

Foothill Annual Program Review 2023

Annual Program Review Template 2023

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

2

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

0

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.

While several actions were recommended for improvement in the 5-Year Self Study, we will comment on the one from last year's annual review: efforts in increasing **course success**— particularly in Puente designated courses. Puente is expanding the number of courses they offer in the program for Phase I students (i.e. first-year cohort) to include a math course. We are also expanding by building a Phase II cohort for second-year Puente students to include ethnic studies, literature, journalism, and creative writing courses.

Also, we have focused on lowering the **gender disparity** in our Puente student body, providing male, Puente students social/emotional support by way of a men's circle and Puente women a women's circle.

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?

Puente and Umoja Coordination: Puente/Umoja Orientation. To build a sense of belonging for learning community students, we collaborated with the Umoja leadership to improve on last year's learning community orientation, integrating gender specific check-ins to discuss the different ways in which men and women experience college. Faculty of color (Ethnic Studies, Counseling, English Dept.) participated in the gender specific workshops.

During the two-day Orientation, 30 Puente students learned about the individual programs and the support services provided by Foothill and the Office of Equity. They also met and participated in community-building events with Umoja students (between 30-40).

Puente Math Courses: Phase I Puente students will now take a STEM or non-STEM math class the first year. STEM major Puente students will enroll in a section of pre-calculus or calculus and the non-STEM Puente majors will enroll in MPS Math 10 as part of one of their cohorted courses for Winter term. This is a pilot project and we are working with the Puente State Office to officially incorporate math into the Puente curriculum.

Puente Phase II Cohort: Puente is coordinating efforts with Ethnic Studies faculty, English faculty, and the Language Arts Dean to develop a second-year cohort series. Most courses will be offered in person and year-

two Puente students will be asked to select one or more ways to contribute to the campus community (i.e. internships, RSLs, Business Innovation Challenge, The Script, MESA, Puente Club, ASFC).

Puente/Umoja/Honors Events + Collaboration. Along with the series of cultural events that we have planned for the year, the learning communities will host Linguistic Justice workshops that address the linguistic bias promoted by standardized English. We are also collaborating with the Honors Program to encourage our Puente students to attend additional college tours throughout the year. This academic year we are also coordinating Major Exploration, Scholarship and Financial Aid workshops in partnership with our Umoja, Honors, EOPS, Financial Aid, Computer Science, and Math partners.

Puente Parent Cafecitos: In collaboration with OLA leadership, Puente will host a Zoom session with Puente parents, guardians, and family members to share information about upcoming Puente events, first-year college expectations and experiences, effective ways family members can support their college students, college-wide support services, and gather input or suggestions for improving their student's college experience. The Puente Cafecitos will be held once per quarter.

13-55 Puente Student Contribution: L.A. Professors, Sam White and Ulysses Acevedo, hosted two survey lunches in which they shared the mission of the 13-55 plan (focus on sense of belonging) with Umoja and Puente students to gather their experiences and suggestions Winter 2023. They hosted a follow-up meeting (Spring 2023) where they shared their findings with Puente and Umoja students and gathered more input to share with the campus community at large.

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

Our implementation timeline is on track: Puente Phase I students are enrolled in math courses Winter quarter the planning for Phase II Puente students is underway.

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

At this time, we cannot assess the data since we have not received confirmation that it has been updated after noting in last year's Program Review that some Puente courses were not included due to the change in modality designation: "the Program Review tool doesn't appear to show any enrollment, nor course success data in the system for the 21-22 Puente cohort. We suspect that there might be an error in the PR tool. That error may be not accounting for many of the Puente designated courses in which a change in section ID occurred due to modality changes in these classes because of the virtual/hybrid learning that occurred between the years of 20-21 and 21-22. Therefore, it is hard to provide an accurate assessment of progress in course success until that is corrected." We plan to track our progress in this area once we receive confirmation that the posted data is accurate.

One of the key metrics identified for shortened time to transfer (and increased likelihood of educational goal attainment and transfer) is completing both transfer level English and math in the first year. The Puente program returned to the Engl 1A w/co-req model last year and modified the English sequence. Phase I students enroll in English 1A during the fall quarter and continue with English 1B in spring quarter, providing students with a break from the intense reading and writing curriculum. Also, by eliminating an additional Counseling course and replacing it with a transfer level math course during Phase I, the metric for passing transfer level math in the first year has also increased.

We will continue to review student success trends (number of transferable units enrolled in and completed) for Phase I students to help guide the course load and pacing for Phase II Puente students.

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/EctjgGNEurtMlb1n6ZQ5k3kBNTejiE9G_kGSHMhfM1tsrA?e=yDcC7c

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.

Males, 12 additional successes needed to erase the gap

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

This academic year, 2023-24, our fall enrollment and course completion rates for Phase I students has increased, along with a decrease in the gender disparity. We will evaluate the continued progress Phase I students experience based on the wrap around supports and community building activities we have implemented to increase students' sense of belonging and self-advocacy.

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

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU

End of Annual Program Review Template 2023

This form is not yet ready.