

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

none currently

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

(1) – we have had a part-time MESA counselor (solely funded by the MESA grant) from 2023-24. Patricia Villegas is fully dedicated to the MESA program, supporting students with education plans, transfer, and internship applications.

3. Number of staff in the program.

(2 – both full time) SLI director (Sophia Kim) and Jovanah Arrington (MESA program coordinator). The SLI director is supported by the Strong Workforce grant and the MESA PC is fully supported by the MESA grant with her full-time responsibilities being for the MESA program.

4. Do the above numbers reflect any staffing changes?

both the MESA counselor and MESA PC were hired at the beginning of the 2023-24 program year. No additional staff and faculty were hired for SLI and MESA. However, we did employ additional individuals in various capacities: 4 TEAs to support the SLI internship program, SLI's overall student empowerment work, and the MESA program. We hired student employees as STEM Impact Team leaders (with SLI foundation funds and Federal Work Study) and peer tutors for MESA students (with the MESA grant). And we paid part-time faculty through non-teaching assignments as tutors for MESA students (with the MESA grant). Because we have not been approved for additional staff or faculty positions, we have had to be creative with TEA positions and student staff as well as faculty non-teaching assignments.

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

Persistence - Overall persistence was strong but this requires constant attention and work, and our numbers in MESA are growing, so we are challenged in meeting needs of all students.

Increased confidence for internship apps / increased sense of belonging and confidence – We've been able to track this data now (with added questions in surveys), and we see positive data on all these points for students in our internships and attending our programs and events.

Fundraise (100K goal). In the summer 2023 internships, we were able, for the first time, to ask partners to provide a match or fully cover internship stipends. We were able to cover 75% (\$43,700) of the full cost of internship stipends (\$90,000). We were also able to get individual donations.

Increase visibility of SLI; organize at least 2 events quarterly – there is positive progress with both of these outcomes.

Increase number of students from URM students in program. MESA with its eligibility requirements allows us to do this very intentionally. For the summer 2023 internship, 100% of students were URM – first generation, low-income students of color – a huge success, but this also takes a lot of work with outreach and application support – these numbers remain at this level without more staffing support for the “invisible” labor that goes into supporting URM students.

Overall, I think I am making good progress with my goals, and all the outcomes require staffing, which is limited. All goals will remain the same for the coming year. No new goals have been added.

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?

(the first 4 of these items were in our last year's Program Review because I reported on actions taken in fall 2024 – mainly because we had not taken any actions in 2022-23 – that was the year of my first comprehensive Program Review)

- We started collecting “sense of belonging” in all surveys – for events and field trips and in a program survey for students involved in programs like MESA and the STEM internships.
- We added a question to our post-program survey for the SLI STEM internships asking about increased confidence to apply for internships.
- Over the summer, we were able to cost-share 75% of our intern stipends with our internship partners. We started working with the FHDA Foundation and President Whalen to build financial sustainability for SLI, increasing our individual donor base.
- We were able to onboard 75 students into the new MESA program – 52 of whom were both first generation and low-income and the rest of whom were one or the other (either first gen or low income).

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

In 2023-24, my implementation timeline for SLI proceeded as follows.

- Summer 2023 – ran SLI Summer Internship program – last time with the faculty director Marissa Yanez because funding for her position ended (Strong Workforce)
- Fall 2023 – prepared for launch of MESA with the hiring of the new program coordinator and counselor. Organized events. Added “sense of belonging” to event survey.
- Winter 2024 – had to cancel winter micro-internship program because of limited staff capacity. Launched MESA with new Center and official start for students and services. Began outreach for internship placements, asking for cost-share.
- Spring 2024 – planned for first MESA summer institute and SLI summer internship program (summer 2024)

The biggest change was having to cancel the winter micro-internship program. With limited staff capacity for the internship program, my time (Sophia) shifted in winter and spring to run the preparation for the summer internship program as well as support the launch of MESA. This was an immensely time intensive two quarters with a lot of overtime hours for me. I was able to hire a TEA to support the launch of the internship program, but not enough to cut back on my own hours. Moving forward, that is the biggest area of need – staff support for the SLI internship program – either in the form of a classified or faculty position.

Most action steps have the Comprehensive Program Review have been completed or are ongoing and in progress. The ones that I want to keep focusing on are:

- Determining long term impact of the SLI programs (especially the internship) through data collection and data analysis (we already have administered one follow up survey and don't have capacity to review that data).
- Growing SLI fundraising through individual donor cultivation and other creative ways to raise funds to cover the internship stipends (and other expenses).
- Continuing to work with the MESA team to increase persistence, retention, and transfer rates of MESA students (i.e. students from underrepresented groups).

