

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.

5

3. Number of staff in the program.

N/A

4. Do the above numbers reflect any staffing changes?

A full-time GID faculty member retired at the end of Fall 2023. We submitted a Faculty Prioritization application to hire a new faculty member and it was accepted. The plan is to form a Hiring Committee during Winter 2024 and hire a new full-time faculty during Spring 2024. As of Winter 2024 there is currently only one full-time faculty member in the GID Department.

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

Increased course offerings was sited as an area for improvement. As a result, hiring additional Part-time faculty was recommended. Since then, we have hired two new part-time faculty. Additionally, course offerings have increased by 20% growing from 48 in 2018-19 to 60 in 2022-23.

Overall, FTES has steadily increased from 2018-2023 by 27.8% with is largest FTES increase in 2020-21 during the COVID-19 pandemic. Even though GID has seen a decrease in FTES by 15.7% since 2021, enrollment and Productivity compared to college-wide continues to grow.

Online classes continue to provide high enrollment with 83% of GID faculty teach online, and 16% on-campus. The data supports thriving online enrollment; however, it is also reflective of having fewer options to enroll in on-campus classes. The Dean, department, and division are supportive of increasing and building on-campus GID classes and community while still supporting and maintaining a strong online classes and community.

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?

Stabilizing and increasing the FTES was an action identified its most recent program review.

What has helped stabilizing and increasing GID enrollment has been the efforts in collaborating with Outreach and Dual Enrollment. Dual enrollment classes have resulted in a 78% increase in FTES. Continuing to support Dual Enrollment is important in increasing FTES.

Additionally, it was stated in our previous Program Review that a full-time faculty member intended to retire. As a result, GID has requested a new full-time faculty which was approved.

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

The most recent update relates to the Faculty Prioritization for a new full-time faculty. The plan is to form a Hiring Committee in Winter 2024, create the application proposal, with the goal of conducting interviews during Spring 2024 and ultimately hiring a new full-time faculty by then end of Spring 2024.

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

As of Winter 2024 there is no formal method of collecting data to record our progress other than using Foothill's Student Success Analytics and Precision Campus tools. However, GID plans to discuss more ways to collect data to ensure GID is improving and providing the support for the success of our students.

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.

Groups experiencing a disproportionate impact in the most recent year for Course Success with Disproportionate Impact (faculty):

- Latinx, percentage point gap is -10, and the number of additional successes needed to erase the percentage point gap is 34
- Male percentage point gap is -7, and the number of additional successes needed to erase the percentage point gap is 43
- Low Income, percentage point gap is -11, and the number of additional successes needed to erase the percentage point gap is 49

Groups experiencing a disproportionate impact in the most recent year for Course Success with Disproportionate Impact (credit):

- Latinx, percentage point gap is -11, and the number of additional successes needed to erase the percentage point gap is 63
- Male, percentage point gap is -8, and the number of additional successes needed to erase the percentage point gap is 54
- Low Income, percentage point gap is -5, and the number of additional successes needed to erase the percentage point gap is 34

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

The GID Department has been active in implementing changes in support of Foothill's Strategic Vision for Equity. Specifically, GID Department has been focusing on *Issue 9: Lack of a college-wide retention plan for students of color to progress through their academic career at Foothill* and *Issue 6: Many programs perpetuate structural racism by failing to educate students in the history and ongoing racism implicit and explicit in their disciplines*. In support of all of these goals, GID Department and faculty are updating the Course Outline of Records to be more inclusive and equitable in content, curriculum, and language used for our courses.

GID hopes that applying these changes will help close the gaps in disproportionately impacted students. GID plans to collaborate and coordinate with our learning communities and affinity groups to provide more resources and class offerings. Doing so will provide additional support and opportunities for success.

GID has also worked closely with Guided Pathways to provide a more consistent schedule for students to complete their degrees.

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

A recent retirement left this department with only one FT faculty member, who has 1/3 of his load in another department. As a result, the existing FT faculty member had to take on additional responsibilities for the department to continue to function. A new faculty position was approved for this department, and we have started the hiring process.

The Graphic and Interactive Design department has had strong online enrollment. In collaboration with the Dean, the current FT faculty member is working to increase on-campus courses while maintaining online offerings. The work that the FT faculty member has done with dual enrollment and incarcerated students to stabilize and increase FTES should be applauded. In addition, the F faculty member has worked closely with Guided Pathways to provide students with a strategic and predictable program map.

This department is seeing a disproportionate impact with Latinx, Male, and Low-Income students. Through equity-minded curriculum updates and collaborations with learning communities and affinity groups, the department hoped to close the achievement gaps. Offering more class lectures on diverse topics and/or incorporating more imagery that shows diversity 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 department and result in increased enrollment.

This form is completed and ready for acceptance.