

# Foothill Annual Program Review 2024

Annual Program Review Template 2024

## Annual Program Review 2024

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.

2

4. Do the above numbers reflect any staffing changes?

Yes. The foundation-funded temporary position of Teacher in Residence has been converted to a full-time faculty position. The KCI has, in turn, hired a full-time Makerspace Coordinator, which transitioned one part-time faculty to a staff member. The addition of a full-time faculty position, along with some programming changes, has led to a reduction in part-time faculty.

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 actions for improvement have been summarized into the following Strategic Goals:

1. Expand outreach to enhance racial and geographic diversity and ensure the K-12 teacher workforce authentically represents the student population.
2. Amplify enrollment and optimize student contact hours in non-credit makerspace courses through increased campus visibility, expanded outreach, and flexible course offerings.
3. Broaden program offerings in collaboration with district, community, and industry partnerships, providing diverse educational pathways, and ensuring students are equipped with current and future industry-relevant skills.
4. Advance equitable instruction and consistent student support through professional development, standardized supportive practices, and inclusive pedagogy across all programs.
5. Standardize feedback across all KCI programs, using surveys and data analysis to understand student needs and continuously refine offerings.
6. Expand instructor diversity through deliberate hiring, aligning staffing demographics more closely with Foothill's student population and California's broader community.

These goals continue to encompass the current range of KCI initiatives and have not changed from the previous year.

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?

Over the past year, the KCI has accomplished the following:

- Added over 25,000 educator contacts to marketing outreach.
- Improved and expanded services and offerings for Dual Enrollment CCAP/MOU students.
- Hired a full-time makerspace coordinator to expand makerspace outreach and services.
- Implemented a rolling enrollment system in makerspace noncredit/positive attendance courses.
- Created a monthly makerspace workshop series: Crafting Calm
- Started development of two Certificates of Achievement related to AI in Education.
- Created 4 new courses around AI in Education and Education Technology Leadership.
- Designed standardized exit surveys across all programs to gather data about non-completions and improve services for students.
- Developed and implemented a digital badging system across all programs to increase student engagement and recognize achievements.
- Began development of Silicon Valley Artificial Intelligence Project (SVAIP) for providing AI professional development to educators and secured a temporary business development hire to assist with project fundraising.
- Completed and implemented multi-year grants in educator-evaluated semiconductor lessons and CSforAll to over 600 students.

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

Over the next year, the KCI intends to accomplish the following:

- Continue to intensify efforts to widen makerspace offerings through courses, workshops, and events
- Finalize two AI in Education Certificate of Achievement programs (1 capstone/stackable and 1 full program)
- Increase fundraising initiatives and engage a broader donor base to support our diverse programs and makerspace.
- Collaborate with faculty and program leads to ensure SLOs are effectively embedded in evaluation processes.
- Develop mirrored noncredit courses for programs to improve enrollment, achievement, and student access.
- Ensure that all active LINC faculty who teach online are well-versed in RSI practices.
- Continue to grow dual enrollment partnerships to provide more students with advanced educational opportunities.

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

The KCI used the following evidence to evaluate progress:

**23-24 Dual Enrollment CCAP/MOU Student Representation Data:**

- Moderate increases in representation of Black (3%-4%), Latinx (9%-11%) and Asian (44%-49%) students
- 100% success rates for Black and Latinx students

**23-24 Makerspace NonCredit Enrollment/Attendance Data:**

- 82% increase in enrollment (387 to 708)
- 76% increase in unduplicated headcount (223 to 394)
- 46% increase in WSCH (576 to 845)

**Marketing Data:**

- Marketing communications sent to a database of over 35,000 people
- Excellent average open rate for communications (28.48%)
- 410 Digital Badges issued in 2024

**24-25 Program Participant Data**

- 56% of Participants work in Title 1 Schools
- 24% increase in applications for 24-25 programs
- 100% of participants would recommend the program they participated in to their colleagues

**Educator AI Survey Data:**

- 84% interest in Professional Development around building confidence in AI
- Over 80% agreement that AI professional development will be valuable in their role

9. Click the link and follow the instructions to the Disproportionate Impact dataset, then respond to the prompt below.

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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).

The data below is from the 22-23 academic year. The 23-24 academic year does not seem to be available yet.

Group	Percentage Point Gap	# of Successes Needed
Black Students	-11	11
Not Foster Youth*	-3	97
Low Income Students	-11	46

*\* It should be noted that the percentage point gap for "Not Foster Youth" is due to the fact that the 3 Foster Youth enrollments had a 100% success rate, compared to the 97% success rate of the other 2,816 enrollments.*

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

There is one data point that did not fit into the above, but should be addressed:

- Due primarily to the closing of the Freestyle Academy dual enrollment program, LINC credit course enrollment dipped this year by about 17%. This was mitigated by an increase in noncredit enrollments, making the overall enrollment decrease only 4%. The KCI expects to be able to close this gap in the coming year with the expansion of current dual enrollment programs and partnerships, as well as continued increases in non-credit course enrollments.

As always, the KCI team appreciates this opportunity for reflection and analysis.

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 KCI has submitted an insightful and informative annual program review. They are growing in several key metrics and have plans to increase enrollment where it was lost due to a program closure. The program has excellent success rates among black and latinx students. The KCI is also applauded for its commitment to timely and responsive curriculum around AI in Education.

This form is completed and ready for acceptance.