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

1. **Persistence for MESA** – Cohort data in Precision Campus - Fall – 73 student enrolled; Winter – 67 students enrolled; Spring – 72 enrolled. We see MESA students persisting from quarter to quarter while we see decrease in the general population.
2. **Confidence to apply for next internship.** For the 2023 summer internship, out of 30 interns, on a scale from 1 to 7, 8 ranked 5, 11 ranked 6, and 8 ranked 7 for confidence in their ability to apply for their next internship. The majority (27) feel some confidence to apply for their next internship.
3. **Sense of belonging and confidence in STEM.** For the summer 2023 internship, out of 30 summer interns, 26 (87%) reported agreeing that they feel they belong in STEM and 27 (87%) reported that they envision themselves becoming a STEM professional in the future. These are both positive outcomes of the internship. In the PRE-STEM summer institute (summer 2023), 7 out of 9 who filled out the final survey reported feeling included in the community we created and students reported feeling more comfortable at Foothill and with their peers by the end of the program. From a total of 70 feedback surveys from events SLI hosted, 59 (84%) reported feeling that the event helped them feel they belong in STEM and 56 (80%) felt the event helped them feel more confident about their goal to be in STEM.
4. **Fundraise.** All together, we raised \$95,000 which almost reaches the goal of 100,000.
5. **Increase visibility.** As of this Program Review update, we have 548 followers on our Instagram account and 1108 subscribers to our weekly newsletter which is the most visible and tangible way we have built community at Foothill, and 79% of subscribers are “most engaged” according to Constant Contact analytics – this means the subscriber “regularly opens and clicks our emails.”
6. **Increase number of URM students in programs.** For the summer 2023 internship, 100% of students were URM – first generation, low-income students of color. All MESA students are URMs as required by the grant.
7. **Mission driven events.** Held a total of 15 events – social networking, panels, information sessions, and field trips.

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).

All of STEM Division – 17,255 total students 2023-24

Overall success rate for STEM Division – 78%

- Black students – 64% - compared to 78% comparison success group – 15% gap
- Latinx – 69% - compared to 81% comparison success group – 12% gap
- Female – 79% - compared to 77% comparison success group – positive 2%
- Low-income – 72% - compared to 82% comparison success group – 10% gap

SLI Cohort (interns, MESA, PRE-STEM summer institute) = total 102 students

Overall success rate for STEM Division – 72%

- Black students – 71% compared with 72% - 1% gap
- Latinx – 67% compared with 82% - 15% gap
- Female – 71% - compared with 73% - 2% gap
- Low-income – 71% compared with 73% - 2% gap

Overall, students involved with SLI – MESA, internships – have smaller gaps and disproportionate impact – than the rest of their peers taking STEM classes. It's hard to know if this is causation or more self selection of students who get involved with SLI program already having some more academic strengths.

When looking at last year's update, the gaps have gotten smaller for Black, Female, and low-income students. But the gap for Latinx students has actually increased (it was 13% for the SLI cohort last year). Latinx students continue to struggle, but with the MESA program, we are putting in place more supports such as tutoring and case management to ensure they succeed. We hope to see closing of the gap next year and over time.

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

Overall, I continue to feel positive and confident about SLI's impact on students. As the program grows with visibility and connection to the students we aim to reach (low-income, first generation students who really need the support), I feel the stretching of my own time and the need for more supports to allow for more programming. I do not have any administrative support, for example, so for everything from hiring to financial paperwork (such as reimbursements and Procard reconciliation), I have to do this myself. Thankfully I can lean on the STEM division assistant Sharon Garcia-Vega for POs and other financial support, but this is not sustainable, especially as we develop more financial partnerships with our internship partners (where they are able to provide more cost share) or as we have more students seeking support to apply for internships. I often feel stretched between meeting with students individually to provide support to organizing events to having time to set big vision and priorities for SLI.

Receiving the MESA grant has been an amazing addition, but even there we continue to grow and the funds are limited, so we are looking into ways to build more institutional sustainability (as required from the state). More of my time (almost up to half of my time) is spent supporting MESA which does not allow me to focus on other aspects of SLI such as growing the internship program, fundraising, and running other useful events and activities for students.

I will continue to make budget requests to seek funding for a program or administrative assistant for SLI instead of having to rely on the instability of TEAs. I also hope to continue asking for additional staffing for MESA since we have reached our cap of staffing that can be on the MESA grant.

Students from underrepresented groups (first generation, low-income students of color) are at Foothill, and although more and more are coming through to MESA and our internship program, we know there are more out there that have not yet been identified. And as those numbers within MESA and SLI grow, we need additional staffing to support those students who often need more guidance and resources – such as counseling, support on areas such as time management, follow through with commitments, and organization skills.

Not many outside of the STEM division seem to recognize the equity work SLI and MESA are doing, but in terms of STEM and the college, we are making a difference when it comes to supporting the persistence and development of STEM students who are first generation and low income.

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

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

Sophia and Jovanah have been doing an amazing job in creating the MESA program at the college. We are approaching the one year mark of implementing the program, and the numbers are impressive. They are nearing max capacity in the students they serve, and have high staffing needs in that area. The work that the MESA program has done to support our students that are most at risk in STEM pathways has been remarkable. As outlined in the PR, we can see that in general, the MESA students have lower achievement gaps than the rest of their peers in STEM fields that are non-MESA. Though only one year in to creating the program, it has been very impressive how fast the program has grown and how much impact it has already given to our students' success at the college. This effort is one of the most impactful equity outputs that we have at our college.

The SLI internships is a vital opportunity for our students and to helping to diversify the STEM workforce. The work that Sophia has done to grow this program and expand our partnerships - as well as match or being given funds to support the students has been outstanding. This comes with a large workload, however, and since we have lost our staff member who fully was committed to this effort, it has been a challenge with filling that hole. Sophia has done a great job in supplementing in the meantime, but that does come with a cost in not being able to offer our winter micro internships to students. This is the biggest challenge as of now - figuring out how to support the students in the internships with maintaining its effectiveness.

Maintaining current funding sources, as well as expanding is definitely one of the primary goals of the program. As STEM workforce continues to evolve, the opportunities for students to continue with such internship opportunities is vital to our commitment as a college to getting more students from underrepresented and disadvantaged backgrounds into STEM fields in the real world.

This form is completed and ready for acceptance.