

# Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

2 fulltime faculty, STEM faculty with 0.044 NCBS load and LA faculty with 0.059 NCLA load to coordinate program duties.

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?

There have been no staffing level changes since 2012.

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

For the 23-24 program review, the evaluators noted E. 1. as an area that needed improvement. No narrative comments were provided, so we can only guess why the evaluators rated this area as "needs improvement." Our guess is that the goal stated, which referenced 2027, was not related to the current academic year. To increase students served, this year we allowed late matching to help students who didn't realize they needed help until later into the quarter. We are also realizing that since our past focus had been basic skills, and those classes no longer exist due to AB 705 and 1705, that we need to expand our offerings to include courses where students need basic skills support in transfer level courses, like Math 1B, 1C, Chem 1B and Humanities and Social Science classes and possibly others that focus on reading and writing.

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 incorporated the pre and post surveys of students self assessment of their study skills and sense of community as a routine part of the program. The Pass the Torch program coordinator is actively participating and attending campus events. For example, the program coordinator attended Athletic Opening day and New student Orientation to help raise awareness. The coordinator contacted Puente, but due to miscommunication, the coordinator was unable to attend their orientation event. The program coordinator is also working with the MPS counselor and EOPS staff to provide additional support to the students in those programs.

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

The program plans to attend Puento family events in Winter and Spring, and Possible Self/Day on the Hill. The program coordinator will continue to reach out to the Umoja, Puento, MPS and EOPS counselors, to discuss ways that Pass the Torch can support these students. The program is also working with Foothill Retention to support students who are referred via Foothill Collect.

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

We continued to monitor the total number of enrollment forms received and the number of teams from the specific areas of Athletics, Puento, Umoja, EOPS, and MPS.

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).

We are working with Foothill Retention Services, to help the departments across campus meet their goals related to 13-55, as the departments use Foothill Retention Services to facilitate connecting their students to tutoring services.

Pass the Torch continues to do outreach directly to students from under represented backgrounds who are enrolled in courses we support.

The LRC division has selected a 13-55 project for the 2024-25 academic year and as in the past, the Pass the Torch coordinator will continue to work with the division committee to support and carry out the work of the project.

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

We appreciate the opportunity to reflect on the continued improvement of the program. Thank you for taking the time to review and provide feedback for our program.

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

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

N/A

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This form is completed and ready for acceptance.