbering work being done at the state level.

Curriculum continues to be decolonized in terms of texts, language, and outcomes.

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

Women in American History is currently on hold because of the changes occurring to the Transfer Model Curriculum in Social Justice Studies -- Women's Studies emphasis. Instead, a new TMC in Women and Gender Studies is being created, and it is highly likely that this course will be one of the core courses for that TMC, so we are holding off creating the course to ensure that when it is created it meets the criteria for both WMN and History students. It is also possible that it will be a GE course, so ensuring that it meets the new Cal-GETC standards is going to be very important for articulation to both systems.

We intend to explore interest in recreating honors courses for this program; following the retirement of Konnilyn Feig in 2017, the honors courses were not taught any longer, and we hope to change that given student demand.

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

Schedules from F22 through F24 indicate significant increases in enrollment in F2F courses = F22 saw 2 F2F classes with enrollments of 27 and 19; F23 was 34/43, and F24 are 38/42. Online enrollments have also increased but have been impacted by the presence of bots and fraudulent students, who have been enrolling in the period between the sweeping of enrollments by the registrar and the first day of class. In three online history classes in F24 (taught by two different instructors), a total of 38 students were dropped at the end of the first week for non-participation, and several others were turned over to the registrar in week two based on fraudulent activity. This impacts the ability to add authentic students later in the registration period and therefore impacts overall enrollment, as well as putting considerable work on the faculty within the program to find and report fraud.

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/ETXoAp44fMFCppHXvzpIFgcB5ogzcvUXLknHrIXo1ghkHg?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).

Latino/a (-20%) and Black students (-19%) continue to struggle in history classes, although the overall number of Black students remains fairly small (64 total). Asian, Filipinx, white, and unknown ethnicity students succeed at rates at or higher than the college average, as do veteran students. Men and women do equally well.

There are some challenges with the data provided. For example, there were 25 sections of history offered during the academic year 2023-24, but this information is for 32 sections, which included the summer (with a student population that is significantly different from the regular academic year) and two sections of a dual enrollment course taught through the Tide Academy, again with a very different population than our regular classes. It would be helpful to strip out the data to see what the numbers look like for classes being taught during the regular academic year to our enrolled students.

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

In addition to F2F increases, online enrollments have also increased but have been impacted by the presence of bots and fraudulent students, who have been enrolling in the period between the sweeping of enrollments by the registrar and the first day of class. In three online history classes in F24 (taught by two different instructors), a total of 38 students were dropped at the end of the first week for non-participation, and several others were turned over to the registrar in week two based on fraudulent activity. This impacts the ability to add authentic students later in the registration period and therefore impacts overall enrollment as well as putting considerable strain on the faculty teaching the class.

Additionally, the metrics used to measure success are very broad and somewhat skewed against courses that have particular requirements (word counts, assessments required for transfer, etc.). It might be helpful to use divisional numbers to analyze success, rather than college wide data which includes classes that do not have these types of requirements. The seat counts in these courses (50/class) are higher than any other community college in the area, and influences things such as being able to know all students by name within the first week of class, or being able to provide significant feedback on all assignments.

All of the full time faculty have completed their RSI training, which may help improve outcomes as changes are made to online and hybrid sections .

As mentioned above, the enrollments are not entirely reflective of what the actual enrollments during the academic year are -- it might be helpful to see just those sections, without summer and dual enrollment programs.

Finally, and unfortunately, there seems to be a public derision about the subject of history (lots of memes and stereotypes back this up), so the support of the dean of BSS and others in continuing to grow and increase offerings in history is very welcome. As was clearly indicated during the 2024 election campaigns and over the past several years, history remains absolutely essential for students to learn and understand, providing critical thinking and analytical skills necessary for a healthy democracy.

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 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 History Department has met expectations on their annual program review. They engaged with their data thoroughly and have offered significant insights into the large number of drops in the program. While many of the department's goals are on hold, they provide acceptable rationale for putting projects in a holding pattern until more information is given.

This form is completed and ready for acceptance.