

# Foothill Annual Program Review 2024

Annual Program Review Template 2024

## Annual Program Review 2024

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

16

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

14

3. Number of staff in the program.

0

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 math department's primary strategic goals are for a success rate of 100% in all modalities and no disproportionate impact to any demographic group. This challenge has been steepened considerably with the implementation of AB1705. While the math department maintains the same strategic goals, we seek to expand and reinforce the support classes and systems we have created to meet the needs of our student population.

Due to AB1705, many incoming students that would typically be placed in precalculus classes (and historically, elementary algebra classes) will be placed into calculus directly. To realistically manage this dramatic shift in student necessities, the math department urges administration to fund the math department's budget requests for embedded tutoring budget, expanding the MPS program and a dedicated instructional counselor. In addition, the math department has engaged in professional development and faculty-led discussions on how we may best help students navigate the challenging landscape caused by AB1705. Finally, Sarah Williams will go on reassign time in Winter 25 to further research how we may serve our students.

Metrically, the math department has increased the number of sections by 9% and met our productivity goal of 500 with 532 (a slight increase from the previous academic year's 529).

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?

We are piloting Math 1A MPS, which provides a pathway for students that need extra support in pursuing a STEM degree in light of AB1705. Math 47 has also passed through the curriculum process and will be offered in the 25-26 academic year. Both these classes are the primary landing spot for the students most impacted by AB1705.

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

Math 1A MPS is currently being piloted. Math 47 will be offered in the 25-26 academic year. Sarah Williams will receive RAT during the winter quarter to identify and implement an equitable option for students, with a possibility of a term-spanning course.

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

Math 47 and Math 1A MPS have completed the curriculum process and are ready to be offered by the 25-26 school year.

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](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).

In 23-24, no groups experienced disproportionate impact (tan/orange) as defined in the data key. With that said, we observe a percentage point gaps among female, black, Latinx, Native American, foster youth and low-income demographics.

Demographic	% Point Gap	# Successes
Female	-3	82
Black	-14	34
Latinx	-16	289
Native American	-20	5
Foster Youth	-33	5
Low Income	-15	348

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

The math department is bracing itself for a substantial change in the distribution of students starting next year. Many professors have reported a stark change in the preparedness of students taking calculus due to shifting placement rules. While we are confident that our AB1705-compliant courses (Math 47, Math 1A MPS) will address a large proportion of incoming students impacted by the law, we are concerned that the existing support structures (tutoring, counseling) will not be sufficient in navigating students to reach their academic goals. The math department urges administration to work with the math department in increasing these essential support frameworks to meet the evolving needs of our student population.

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](https://foothilldeanza-my.sharepoint.com/:w/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-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 math department has gone through several large changes in the past 8 years: AB 705 and now AB 1705. When this program review was written, the State's Chancellor's office had yet to send out impactful revisions on the guidance of 1705. This new guidance allows for CCC's to continue placement of students into our precalculus courses, while eliminating multiple measures (HS GPA) from its placement criteria. Since this is very recent, the dean of STEM and representatives from IR and Placement at FH will meet in January '25 in conjunction with the math department in order to adjust (again) to new state guidelines and where students will start their math at the college. Though this allows for several years of data validation, it still puts the department scheduling into an unknown territory with how many sections of each pre-calculus courses should be offered to meet student demand. The tentative plan is to now continue to offer sections of MATH 48A, 48B, and 48C, while also offering MATH 47 to compare data on students into success in MATH 1A.

I commend the department for their efforts into these many impactful changes that continually are coming from the state. As mentioned in the APR, Sarah Williams will be using 0.111 RT in winter '25 (funded from the equitable placement load) in order to continually research how we can best adapt to these new changes. The math department has also been having quarterly retreats to discuss more in depth all of the changes that are impacting their department, and the college has been supportive of these gatherings through providing budget for such events.

We are thankful that the college has hired a new MPS counselor to support the students in these courses, whom are some of the most at-risk in entry level mathematics. As was also mentioned in the APR, we recently ran our first section of MATH 1A MPS this past fall '24 quarter, which had census enrollment of 25 (note that we cap these sections at 30). We plan to offer one section of MATH 1A MPS in the winter '25 and spring '25 quarters, as well, to help form a framework of understanding as we pivot to fall '25 in which new AB 1705 guidelines are set to be put in compliance.

I support the department's requests in continued dedication to increasing embedded tutors for math sections which are most impacted by the assembly bills. A dedicated counselor was also requested, and my notes on that request are reflected in the budget requests Smartsheet, which has a larger college wide conversation that would surround the request.

This form is completed and ready for acceptance.