Rubric Comprehensive Program Review & CTE 2024

Rubric CPR Template 2024

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

The mission statement provides a concise overview of the program's training focus and highlights activities like plays and musicals but lacks clarity and depth regarding its goals, values, and overall impact. To strengthen it, the statement should clearly articulate the program's purpose, its contributions to the community, and its alignment with the college's objectives. Emphasizing career preparation, equity and inclusion (including opportunities for the BIPOC theatre community), college transfer readiness, and community engagement is strongly recommended. Additionally, it should outline future goals for program advancement and specify the individuals or groups the program serves.

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 data on FTES, sections, and productivity is clear and well-organized, effectively analyzing trends and outlining actionable goals. Faculty are commended for proactive efforts, including student needs assessments and marketing, which support student engagement and success. The program provides strong evidence for the need for additional full-time faculty to enhance growth and sustainability. Enrollment, impacted by the pandemic, has improved with the return

to campus, and the department is actively working to boost enrollment through developing new curriculum and certificates targeting dual-enrollment high school students and non-credit older adult learners.

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 data provides a clear breakdown of gender trends and a comprehensive view of enrollment by ethnicity, with thoughtful analysis addressing gender representation and equity. However, the narrative lacks a robust, actionable plan to diversify enrollment by ethnicity, particularly among Latinx students. Program leaders are commended for addressing equity and inclusion through planned modifications to facilities for nonbinary students and efforts to stage more diverse productions for LGBTQ+ students. Expanding partnerships with Umoja and Puente and staging productions focused on Latinx experiences could enhance racial diversity. Concrete strategies to increase Latinx enrollment and strengthen these partnerships should be explored further.

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...
- 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 data provides clear comparisons over time, highlighting positive trends and areas for improvement. Success rates for most racial/ethnic groups are above average, but online students are 17% less successful, with Theatre Arts online success below the school average. The action plan includes messaging, free tickets, and tutoring, but needs more clarity

on how your suggested changes would improve online student success. The narrative should also address ways to incorporate more culturally responsive approaches in online instruction.

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
- is within the control of the program
- has measurable outcomes

Data

☑ Meets Expectations

☐ Needs Improvement

Narrative

☐ Meets Expectations

☑ Needs Improvement

Feedback

The data effectively highlights key disparities, including percentage gaps and areas needing improvement; however, the narrative falls short by lacking detailed strategies and timelines to address these issues. Efforts to eliminate textbook costs are commendable, with progress on transitioning the final paid-textbook course to a free resource. While the narrative clearly addresses the disproportionate impact on low-income students, including transportation and access challenges, it lacks specific actions to support Latinx students, leading to some ambiguity. To address this, more targeted strategies for Latinx students and the integration of culturally responsive approaches, particularly in online instruction, are recommended.

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 provides strong examples of interaction methods and effectively details their implementation to enhance student engagement and success, including the use of weekly video feedback to support diverse learners. Consider exploring additional strategies, such as RSI pre-announcements or collaboration with the equity pilot, library reserves, or the Smart Shop, to provide materials or scripts for low-income or financial aid students.

G. Summative Evaluation

Overall, the Comprehensive Program Review

☐ Meets Expectations

☑ Needs Improvement

Feedback

The department has thoughtfully implemented changes to bring back enrollment after the pandemic and given strong consideration to diverse student groups. While the program makes a strong, evidence-based case for additional full-time faculty hires, the focus on budgetary requests and faculty gaps overshadows critical areas such as student success, enrollment, job and transfer opportunities, and the disproportionate impact on low-income and BIPOC students. The summary would benefit from an action plan, a balanced emphasis on strengths like the above-average success of on-campus students, and a more student-centered approach.

End of Rubric CPR Template 2024

CTE Rubric 2024

Career and Technical Education Programs Rubric 2024

A. Re-Accreditation Information

2. Did the program maintain accreditation?

- ☐ The program was reaccredited and received commendations or citations or recommendations - Meets Expectations
- ☐ The program was put on probation - Needs Improvement

5. What actions has the program taken to address the accreditation citations/recommendations? What barriers has the program faced in implementing improvements?

Did the program make the required improvements?

