

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

7

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

2

3. Number of staff in the program.

5

4. Do the above numbers reflect any staffing changes?

Yes. 1 full-time faculty retired and is going on article 19 effective winter quarter

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 PHED program at Foothill College has identified several key actions for improvement, including expanding in-person classes to revive enrollment, especially for activity-based courses like badminton and pickle ball. Enhanced outreach efforts aim to attract a broader student base through collaborations with programs such as the Student Outreach Office, International Student Office, and Veterans Resource Center, as well as potential corporate fitness opportunities. Additionally, the program seeks to address enrollment disparities by ethnicity and gender, focusing on inclusivity and belonging through KA Division's Strategic Vision Plan. Facility and equipment upgrades are also a priority, with an emphasis on improving the fitness center and pool. Although Measure G funding covers some physical education facilities, additional resources are needed to update fitness equipment. These efforts align with strategic goals to support diverse student needs and provide a comprehensive, accessible fitness and wellness experience on campus.

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?

This year, the PHED program has successfully completed several actions identified in the most recent Comprehensive Program Review. Key accomplishments include reintroducing in-person classes for high-demand, activity-based courses, such as swimming, badminton, and archery, supporting the goal of reviving student enrollment post-pandemic. The department has also made progress in outreach initiatives, collaborating with the Student Outreach Office, International Student Office, and Veterans Resource Center to increase awareness and enrollment. Efforts to address enrollment disparities have advanced as well, with initiatives focusing on creating a more inclusive environment that fosters a sense of belonging, particularly for students of color. Additionally, we have begun to improve certain physical facilities with available funding, while advocating for updated fitness center equipment to further support student wellness and engagement. These actions collectively support the program's mission to promote an accessible and inclusive fitness and wellness experience for all students.

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

Our plan started with bringing back in-person activity classes this year, and we've focused on getting students involved by working with campus programs like the Outreach Office and Veterans Resource Center. We're making updates to facilities and equipment as funds allow, with urgent needs addressed first. Some equipment upgrades are delayed due to budget limits, so we're adjusting our timeline to tackle these in phases when more funds become available. We haven't had major changes to our plan, but we're making small updates as we go to keep things on track.

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

To evaluate our progress, we used enrollment data, feedback from students and faculty, and overall engagement in both in-person and online classes. Enrollment numbers showed improvement after reintroducing face-to-face classes, especially in popular activity courses like badminton and pickle ball, which helped confirm that bringing back these classes positively impacted student interest. We also gathered informal feedback from students and campus partners, which indicated that outreach efforts are raising awareness and increasing interest in PHED classes. Additionally, usage data from the fitness center helped highlight equipment needs, guiding our request for funding. So far, our progress shows a positive trend in enrollment and engagement, though equipment upgrades are still a work in progress due to funding limitations.

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).

The data shows that the largest student group experiencing a disproportionate point gap is Foster Youth at -17. This is followed by Pacific Islander at -15, Latinx -6, Female -5, Low Income -4, White -2 and Filipinx -1. The number of additional successes needed to erase percentage point gap is as follows: Female 70, Low Income 51, Latinx 49, White 13, Pacific islander 6, Foster Youth 3 and Filipinx 2.

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

Reflecting on this document, it's clear that the PHED program has made meaningful strides despite recent challenges. The commitment to bringing back in-person classes and working closely with campus partners to rebuild enrollment has shown positive results, which reinforces the value of our program's hands-on, inclusive approach to health and wellness education. While facility and equipment upgrades remain ongoing due to budget limits, the feedback and data we've gathered underscore our program's impact and the importance of continued investment in these areas. Overall, this review highlights both our successes and the areas where further support is needed to maintain a top-quality program that meets our students' diverse needs. Moving forward, we remain committed to adapting, growing, and advocating for resources that will help us provide an exceptional, accessible experience for all.

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

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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 Annual PHED Program review provides a clear and proactive plan for enhancing the PHED program. I found it to be a thoughtful approach to addressing key areas of growth in the KA Division. The identification of expanding in-person activity-based courses like badminton and pickle-ball is a great strategy for not only increasing enrollment but also offering engaging and popular options that appeal to a wide range of students.

The outreach efforts you've outlined, including collaborations with the Student Outreach Office, International Student Office, Veterans Resource Center, and potential corporate fitness partnerships, demonstrate a well-rounded approach to reaching diverse student groups. This is particularly important in ensuring that the program serves all parts of the student body, and the focus on inclusivity and belonging is in alignment with the Division's 13-55 goals.

Your efforts to address enrollment disparities by ethnicity and gender reflect a deep commitment to equity and creating an environment where all students feel welcome and supported. I think this focus on inclusivity will foster stronger community ties and encourage greater participation from underrepresented groups.

The recognition of the need for facility and equipment upgrades is also a crucial step forward. It's encouraging to see that you're thinking about the long-term sustainability of the program and how enhancing the fitness center and completing the pool project will improve the overall student experience. Securing additional resources for updating fitness equipment is a smart move to ensure that the facilities continue to meet the evolving needs of the community and Foothill students.

It's clear that you used a variety of data sources to measure the program's success. However, there are a few areas where more specificity or additional steps could enhance the depth and clarity of the program review. While you mention using "enrollment data, feedback from students and faculty, and overall engagement," it would be helpful to specify what particular metrics you're tracking within each of these categories.

While you acknowledge that equipment upgrades are still a work in progress due to funding limitations, it's clear that you're making solid progress overall, and KA Faculty's ability to adapt and work with available resources is a strength and appreciated.

I would suggest that KA faculty set clear, measurable goals for the next academic year, such as specific enrollment growth percentages, addressing potential barriers and proposing solutions that could further strengthen our efforts to improve inclusivity and accessibility.

Overall, your approach is inclusive, and student-centered. The alignment of these efforts with broader Foothill College institutional goals will help create a more vibrant, accessible, and engaging Kinesiology & Athletics Division.

This form is completed and ready for acceptance.