

Foothill Annual Program Review 2024

Annual Program Review Template 2024

Annual Program Review 2024

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

5

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

1

3. Number of staff in the program.

5

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.

SAO #1: The DRC will monitor the number of student intakes that occur on a yearly basis. This will require an analysis of Clockwork (CW) data to determine how many intakes are for new students and how many are updates for existing students. Both will render vital information on how many new students we are serving annually and how many students are working with DRC counselors to update their accommodations per their self-identified needs.

SAO #2: The DRC will also pull CW data to determine what percentage of students with active accommodations have deployed their accommodations. To ensure a data-informed analysis, we will couple this with a survey that attempts to determine student agency/self-analysis in accommodations deployment. The ability to identify student needs, including the need to deploy accommodations, is vital to the DRC's goal in supporting the independence and self-advocacy of students with disabilities.

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 number of intakes completed in 2023 was 435, compared to 511 in the 2024 calendar year. This represents a 17% increase in the number of intakes completed. The goal set was to increase intakes by 5%.

For SAO 2, the data provides insights on student use of accommodations, and areas of opportunity for the DRC. In 2023, 81 unduplicated students requested their accommodations for coursework. In 2024, 92 unduplicated students requested their accommodations. This does illustrate over a 10% gain in the number of students requesting their accommodations. However, when compared to the number of intakes completed and the number of eligible students, this data point demonstrates an opportunity to increase outreach to students and improve the ratio of students utilizing supports from DRC.

[Data Files DRC Clockwork](#)

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

The timeline is tied to the academic year. There have not been any changes or updates. The next comprehensive program review, and the new model will be used to evaluate if changes are needed to align the program to the EMP.

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

The data gathered to evaluate the progress toward the SAO is from Clockwork. A data report was run for raw numbers of intakes completed for the prior and current academic year, and those numbers were compared. For use of accommodations, a Clockwork report on accommodation requests was run for prior and current years, and compared.

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).

Unfortunately, students with disabilities are not included in this data set, despite them being consistently a disproportionately impacted group in higher education.

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

The data illustrates that gains have been made in connecting students to services. However, as recognized across the college, connection and retention will be key in planning for the upcoming years.

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

The SAO's are measurable, S.M.A.R.T. and clearly written. Students with disabilities are not indicated as a disproportionately impacted group as outlined by the writer and to be considered by the college for future datasets.

This form is completed and ready for acceptance.