- ☐ The program was able to take actions and received the needed support to take the actions - Meets Expectations
- ☐ The program was not able to take actions to improve because it did not get the support needed from the college - Needs Some Improvement
- ☐ The program had the needed support to take actions but did not act or is limited in direction from the accreditor to take actions - Needs Major Improvement
- ☐ Not Applicable (The program did not receive recommendations)

Feedback

NA - This program does not have program-specific accreditation.

B. Advisory Board

1. Did the program hold an annual advisory board meeting each year of the five-year cycle?
2. Did the program submit the advisory board meeting minutes each year of the five-year cycle?
3. Did the program include the web address/link to the online minutes?

- ☐ Yes the program held an annual meeting of the advisory board and submitted the minutes - Meets Expectations
- ☑ No, the program did not hold an annual meeting of the advisory board and/or did not submit the minutes - Needs Improvement

4. Were there any advisory board commendations/special mentions identified?

- ☑ The program received commendations - Meets Expectations
- ☐ Not Applicable

5. Are there any identified actions for improvement or recommendations based on feedback from the program's advisory board?
6. What actions has the program taken to address recommendations made by the Advisory Board? What barriers has the program faced in implementing improvements?

- ☑ The program was able to take actions or investigate the recommendations and received the needed support to proceed - Meets Expectations
- ☐ The program was not able to take actions or investigate because it did not get the support needed - Needs Some Improvement
- ☐ The program had the needed support to take actions but did not act or is limited in direction from the advisory board to take actions - Needs Major Improvement
- ☐ Not Applicable (The program did not receive recommendations)

Feedback

While the program successfully held advisory board meetings during most of the five-year cycle and received commendations, it did not hold a meeting in the 2022-23 academic year due to a faculty transition. This gap means the program did not meet the expectation of holding annual meetings for every year in the cycle. To ensure consistency, establish a contingency plan for meetings during transitions, post minutes regularly online, and schedule meetings early to address potential challenges. The program did receive commendations on its reputation and training quality. Specific actions, such as integrating non-credit courses and creating pipelines for employment, show responsiveness to recommendations. Continued improvements, such as the Foothill Theatre Arts Discord server for job opportunities, are noteworthy.

C. Regional Labor Demand

Click the link below to view program data.

https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-demand-2024-25.pdf

1. In the data table above, what does the regional labor demand data trend indicate?

- ☑ Labor demand has an upward trend or is projected to be flat - Meets Expectations
- ☐ Labor demand is projected to decrease - Needs Improvement

2. Describe the regional demand for labor in this sector. If the projected data trend shows no change/flat, an increase, or decrease in labor demand, explain why.

Narrative Criteria

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

- ☑ Meets Expectations
- ☐ Needs Improvement

Feedback

Regional labor demand shows an upward trend, with declines during the pandemic explained effectively. To strengthen alignment, continue monitoring labor trends and updating the curriculum to address emerging industry needs, such as AI and LED technologies as recommended by the advisory board.

D. Regional Labor Supply

Click the link below to view program data.

https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-labor-supply-2024-25.pdf

1. In the data table above, what does the regional labor supply data trend indicate?

- ☑ Labor supply has a downward trend or is projected to be flat - Meets Expectations
- ☐ Labor supply is projected to increase - Needs Improvement

2. Describe the regional supply for labor in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in labor supply, explain why.

Narrative Criteria

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

- ☑ Meets Expectations
- ☐ Needs Improvement

Feedback

The downward labor supply trend is well-explained, reflecting pandemic impacts and regional challenges. The narrative aligns with data and highlights relevant factors. To strengthen, incorporate recent data and emphasize initiatives like non-credit offerings, targeted outreach, and partnerships with local theatre companies and youth programs to build a stronger talent pipeline.

E. Regional Wages

Click the link below to view program data.

https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-regional-wages-2024-25.pdf

1. In the data table above, what does the wage data trend indicate?

- ☑ The occupational wage trend increased or stayed flat - Meets Expectations
- ☐ The occupational wage trend decreased - Needs Improvement

2. Describe the regional trend for wages in this sector over the last five years. If the data trend shows no change/flat, an increase, or decrease in wages, explain why.

