Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

> 1.67 FTF

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

> Current active PTF for Fall 2024: 3. During the 2023-24 academic year, the number of active PTF fluctuated between 2-6: Fall 2023: 2; Winter 2024: 5, Spring 2024: 6.

3. Number of staff in the program.

> 0

4. Do the above numbers reflect any staffing changes?

> Currently, the GID Department has 1.67 FTF. Beginning Spring 2025, Jordan Fong will transition to teaching full-time in GID. This transition to teaching full-time in GID (as opposed to 2/3 in GID, 1/3 in ART) will better serve the GID Department, the college, students, and the FAC Division needs in the long-term by:
>
> - Providing department stability to support department growth
> - Ensuring course content experts with relevant professional and industry experience are teaching curriculum that equips students with critical thinking skills
> - Offering students more consistent access and availability to faculty support
> - Increasing support to assure student success in GID programs

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

> Actions of improvement included:
>
> - Hiring a new FTF for 2024-25 Academic Year
> - Increase course offerings for 2023-24 Academic Year
> - Increase F2F (Face-to-face) course offerings for 2023-24 Academic Year
>
> New Strategic Goals:
>
> 1. Revise and update all GID CORs (Course Outline Records) by 2029
> 2. Reassess focus of Front End (Visual) or Back End Development) design GID Department
> 3. Update and redesign GID Department website and marketing materials
> 4. Improve outreach and coordination efforts with the Marketing and Outreach Departments
> 5. Strategically grow the department while anticipating state budget cuts and restrictions to the FHDA District and the college
> 6. Strategically schedule and offer a variety of courses and class modalities which maximizes enrollment and productivity
> 7. Strategically increase on-campus classes while continuing to support online classes
> 8. Increase frequency of Advisory Board meetings
> 9. Work with IR to track the number of transfer students to a 4-year institution and job placement
> 10. Explore alternative industry standard software licenses
> 11. Explore how to provide students more access to alternative and industry standard software licenses
> 12. Ensure the integrity of GID course content and curriculum are the same no matter the modality
> 13. Continue to improve RSI for online and hybrid modalities

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?

> Actions completed this year:
>
> - Spring 2024 resulted in the successful search and hire of our newest FTF in GID.
> - In Winter and Spring 2024 we hired 2-3 new part-time faculty to supplement the load of a full-time faculty who retired, in addition to the 1-3 already active PTF of the 2023-24 Academic Year.
> - Even though GID lost a FTF in Fall 2023 due to retirement, there was an increase in Unduplicated Headcount (4%), Enrollment (2%), WSCH (4%), FTES (4%), and Productivity (15%).
> - GID offered 84% of its courses online in the 2023-24 Academic Year, with an 85% increase of F2F classes (which includes dual-modality and stacked classes).
> - Course offerings decreased by 6% from 35 to 33
>
> Even with the additional increase of F2F course offerings and the decrease in the number of courses offered, the data indicates program growth overall. Offering increased Dual Enrollment classes at the high school also contributed to this growth.

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

> 2024-25 GID Department timeline:
>
> 1. Begin revising and updating CORs
> 2. Begin reassessing Front End (Visual) or Back End Development) design focus for GID Department by end of Spring 2025
> 3. Create Social Media accounts and monthly newsletters by end of Winter 2025
> 4. Create new and updated Program Cards, Website, and job fairs by end of Winter 2025
> 5. Begin strategizing how to grow the department while anticipating state budget cuts and restrictions to the FHDA District and the college
> 6. Begin strategizing how to schedule and offer a variety of courses and class modalities which maximizes enrollment and productivity
> 7. Begin strategizing how to increase on-campus classes while continuing to support online classes

8. Increase frequency of Advisory Board meetings by end of Spring 2025. This will help ensure our program's viability, relevancy, and competitiveness in the field and innovation in higher education
9. Increase membership industry professionals of Advisory Board by end of Spring 2025
10. Begin working with IR to track the number of transfer students to a 4-year institution and job placement
11. Begin actively engaging in and supporting division- and college-wide efforts to increase and improve success rates for Latinx, Filipinx, and Black students
12. Begin strategizing how to increase success rates of online classes to be comparable to F2F
13. Begin researching and exploring catalysts for increase in Success Rates by Gender
14. Engage in RSI trainings, workshops, and learning communities to improve RSI in Fall 2024

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

Used Program Review Data Sheet and Disproportionate Impact Dataset.

Course Grade submissions increased by 3% in 2024-25, and Course Success also increased by 1%. However, Non-success also increased by 27%; however, this could be attributed to a *26% decrease* in students who did not Withdraw from classes. This dataset implies that GID is retaining more students, however, it also highlights the need to improve student success.

The data also shows Success Rates by Gender with Female students fluctuating between 83-85%, and Male student success rates steadily increasing from the high 70-percentile to match Female success rates since 2019. The data does not indicate the cause for the increase in Male student success. However, GID plans to explore catalysts for this increase in Success Rates by Gender overall.

Another indicator of success was the 20% increase in GID Degrees & Certificates in 2023-24, with Credit Certificate-Transcriptable having the largest impact with a 44% increase. This is the first time that more students are earning Credit Certificate-Transcriptable than AA Degrees.

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).

Currently the success rates for Latinx, Filipinx, and Black students in the FAC division is 76%. GID plans to actively engage and support division- and college-wide efforts to increase and improve success rates for Latinx, Filipinx, and Black students by end of Spring 2025.

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

During the 2023-24 Academic Year, our GID Department experienced unprecedented trials and tribulations regarding faculty vacancies, modalities of course offerings, integrity of course content and curriculum, and the staffing of classes. However, despite the unique and uncanny challenges the data indicates GID was successful in supporting student success, increasing department growth, and supporting diverse learning styles and modalities.

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

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 GID department is doing a fantastic job addressing challenges and finding opportunities for growth. I've been really impressed with the progress you've made—enrollment, retention, and degree/certificate completions are up, and the transition of faculty roles to better support the program is already making an impact. Your efforts to improve equity, revise the curriculum, and expand dual-enrollment and face-to-face offerings show how well-aligned you are with your goals.

That said, there are some opportunities to take things even further. It might be worth focusing more on identifying and addressing the specific factors behind the success gaps for Latinx, Filipinx, and Black students—targeted outreach or support strategies could really make a difference here. Online success rates are another area to prioritize so they match face-to-face outcomes; continuing RSI training and exploring innovative ways to engage students online could help close that gap. I'd also suggest developing clear benchmarks to measure the impact of curriculum updates and advisory board activities, especially when it comes to preparing students for the industry. Finally, collaborating with the Mellon Internship Program for paid internships would be an incredible addition, offering significant value for students and boosting the program even further. You're doing amazing work, and I'm excited to see where you'll take things next!

This form is completed and ready for acceptance.