

Rubric Comprehensive Program Review 2023

Instructional Discipline Template

A. Program Information

Narrative Criteria

The Program Mission Statement

- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

- Meets Expectations
 Needs Improvement

Feedback

The mission statement articulates the program's values relating to global perspectives and diversity, and it conveys that the program promotes not only language acquisition but also cultural understanding. In this way, it situates language and culture as interrelated. The mission statement could articulate more explicitly that the program offers a degree, aligning with the college mission. The mission statement could be a bit more concise.

B. Enrollment Trends

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

- Meets Expectations
 Needs Improvement

Narrative

- Meets Expectations
 Needs Improvement

Feedback

The narrative highlights how the conversion to online significantly and positively impacted enrollment growth for the program. It's also effective to note that the program offers a fully online AA degree with a goal of a certificate. The narrative explains the program's attempt to offer an on-campus section and that this did not have sufficient enrollment. It's clear the program does not want to lose the enrollment gains it's made. Does the program have ideas for how it might schedule on-campus offerings, perhaps in the lower levels, without decreasing its online program?

C. Enrollment by Student Demographics

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

- Meets Expectations
- Needs Improvement

Narrative

- Meets Expectations
- Needs Improvement

Feedback

The narrative articulates a clear goal to increase enrollments from certain student populations, and identifies marketing as a way to so. Because marketing isn't within the control of the program, the faculty could consider ways in which programming could attract and engage new populations of students. For example, what curriculum could be revised/added to focus on cross cultural histories/alignments to attract Latinx and African American students? In what ways could the program collaborate with other departments in the division (e.g., Ethnic Studies, ESL) and in other divisions (e.g., Fine Arts)? Could programming in the JCC appeal to increasing numbers of on-campus students post-pandemic, and draw them in to the program? Because persistence from one level to the next increases enrollment overall, in what ways does the program encourage persistence into the upper levels and toward the degree?

D. Overall Student Course Success

Click the link below to view the program's Course Success by Modality data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRq3TVkHj_TA?e=LjaKXc

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

- Meets Expectations
- Needs Improvement

Narrative

- Meets Expectations
- Needs Improvement

Feedback

It is impressive that the program has maintained such high success rates even with the conversion to online. The PR readers are interested in the discussions taking place regarding how to improve success rates for Latinx students in particular, and what actions might result from these discussions? The narrative could describe the tutoring supports more explicitly, including whether there is disaggregated data to show which students seek the tutoring provided, or ways to hear from students directly on their experiences with tutoring? What are some specific ideas the department has to keep improving course content that would positively impact course success for this specific population? To what extent is the program engaged with the curriculum committee's work and the division's discussion on equity in the CORs?

E. Disproportionate Impact

Click the link below to view the program's Disproportionate Impact data

https://foothilldeanza-my.sharepoint.com/:f/g/personal/10771097_fhda_edu/EvAWIA883IZEvnoRGBXt4RkBzT8NbCHSRANRg3TVkHj_TA?e=LjaKXc

Data Criteria

- The data shows that the program is making progress towards accomplishing their goals (The data is in alignment with the program's goals).

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Data

- Meets Expectations
- Needs Improvement

Narrative

- Meets Expectations
- Needs Improvement

Feedback

The narrative could speak more to specific ideas for meeting its goals. For example, what discussions has the department had on the cost of instructional materials for lower-income students? What types of support systems are encouraged, and how are these supports communicated to students? To what extent would on-campus supports/tutoring attract particular populations of students (even if they are enrolled in online classes)? The PR readers were interested in the students who don't take the final; the program faculty might be interested in the emerging discussions at the CCC about noncredit curriculum for older adults.

F. Regular and Substantive Interaction

Narrative Criteria

The narrative response...

- aligns with data
- is informed by data
- is within the control of the program
- has measurable outcomes

Narrative

- Meets Expectations
- Needs Improvement

Feedback

The narrative is thorough in listing the specific ways that students and faculty engage in the online courses, including scaffolding course content, providing timely feedback, and providing opportunities for student-student discussion (discussion forms, chat rooms, zoom sessions). Consider organizing the list using these sorts of categories. The PR readers were interested in learning more about the types of assignments/prompts that elicit student engagement with course content and with each other. We were also interested in knowing more about any professional development and department discussions the program faculty do to keep current with online course design and ongoing technology developments, especially those that support foreign language learning. In what ways does the program engage with the Office of Online Learning and the division's Online Faculty Coordinator?

G. Summative Evaluation

Overall, the Comprehensive Program Review

- Meets Expectations
- Needs Improvement

Feedback

The PR team commends the Japanese program for emerging from the pandemic, and its corresponding shift to online learning, with an impressive amount of enrollment growth. The evaluation team observed that in many of the narrative comments, the program review focused on protecting its current online modality. The reasons to maintain online presence are understood, given the enrollment growth. But the program review narratives could focus more on continuous improvement. While previous iterations of the program review process at Foothill have led some program faculty to use the program review to defend their programs, the new process is designed to encourage continuous improvement and next steps for program development. With this in mind, we encourage the writer to consider further discussions with program faculty about opportunities for program development and continued instructional quality, and reframe the narratives to focus on these next steps for improvement. In addition, the new program review process is designed to provide programs an opportunity to share details about the programs to the wider campus community, including at-large PR readers. With that in mind, the program review overall could speak more specifically to the activities/discussions of the department in the above areas.

This form is completed and ready for acceptance.