Annual Program Review 2023

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

zero

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

(1) - we just hired a part-time counselor on a non teaching assignment with funding from a new MESA grant. Patricia Villegas is fully dedicated to the MESA program, supporting students with education plans, transfer, and internship applications. We had a part-time faculty working with us in from 2021 – 2023, but that position was eliminated in fall 2023. This position was being funded by Strong Workforce funds.

3. Number of staff in the program.

(2) along with the part-time counselor, we just hired a full time program coordinator with the MESA grant. Jovanah Arrington is fully dedicated to the MESA program, coordinating all programmatic functions of the program with support of the SLI director. In addition, the SLI director is the other staff person who is supported by Strong Workforce funds. Therefore, any staff for SLI are all covered by existing funding streams.

4. Do the above numbers reflect any staffing changes?

yes, prior to hiring the MESA counselor and program coordinator, there was only one permanent staff for SLI – the director. Additionally, from 2021- 2023, SLI hired a part-time faculty through a non-teaching assignment (Schedule G) for close to full time hours to coordinate the SLI STEM Internship program. With the support of that faculty person, we were able to grow and strengthen the program; we were able to reach 100% of interns being from underrepresented groups (Black, Latinx, first generation, and/or low income), we were able to increase our placements to close to 30 each cycle, and we were able to move to 75% of our internship stipends being covered by our partners in some way. This could not have been done without the hiring of that faculty position. This position was eliminated for 2023-24 because Strong Workforce funds (which had funded the position) had to be diverted.

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

We wanted to see persistence in STEM courses each quarter for students in our PRE-STEM learning community. We haven't had a chance to work with Institutional Research to create a system for tracking quarter-to-quarter course success.

We wanted to more robustly track confidence to apply to internships and sense of belonging in STEM with additional data gathering, which we were able to start implementing last year with added questions on surveys.

Our strategic goals included fundraising, raising visibility of SLI, increasing the number of URM students, and organizing events to advance SLI's mission of diversifying STEM. Additional goals include establishing the new MESA program and building capacity and sustainability for our internship program, especially with hiring a new faculty coordinator.

We continue to work on enrollment and course success goals of increasing those rates for Black, Latinx, and low income students in STEM.

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?

1. We have 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.
2. We added a question to our post-program survey for the SLI STEM internships asking about increased confidence to apply for internships.
3. Over the summer, we were able to cost-share 75% of our intern stipends with our internship partners. We have been working with the FHDA Foundation and President Whalen to build financial sustainability for SLI.
4. Last year, we organized two STEM Equity Seminars talks with visiting researchers, held several events including information sessions related to internships and careers, an Earth Day event, and an alumni panel series about transfer.
5. This year, we have already onboarded 40 students for the new MESA program, 30 of whom are first generation AND low income STEM students.

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

All above actions and goals are to be accomplished for the current 2023-24 school year, and most are on track for helping to demonstrate a baseline of data and impact for SLI, something that has not existed before. Most of these items are within the control of the SLI and MESA team – actions that can be taken by ourselves to accomplish the goals we aim to achieve. The main goal that involves more than just SLI is building sustained capacity for the SLI internship program in particular. We are hoping to get approval for a faculty coordinator position to generate institutionalized support for the SLI internship program which has demonstrated concrete and meaningful impact for first generation, low income students of color in ways that did not exist before at Foothill.

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

1. 32 of 41 students in the summer 2022 internship program reported a 4 or 5 (on a 1-5 scale) for how confident they felt to secure a subsequent internship
2. 16 of 18 PRE-STEM students reported they felt they belonged in STEM at Foothill more than at the beginning of the year.
3. 73 of 89 students indicated they felt the SLI event/ field trip helped them feel they belong in STEM.
4. SLI summer 2022 internship program – 84% of interns were low-income or first generation students of color with 98% never having had an internship.
5. SLI winter 2023 micro-internship program – 100% of interns were either low-income, first generation, and/or Black or Latinx.
6. For summer 2023, we were able to secure cost-sharing agreements with 21 of our 28 partners, resulting in $45,000 to cover internship stipends.
7. We currently have 1100 recipients for our weekly e-newsletter.

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.

Latinx students – 69% course success compared with 82% - 13 point gap

Latinx students continue to struggle, even within the SLI program. There is more to be done to support Latinx students, especially those who are first generation, still figuring out how to navigate college. Hopefully with the increased staffing capacity of the MESA program, we will be able to see improvement in the Latinx and low-income student course success rates over time. We know this change doesn't come overnight.

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

In a year, there have been many changes – staffing, goals met, goals still unmet, progress made, and also more to do. I am proudest of the work we have done to launch the new MESA program and the work we accomplished with the winter and summer internships, doing a better job of reaching students from underrepresented backgrounds and retaining students in both the internship program and the PRE-STEM cohort. I am also proud of the data we have been able to collect to demonstrate program impact and success. I do see room for improvement especially in data tracking. I have not yet had a chance to meet with IR to determine how we might measure persistence in STEM, which I believe is an important indicator to track. This annual check in process is helpful to see how far we've come and what areas we still need to work on.

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

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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

Sophia is doing a tremendous job in expanding equitable opportunities for our underserved populations through the SLI. The MESA program launched this past fall '23 quarter, and is already exceeding expectations in the number of students in the program. The SLI offers an abundance of opportunities for STEM learning. The biggest issue right now is finding someone to replace our vacated part-time faculty member who used to coordinate the internship program with SLI. A full-time faculty request was put through the faculty prioritization process, but was not approved. There is movement with workforce to create a general internship coordinator position at the college, which would in part, help to ease the work load for this effort. However, even when that position gets created and someone gets hired, there will still be a need for further staffing to help with the work load. SLI is currently in the process of searching for a TEA in the short-term to help fill this gap.

This form is completed and ready for acceptance.