

# 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.

0

3. Number of staff in the program.

1

4. Do the above numbers reflect any staffing changes?

Yes, 7/2023 - 4/2024, we did not have an Administrative Assistant. We refilled this position in April 2024.

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

Goal 1: The mission of all Transfer Centers is to help all students transfer, especially those from underrepresented groups. The Transfer Center's goal for this program review was to get a contact list of Black, Latinx, First Generation, and Low Income students that are NOT part of a program/service like Puente, Umoja, or EOPS to avoid duplication of services since these programs already have counselors.  
Goal 2: To maintain or improve the data by student group, in addition to campus wide marketing, we need Transfer Center Student Ambassadors to physically go to each in-person classroom everyday throughout the day during September and October.

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?

Goal 1 outcome: We received a student contact list and contacted these students by email and phone calls to encourage them to schedule an appointment with the Transfer Center. However, when we began calling students, we realized the student list we received was not specific enough and a lot of the student contact numbers were outdated.  
Goal 2 outcome: The Transfer Center didn't have student Ambassadors. The Transfer Center counselor went to several classes a day for 3 weeks during September and October to promote transfer services.

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

Goal 1: The Transfer Center has to meet with Institutional Research more consistently to create a more specific student contact list.  
Goal 2: Timeline met.

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

Goal 1 progress: The Transfer Center obtained a contact list and we contacted students from the list. We learned that we need to work with IR more closely to get a specific list of students. In this goal, improving the steps to meet the goal of increasing student numbers in the Transfer Center was more attainable than knowing if more students are using transfer services at this point.  
Goal 2 progress: Even though we don't have a student ambassador, the Transfer Center counselor went to classrooms promoting our transfer fair and noticed that 200 more students than usual attended our Transfer Fair.

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).

N/A

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

What we learned in this program review is the value of evaluating how we implement meeting the goals versus the evaluation of meeting the main outcomes (improving underrepresented student numbers).

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=C1fFMU](https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnlz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=C1fFMU)

End of Annual Program Review Template 2024

Annual Budget

Click on the link below and you will be taken to the Annual Budget Smartsheet Form. **Only one designated person from each program will have access to Annual Budget Form. If you are not the designated person for your program, you will not have access to the form.**

<https://dynamicview.smartsheet.com/views/7e0871bb-f3aa-412f-9ab8-6bb7a979714f>

If you already have a Smartsheet account, log in using your fhda email and your Smartsheet password. If you do not have a Smartsheet account, click on "Create one" and follow the directions. Note, you must use your fhda email address to access this form.

Once you've opened the form, please click the link below and watch the video to learn how to complete the form and for a description of eligible expenses. When completing the Annual Budget Form, only new items (equipment, software, etc.) should be requested. Do not include routine items, ongoing purchases, or lottery-funded items (office supplies, instructional material supplies, etc.).

[https://foothilldeanza-my.sharepoint.com/:v/g/personal/20078222\\_fhda\\_edu/ERcFWOsIADIOuWxS3Eh8aCsB8MUj0Qd2jnKbNsN0sNdHuQ?e=Otp49D&nav=eyJyZWZlcnJhbEluZm8iOnsicmVmZXJyYWxBcHAIQijTdHJlYW1XZWJlbnRlcjYyZWZlcnJhbFZpZXciOjIjTaGFyZURpYWxvZy1MaW5rIiwicmVmZXJyYWxBcHBQ](https://foothilldeanza-my.sharepoint.com/:v/g/personal/20078222_fhda_edu/ERcFWOsIADIOuWxS3Eh8aCsB8MUj0Qd2jnKbNsN0sNdHuQ?e=Otp49D&nav=eyJyZWZlcnJhbEluZm8iOnsicmVmZXJyYWxBcHAIQijTdHJlYW1XZWJlbnRlcjYyZWZlcnJhbFZpZXciOjIjTaGFyZURpYWxvZy1MaW5rIiwicmVmZXJyYWxBcHBQ)

End of Annual Budget

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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 transfer center was understaffed for the majority of this annual program review cycle. We only had an administrative assistant for the center for the last three months of the academic year. This is important to note as it is relevant to the overall capacity of the transfer center during this period.

The transfer center's goal to contact students from minoritized populations whom are not already being served by other learning communities/support programs is an important one. To efficiently use transfer center resources, it makes sense to focus on students that may not already be receiving support. It sounds like the student list received by the center may not have included up to date information for some students. It would be helpful to know in what ways the list was not being specific enough.

It is much appreciated and a commendable effort by the transfer center counselor to visit classrooms every day in the weeks in the Fall quarter to promote transfer services. It's understood that having transfer center student ambassador support could support class visiting program goals, while allowing the transfer center counselor to focus on other efforts (or increase class visit capabilities with the counselor also visiting classrooms).

It would be helpful to see a more concrete timeline for the goal of the transfer center meeting with the office of institutional research; as a specific timeline makes for a more clear/measurable goal.

The point made about the challenge of measuring usage of services is a good one. I would be happy to thought partner with the transfer center and/or with the transfer center and the office of institutional research to improve/make more effective efforts to measure usage of the center.

It's great to see that the transfer fair had an increase of 200 students attended over a prior year. For next year's annual program review, it'd be helpful to see data re: how many classes were visited, how many phone calls were made, and if possible, the disaggregated data of those students contacted, to see how those relate with transfer fair attendees (and/or any other metrics we would like to improve). Doing so will give us more information about variables that may affect metrics we'd like to see improve.

This form is completed and ready for acceptance.