

Foothill Annual Program Review 2024

Annual Program Review Template 2024

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

1

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

2

3. Number of staff in the program.

0

4. Do the above numbers reflect any staffing changes?

No

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

Our first goal was to maintain our current combination of fully asynchronous (online) and partially synchronous (also online) Japanese course offerings so that our FTES as well as our productivity remain high, while offering one hybrid course every quarter to test the demand and to bring back our presence on campus. This still remains our number one goal. We tried offering Japanese cultural activities as well as reinstating the Japanese Culture Club on campus to attract more students on campus.

Our second goal is to close the gap between the success rates of the groups that are experiencing disproportionate impacts and other groups. To help working students, we started offering late evening tutoring hours for the working students (8:00-10:00 pm), as well as early alert and support systems.

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?

We were able to offer JAPN1 successfully in Spring 2024. However, in Fall 2024, we had to cancel our hybrid JAPN 2 due to low demand and convert it into a fully asynchronous online course. In Winter 2025, we are trying with one hybrid JAPN 3 course, but there is only 1 student enrolled as of 12/1/2024, while the fully asynchronous online JAPN 3 is quite full. I believe the reason Spring 2024 JAPN succeeded was because it was the only JAPN1 course I was offering that quarter. Although the prospect of offering at least one hybrid course on campus every quarter is bleak, we will make ongoing efforts to bring back some of our JAPN courses on campus.

The late evening tutoring hours as well as the early alert & support systems were both introduced and continuing since Winter 2024.

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

We are already trying to bring back JAPN courses to campus. So far it has not very successful, but we will make ongoing efforts to bring back some of our JAPN courses on campus. We restarted offering some Japan-related cultural events on campus, such as tea ceremony demonstration and Japanese "kyudo" (archery) workshops, and we reinstated the Japanese Culture Club on campus. We hope these types of cultural events will attract students to campus.

The late evening tutoring hours (8:00-10:00 pm) have already been introduced in Winter 2024 and are very popular among working students.

In the Comprehensive Review, we mentioned creating non-credit/mirrored courses for busy working professional students with college/advanced degrees (which is the large portion of the Whit non-success). However, this is no longer our goal, because they indicated that they eventually wish to complete the program with an AA in Japanese.

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

The enrollment was the highest in 2023-24 with 892, up from 816 in 2022-23. It was only 441 in 2018-19. So, we accomplished our goal of keeping our enrollment number high. However, this enrollment all comes from fully online courses. The hybrid on-campus enrollment was only 24. So, despite our efforts of promoting our on-campus curriculum through cultural events such as tea ceremony and kyudo demonstrations, the demand for on-campus JAPN courses is still very weak. We will make ongoing efforts to bring back some of our JAPN courses on campus.

The late-evening tutoring ours are in high demand, and are helping those students who needs to work late-shifts. The early alert and tutor referring system is also working, but we need to figure out what to do when students stop replying and stop showing up to tutoring sessions as well.

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/ETXoAp44fMFCppHXvzplFgcB5ogzcvUXLknHrIXo1ghkHg?e=H8axR7

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.

For non-instructional programs that do not have program specific disproportionate impact student data, please provide an update on the program's 13-55 project (i.e., project description, students served, implementation timeline).

The highest percentage point gap is White with 72% success rate (-11): 18 additional successes are needed to close the percentage point gap. From my experience, many non-successes seem to come form working Silicon Valley professionals with college/higher degrees. In our Comprehensive Review, we mentioned creating non-credit/mirrored courses for them, but this is no longer our goal, because they indicated interest in eventually obtaining an AA degree in Japanese.

The second highest percentage point gap is Low Income with 74% success rate (-10): 28 additional successes needed to close the percentage point gap.

The third highest percentage point gap is Latinx with 72% success rate (-10): 13 additional successes needed to close the percentage point gap.

For the Latinx and Low Income students, late-evening tutoring hours (8:00-10:00 pm) seem to help, but we are not seeing much improvement in their success rates yet. We will continue our efforts here.

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

The Black student group's enrollment continue to increase, and their current success rate is 82% (with the percentage point gap of +1). Historically, the Black student group also belongs to the "disproportionally impacted" groups along with Latinx student group. So, we need to figure out why our program is working well with Black student group, but not as well with Latinx student group.

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

https://foothilldeanza-my.sharepoint.com/:w:/g/personal/20078222_fhda_edu/Ec2dqPH1B2RHinzFtnIz6sYB7-DOzW9lv1KkGyWdLuZkbg?e=CIfFMU

End of Annual Program Review Template 2024

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

The program's efforts to bring back at least some on-campus offerings is commendable, and I agree with this program review that the enrollment numbers have not demonstrated sufficient demand. I support the program faculty's on-campus cultural activities, including those at the Japanese Cultural Center, as a means for the program to have an on-campus presence even if not classes.

The disproportionate impact data for low-income students is notable, and I agree the program could continue to watch whether evening tutoring and expanded use of Foothill Connect will make a difference. The difference in DI for Latinx versus African American is also notable and I support the program's discussions on what may be causing that.

The program's decision to not pursue noncredit given student's expressed desire for an eventual AA degree is understandable, though the non-success rates still merit consideration. The faculty could follow campus conversations on credit for prior learning as means to students to move from non-credit to credit should they eventually choose to pursue a degree.

This form is completed and ready for acceptance.