Narrative Criteria

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

☑ Meets Expectations

☐ Needs Improvement

Feedback

> While wage increases are slow, the program anticipates further upward trends post-pandemic, reflecting an understanding of the evolving industry. This alignment with data demonstrates strategic foresight.

F. Program 13.5 Course Completion

Program 13.5 Course Completion					
Unduplicated Headcount	2018-29	2019-20	2020-21	2021-22	2022-23
Dental Assisting	22	23	0	26	20
Music Technology	64	46	46	46	55
Pharmacy Technology	26	15	12	17	9
Theatre Technology	8	7	1	4	6

CTE courses offered between 2018-19 and 2022-23 that were used to retrieve completion counts include the following:
Dental Assisting: DA 50, 51A, 51B, 51C, 53A, 53B, 53C, 56, 57, 58, 60A, 60B, 62A, 62B, 62C, 63, 65, 66, 67, 71, 73, 74, 85, 88, 100, 200L
Music Technology: MTECH 49, 50A, 51A, 51B, 51C, 52A, 52B, 53A, 53B, 54A, 55A, 55B, 55C, 57A, 57B, 60A, 60B, 62A, 62B, 62C, 70A, 70B, 70C, 70D, 70E, 70F, 72B, 72C, 80A, 82A, 88A, 88B, 88C, 90A
Pharmacy Technology: PHT 50, 51, 52A, 52B, 53, 54A, 54B, 55A, 55B, 55C, 56, 56A, 56B, 58, 60, 61, 62, 63, 64A, 64B, 101, 102, 103, 200L
Theatre Technology: THTR 21A, 21B, 21C, 25, 25B, 27, 31, 40A, 40B, 42, 45A, 45B, 45C, 45D, 45E, 45F

1. In the data table above, what does the data trend indicate about the number of students completing the 13.5 CTE units each year in the last five years within your program?

☑ The number of students completing 13.5 units increased over the 5 year period or stayed flat over the 5 year period - Meets Expectations

☐ The number of students completing 13.5 units decreased over the 5 year period - Needs Improvement

2. If the data trend shows no change/flat, an increase, or decrease in the number of students completing the 13.5 CTE units, explain why.

Narrative Criteria

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

☑ Meets Expectations

☐ Needs Improvement

Feedback

> After a pandemic-induced dip in completions, the program has returned to in-person learning with an upward trend. The recovery aligns with broader industry shifts, showing resilience and adaptability.

G. Program Graduate Employment Rates

Click the link below to view program data.

https://foothill.edu/programreview/prg-rev-docs/24-25-pr-data/cte-data/cte-graduate-employment-2024-25.pdf

1. In the data table above, what does the graduate employment rate indicate for certificate/degree completers (e.g., Within one year after Community College Completion)?

☐ Employment rate is between 100% and 80% - Meets Expectations

☑ Employment rate is less than 80% - Needs Improvement

2. Describe the graduate employment rate trend for both certificates and degrees. If the projected data trend shows no change/flat, an increase, or decrease, explain why.

Narrative Criteria

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

☐   Meets Expectations

☑   Needs Improvement

Feedback

The Theatre Technology program's employment rates consistently fall below 80%, with a significant decline to 46% in 2019-2020 due to the pandemic. While the narrative acknowledges this, it lacks detailed strategies for improvement. To address these challenges, the program should strengthen partnerships with local theatres, align training with in-demand skills like advanced technologies, expand career services (e.g., job placement, internships), and regularly track employment outcomes to ensure alignment with industry demands.

H. Summative Evaluation

Overall, the Career & Technical Education Addendum

☐   Meets Expectations

☑   Needs Improvement

Feedback

While the Theatre Arts CTE program has made progress in certain areas, such as incorporating advisory board recommendations and aligning some curriculum elements with industry needs, there are significant gaps in graduate employment rates, with consistent declines below 80%. Additionally, the narrative lacks detailed, actionable strategies to address these employment challenges and other labor market concerns. To meet expectations, the program must strengthen its alignment with labor market data, implement targeted initiatives to improve employment outcomes, and provide more detailed evidence of program actions to address identified gaps.

End of CTE Rubric 2024

This form is completed and ready for acceptance.