

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

0

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

0

3. Number of staff in the program.

1

4. Do the above numbers reflect any staffing changes?

No

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

The most recent Comprehensive Program Review highlights several key actions for improvement. These include decreasing academic integrity violations by 10% through educational initiatives, implementing a restorative justice program to reduce recidivism, and increasing student awareness of the judicial process via workshops and satisfaction surveys. The strategic goals focus on promoting equity, integrity, and accountability through data-informed interventions and collaborations with faculty, student organizations, and external partners.

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?

Significant progress has been made on several actions outlined in the review. While the creation of educational videos on academic integrity is currently on pause, a dedicated webpage providing faculty and student resources has been developed. The delay in video production is due to awaiting approval from the Academic Senate on academic integrity policies for faculty; once approved, the videos will be finalized. Informational workshops on the judicial process were successfully conducted: one for employees during Foothill's Opening Day and another for new students at orientation. The restorative justice program has been piloted, focusing on minor offenses, our two BIPOC center employees will be doing a train the trainer training to implement at our campus. These steps align with strategic goals to reduce violations and improve satisfaction with the judicial process.

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

The implementation timeline remains largely on track. The development of educational videos on academic integrity has been paused while awaiting the Academic Senate's finalization of academic integrity policies; once approved, production will resume as planned. Adjustments have been made to include hybrid training methods for workshops, ensuring accessibility for students and employees across modalities. Additionally, a survey method is being developed to gather input from the community on what services and resources they would like to see from our office. These updates reflect a commitment to maintaining progress while addressing evolving needs and priorities.

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

Progress has been evaluated using participation metrics in workshops. Data shows an increase in awareness of academic integrity principles and positive feedback from students on the judicial process. Additionally, the number of new and repeat offenders has begun to decline, aligning with program objectives. These findings validate the efficacy of implemented actions and inform ongoing refinements.

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).

Non-instructional program: The 13-55 project for Student Affairs and Activities focuses on fostering student belonging by creating inclusive spaces. Our department has developed four thriving centers: the BIPOC Center, Basic Needs Center, Pride Center, and Mental Health and Wellness Center. These centers provide critical support and resources tailored to diverse student populations. Each center offers specialized programming, community-building activities, and services to enhance student well-being. Implementation began in phases, with all centers fully operational and engaging students by the end of the last academic year. Since their opening, they have collectively served hundreds of students, promoting equity, inclusion, and a sense of belonging across the campus community.

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

This program review underscores our commitment to equity, accountability, and fostering a supportive campus environment through judicial affairs. Our focus on educating students about academic integrity and personal accountability aligns with our mission to uphold student rights while guiding them with compassion. While delays in developing educational videos due to pending policy approvals presented a hold, our progress in workshops, resource development, and restorative justice initiatives highlights our adaptability and dedication.

Collaboration with key stakeholders, such as the Academic Senate, and the use of data-driven insights have been instrumental in shaping impactful resources. Feedback mechanisms, including workshops and fewer academic integrity reports, ensure that our efforts are student-centered and responsive to community needs. Looking forward, we aim to refine our judicial processes further, expand awareness initiatives, and continue fostering a campus culture of integrity, respect, and inclusion. Judicial affairs remain a cornerstone of creating a thriving, equitable college experience for all students.

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

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CiffMU

End of Annual Program Review Template 2024

End of Annual Budget

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 SLO's can be strengthened by making them all measurable and following the S.M.A.R.T format. The first one of decreasing academic integrity violations is a good start however by adding in a timeline would be helpful. Additionally as it is mentioned later in the review, its suggested that an SLO around a sense of belonging is added to #5. The review meets expectations but could be strengthened.

This form is completed and ready for acceptance.