Rubric Comprehensive Program Review 2024

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

> More can be detailed in this section. The statement for Section A is one sentence and is very general. Such a statement could be applied to any discipline. We are looking for more details about the program as is described in the narrative criteria.

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

> As indicated in the PR, FTES for 23-24 grew to 48 from the previous 22-23 year, which had 31. This is mostly attributed to the fact that we are offering new courses for the semi-conductor apprenticeship program, as well as offering two sections of MATH 11 per year, which had previously only been at 1. As we are offering a team teaching section of ENGR 10 for the winter '25 quarter, this can help to get others onboarded to teaching the course, but is not the sole issue of gaining FTES. We also are tentatively planning on offering an ENGR 6 section in spring '25, which will be a second section offered during the 24-25 academic year whereas previously, we had only been offering one section typically in the fall quarter for the entire year. With the assumption that the semi-conductor apprenticeship program will continue to grow, we will continue to see more FTES generated from the engineering program. One thing that we need to stay cognisant about is that we should add sections

strategically. Sections that do not fill to capacity and don't have wait lists don't give justification for adding more sections of that course. How can we attract more students to the program? Some of our higher level engineering courses such as ENGR 37, 37L, 45, and 47 all have prerequisites that are naturally filtering out many students who don't meet those requirements. This is just the nature of the content of the courses and are tied to our articulation agreements with our 4-year colleges.

As indicated in the program review, the productivity of the engineering program was at 424 in 23-24, which is the highest it has been since 19-20. This is a good sign, but is also by far the lowest prod department in the STEM division. Our other lab sciences all have double lecture setups, which help to increase the productivity of the division and the college (though those other departmental faculty reflect that this isn't an ideal practice). In comparison, for winter '25 quarter, chemistry has prod of 497, physics 542, and biology 553.

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

Foothill is at 26% female students in engineering courses in 23-24 vs 20% nationwide (I cannot confirm this 20% number without relevant links to data analysis). However, I would like to have some concrete evidence of these numbers compared to regions in our surrounding bay area. I also do not understand the terminology of "psychologically safe learning environments" that is continually stated throughout this section. What exactly is this and how will it better attract more diverse student populations into the engineering program? The action plan seems to be solely focused on having discussions about psychological safety in department meetings, but I am confused again how this will help to attract more diversity into the program. Perhaps more efforts around inclusive club environments and better visibility about the program on campus could help to attract more students into the program. When the needs are asked for how to execute such an action plan, the only thing listed is for funds to be provided for coffee and cookies at department meetings. I do not understand how this is going to then result in increasing the diversity in the program.

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/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?e=rSml5L

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...
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- has measurable outcomes

Data

☐   Meets Expectations

☑   Needs Improvement

Narrative

☐   Meets Expectations

☑   Needs Improvement

Feedback

> I would like to see more reflection in how to achieve stated goals outside of just having department meetings. There are various other aspects to student learning and community building beyond conversations that happen at department meetings. Also, further reflection is needed on the success differences in modalities beyond "students treating face-to-face courses differently than online courses".

E. Disproportionate Impact

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

https://foothilldeanza-my.sharepoint.com/:f:/g/personal/20078222_fhda_edu/Euw5yUwbvn5OiqkDTAn6yIYBycY0PmInLpXnQm47l7cPKQ?e=rSml5L

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
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- has measurable outcomes

Data

☐   Meets Expectations

☑   Needs Improvement

Narrative

☐   Meets Expectations

☑   Needs Improvement

Feedback

> There is not substantive reflection in this section of the PR on how the students in the program are being affected and what action plan is needed in order to increase the achievement gaps.

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

It is noted that the instructor who solely teaches the asynchronous portions of the classes listed is also on article 19, and will eventually not be on article 19 anymore. This provides some uncertainty about staffing needs for online sections in the future years. Moreover, we should also note that this instructor has completed the part I of the RSI training during fall '24.

G. Summative Evaluation

Overall, the Comprehensive Program Review

☐ Meets Expectations

☑ Needs Improvement

Feedback

There are more challenges to the goals of the department beyond just finding instructors and training them. I would hope to see more in depth reflection on the program's needs and highlights in this summative evaluation.

This form is completed and ready for acceptance.