Annual Program Review Template 2023

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

0* (the Teacher in Residence is a KCI-funded temporary position)

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

9

3. Number of staff in the program.

1

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.

The KCI has summarized the 23 identified actions for improvement into the following Strategic Goals:

1. Expand outreach to enhance racial and geographic diversity and ensure the K-12 teacher workforce authentically represents the student population.
2. Amplify enrollment and optimize student contact hours in non-credit makerspace courses through increased campus visibility, expanded outreach, and flexible course offerings.
3. Broaden program offerings in collaboration with district, community, and industry partnerships, providing diverse educational pathways, and ensuring students are equipped with current and future industry-relevant skills.
4. Advance equitable instruction and consistent student support through professional development, standardized supportive practices, and inclusive pedagogy across all programs.
5. Standardize feedback across all KCI programs, using surveys and data analysis to understand student needs and continuously refine offerings.
6. Expand instructor diversity through deliberate hiring, aligning staffing demographics more closely with Foothill's student population and California's broader community.

These goals include current and new strategic program initiatives.

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?

Over the past year, the KCI has accomplished several objectives from the Comprehensive Program Review:

- Launched robust teacher recruitment efforts targeting new and Title 1 educators through lists, conferences, social media, and an alumni ambassador program.
- Expanded educational reach with three hybrid and online program offerings.
- Developed two new certificate programs: C.A. in Educational Immersive Media; C.A. in Research, Design and Development for Global Good.
- Executed $300K in grants, including SEMI and i3, to bolster industry-aligned enrollment and skill acquisition.
- Ensured accurate reporting of student contact hours by amending non-credit COR’s.

- Hired a part-time makerspace coordinator, funded in part by Strong Workforce, to elevate makerspace presence and partnership integration on campus.
- Unified application and feedback processes across programs, enabling data-informed analysis.
- Increased dual enrollment opportunities through the development of strategic partnerships with PAUSD and Tech Interactive.
- Standardized program practices to reinforce equitable instructional methods and comprehensive student support.

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

Over the next two years, the KCI intends to accomplish the following in order to continue the implementation of Strategic Goals:

- Advance grants and partnerships that enrich enrollment diversity and ensure skills align with industry demands.
- Intensify efforts to widen makerspace offerings through courses, workshops, and events
- Hire a full-time makerspace coordinator to ensure student safety and facility accessibility.
- Develop curriculum around emerging technologies like AI, VR/AR, Cybersecurity, and adaptive learning.
- Sustain the growth of dual enrollment partnerships to provide more students with advanced educational opportunities.
- Increase fundraising initiatives and engage a broader donor base to support our diverse programs.
- Create a standardized exit survey to better understand the reasons behind student attrition.
- Utilize digital badging to stimulate student participation and recognize achievements.
- Collaborate with faculty and program leads to ensure SLOs are effectively embedded in evaluation processes.
- Consult equity experts to assess programs and advise on strategic inclusivity measures

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

The KCI used the following evidence to evaluate progress:

22-23 Enrollment Numbers:

- 41% increase in LINC credit course enrollments (1832 to 2595)
- 200% increase in Black student enrollments (33 to 99)
- 45% increase in productivity (406 to 591)

22-23 Makerspace Use Reports

- 103% increase in makerspace uses (379 to 769)
- 116% increase of unique users (155 to 335)

2022 Independent Market Research Report Conclusions conducted by 25th Hour

- Word of mouth marketing initiatives such as the ambassador program are likely to be highly successful
- The Central Valley remains a significant area of untapped potential for recruitment.

23-24 Certificate Program Application Data

- 39% of current program applicants are from Title 1 schools.
- 22% of current program applicants are educators in the first five years of their career.

22-23 Post-Certificate Program Surveys

- Over 90% satisfaction rate across all certificate programs
- 100% of program participants would recommend the program to a colleague

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.

Group	Percentage Point Gap	# of Successes Needed
Black Students	-10	11
Low Income Students	-11	44

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

It is important to note that the primary student audience for the KCI is current K-14 educators, which can lead to strategic goals and data points that may be outside the norm for most other programs at the college. That said, a core belief of the KCI is that, for each educator who is empowered to improve and enhance their teaching abilities, thousands of local students are impacted over the course of their career. The KCI serves “traditional” Foothill students primarily through LINC noncredit courses (Makerspace and the Re:Skill program). Dual enrollment high school students also make up an increasing part of the LINC enrollment population.

The KCI team appreciates having this opportunity to reflect on its goals and progress and is proud of both the breadth and depth of what it has accomplished thus far with such a small program. Our ongoing improvement and the achievement of so many of our goals is a testament to the exceptional organization, efficiency, dedication, and passion of all five of the full-time employees.

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

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 department has very strong goals and is making great progress on its initiatives outlined in its Comprehensive Program Review. The enrollment growth in black students as well as overall enrollment and productivity increases are commended.

This form is completed and ready for acceptance.