Adaptive Learning Community Based Program Review

Rubric Evaluation	Ana Maravilla (Same Division Faculty)	Kathryn Maurer (Faculty At-Large)	Pauline Brown (Staff At-Large)	Laurie Scolari (Administrator)
A. Program Information				
Program Mission Statement				
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard	Addresses all 8 criteria - Meets the Standard	
Reader Feedback	Concise mission statement that meets criteria above.	The mission statement is strong in communicating the values and overall purpose of the program. For the benefit of readers, such as myself and likely most of the Foothill campus, who aren't familiar with this program, it would be very helpful to have a better sense of the activities (e.g. noncredit courses?) of this program embedded in the mission statement, as well as how this program supports the overall college mission.	N/A	
Program Learning Outcomes				
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses 3 to 4 of the criteria - Needs Some Improvement to Meet the Standard		

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Reader Feedback	Meets criteria.	Excellent job with the clarity of the one, all-encompassing Service Area Outcome. I wasn't able to select "Exceeds or Addresses all 5criteria" because I'm not sure how this SAO would be actionable. It seems by having all of the outcomes lumped into one, it sort of defeats the purpose of having them as measurable objectives one could assess and reflect on to see if improvements could be made? I'm not sure...	N/A	
B. FTES - Enrollment Trends				
1. What does the FTES data trend indicate?	FTES has improved over the time span - Excellent	FTES has improved over the time span - Excellent	FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard	
FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*				
Overall, in this section:	The narrative includes all 4 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent	

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FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	N/A	It is challenging to review this section since there was no needed action plan to increase FTES. I guess I would have been interested in hearing more about what has helped to improve communication with partner sites, and what has helped simplify the registration process. There are likely other areas of campus that can learn from these efforts and I would have loved to read more! Great job.	It would be helpful to note why less sections we're being offered. My guess would be due to the pandemic. If that's the case, then besides the site contacts and simplified registration processes–is there any other stabilize/increase action that has come to light during the pandemic that will prepare your program moving forward for the next (if it were to happen).	
C. Sections - Enrollment Trends				
Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*				
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	
Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*				

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Overall, in this section:	The narrative is not included	The narrative is not included	The narrative is not included	
Reader Feedback	N/A	This second narrative was not applicable as FTES did not decrease, but I'd like to comment on the first narrative. It is very understandable why the number of sections would decrease with the pandemic. It would be very interesting to understand if any insights were gained during this period that may affect what would be the desirable number of sections to be offering, perhaps now in mixed modalities? I would have liked to read some reflection on this aspect of the post-pandemic program reality.	N/A	
D. Productivity - Enrollment Trends				
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum – Excellent	The program productivity trend has increased or has reached its maximum - Excellent	
Productivity Narrative Explanation (If Applicable) - *Explain why the productivity is flat, increased or decreased.*				

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Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	
Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*				
Overall, in this section:	The narrative is not included	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative is not included	
Reader Feedback	N/A	Again, no narrative is provided given that it is not identified as a need to increase productivity. However (this could be an issue with the template/ rubric, not the answer given) there is no explanation of what the productivity target should be, so it's not clear why the program would decide there is no reason to continue to attempt to increase productivity, as it's much, much lower than the college target. If it is assumed that the target should be much lower, that needs to be stated in	N/A	

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		order to state there's no need to improve it.		
E. Enrollment by Student Demographics				
a. Enrollment by Gender				
Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes all 3 of the criteria - Meets the Standard	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	
2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? **(College 2020-21 = 52%Female, 46% Male)**	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	The difference between the gender/sex is between 11% to 20% - Meets the Standard	
Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	

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		Improvement to Meet the Standard		
b. Enrollment by Ethnicity				
Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group? **(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)**	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard	
Enrollment by Ethnicity Narrative Explanation (If Applicable) - *Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).*				
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 3 of the criteria - Meets the Standard	
Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*				

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	Intentional discussions regarding racial equitable access would be a great next step. Also, because ACLB classes primarily serve students within community sites, opening more sites in targeted areas would also increase access for communities of color.	This is a challenging section to evaluate using this rubric. It is clear that very little is within the program control to increase access to services/classes since they are offered through partner sites. Mention was made of a task force, and also potentially trying to explore opening new sites (Foothill or a partner) but this was suggested as "possible" not an action that the program is definitively pursuing. It is not clear if the program is intending to do any increase in access to men and/or different ethnic groups and/or what might or might not be in local control.	The student demographics related to gender sounds like it may be out of the control of the department, since these facility site already have these students there. The ethnic data and action part, the department is informed of the data trend and is heading the direction that would be helpful to increase enrollment by ethnic groups (specifically serving marginalized and diverse communities).	

F. Service Area Outcomes Addendum

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Narrative Explanation - *1. What are the service area outcomes/strategic objectives for the coming year?*				
Overall, in this section:	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses all 5 criteria - Meets the Standard	
Narrative Explanation - *2. What is your implementation plan for the above-mentioned objectives?*				
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent	
3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate	N/A	N/A	N/A	
4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate	Meets the Standard - The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations	Meets the Standard - The program was able to take actions to improve and received the needed support to take the actions Or The program received no citations		
Narrative Explanation - *5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified.*				

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Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard			
Reader Feedback	Despite all of the barriers and challenges within the past few years, the current data is promising. The plan to address the digital divide and racial equity through a CB racial equity taskforce is a very appropriate next step that would provide these important issues the attention they deserve.	The reader would really like to commend the program on its commitment to revitalize the racial equity task force, and conduct some assessment of community needs and opportunities to increase access to this wonderful program. Given that this type of strategic planning may not have been done in the past this is a fabulous first step, and it will be very interesting to learn the results of this assessment, and the program improvement actions that are in the program's control. While ideally this type of assessment and action planning would be done as part of the program review process itself, to include the results in this action plan, the writer explains that this program has been struggling with staffing and	The department knows well and it would help them to get a read into this community. The objective is a start in supporting the department being strategic on their implementation for equitable access to these wonderful program they offer in the community.	

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		leadership issues over the past few years, making this type of effort challenging. Congratulations and thank you for sharing your program!		