

Krause Center for Innovation Program Review

| Rubric Evaluation | Sam Connell (Same Division Faculty) | Robert Cormia (Faculty At-Large) | Melia Arken (Staff At-Large) | Aaron Korngiebel (Administrator) |
|---|---|--|---------------------------------|---|
| A. Program Information | | | | |
| Program Mission Statement | | | | |
| How many criteria are met for the Program Mission statement? | Exceeds expectations for all 8 criteria - Excellent | Exceeds expectations for all 8 criteria - Excellent | | Addresses all 8 criteria - Meets the Standard |
| Reader Feedback | This is a very strong statement, clearly written, conveys what LINC aims to do and how it contributes to society. The mission statement states LINC classes are designed only for K-14 educators. Can new media classes be offered for 'regular' degree seeking students, or would this be a completely different department? | This is a very thorough description of the goals of the program, target audience, and the broader educational mission. | | Solid mission statement that could be enhanced with a few more descriptors about the activities of the program. |
| Program Learning Outcomes | | | | |
| Overall, this section: | Exceeds expectations for all 5 criteria - Excellent | Exceeds expectations for all 5 criteria - Excellent | | Exceeds expectations for all 5 criteria - Excellent |
| Reader Feedback | These courses are designed for professional teachers who expect measurable outcomes for their time. These are some of the best outcomes I have ever read, and I hope to copy the format for my | Program Learning Outcomes are complex for KCI, as the "students" are really teachers who teach students. Understanding and applying technology in the classroom is a very challenging program that | | Excellent and well developed PLOs |

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| | own department in the future. | requires constant updating. | | |
| 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 improved over the time span – Excellent |
| FTES Narrative Explanation - <i>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.</i> | | | | |
| 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 includes all 4 of the criteria - Meets the Standard |
| FTES Action Narrative (if applicable) - <i>Describe the proposed actions for stabilizing/increasing the FTES.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | The actions listed are all very well explained. Here we do see the effort to expand classes to include other types of students. Perhaps this should then be included in the opening mission statement (beyond educators), because I see that workforce training could include a great | Given the uncertainty in education that affect the teachers (who are students), it's a wonder FTES remained anywhere near level, especially during the pandemic. The KCI has tried to increase staff (teachers) to support more students from year to year. With more staff, | | This program has strong, ambitious plans for future growth by expanding its offerings outside the Silicon Valley. Goals are all very clear and measurable. |

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| | <p>variety of other types of students looking for training in new media. It is assumed that this is a very exciting option for the future. The idea to continue to adapt the program is seen in the 3rd Action item, and that coupled with #4 is very important. Then to work with high schools would be boon to the enrollment and WSCH! This again is very critical, as the KCI moves into other spaces.</p> <p>There have been conversations with departments in the BSS to expand our connections with our classes by formulating learning communities, but there hasn't been coordinated efforts and it has been ad hoc. This may be in the future.</p> | <p>KCI might be able to learn more about the needs of individual schools, and perhaps provide more personalized training (coaching) but that would run counter to productivity.</p> | | |

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 exceeds expectations – the | The narrative exceeds expectations – the | The narrative exceeds expectations – the |
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| | narrative could be used as an exemplar - Excellent | narrative could be used as an exemplar – Excellent | | narrative could be used as an exemplar - Excellent |
| Section Narrative Explanation (If Applicable) - <i>Explain why the number of sections increased while FTES decreased.</i> | | | | |
| Overall, in this section: | 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 | | The narrative exceeds expectations – the narrative could be used as an exemplar – Excellent |
| Reader Feedback | The number of sections increased as more certificates were offered, and as well the FTES increased. It appears that the appropriate amount of sections are being offered to the K-14 teachers of the region. The narrative was very clear and well explained. It is unclear what % of the students included in these data are teachers versus other types of students. At Elaine Kuo's suggestion, I filtered the data on Education Level Attained and Enrollment Type of Student, which may indicate students who already have degrees versus those who do not. I | Again, I'm not sure that anyone can predict FTES trends for students who are educators going through the pandemic. With more individual teacher contact in the schools, a few new ideas for training might spring up. | | This review contains a strong understanding of the enrollment trends and the program's role in fostering growth. |

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| | <p>saved 2 reports that I insert below that possibly show around 70% of students are K-12 educators and continuing students in 2019-20 (when we were more on campus). The numbers are much higher in 2020-2021 but we were entirely online, and this changed the dynamic. Importantly, this does indicate that 20-30% of enrollees in 2019-20 are transfer or first time students with a HS education. This is an important trend that should be highlighted as it may show that the KCI and LINC were engaging the general Foothill population of students prior to the pandemic and need to recharge that element. [Note that OTHER as a category was very large and should be explained, in particular with the second figure because data is missing]. I made JPGs from the PDFs of the saved reports.</p> | | | |

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| 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 is flat - Meets the Standard | | The program productivity trend has increased or has reached its maximum – Excellent |
| Productivity Narrative Explanation (If Applicable) - <i>Explain why the productivity is flat, increased or decreased.</i> | | | | |
| Overall, in this section: | 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 | | The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent |
| Productivity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the productivity number.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | Very clear explanation of the weird trend seen in the productivity data. Someone was teaching for FREE, and this is very productive! When the outlier is dropped we see productivity understandably increase overtime, thus continuing the trends seen earlier in LINC. The reviewer is pleased to see that the | Productivity is very difficult to control, it's a lagging indicator based | | Strong understanding of the variables that may be impacting data inaccuracy. Excellent goals for increasing productivity on a variety of fronts. |

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| | <p>LINC team is set on "developing subsequent open-entry, open-exit positive attendance courses that can provide introductions to different makerspace machines in a flexible and low-risk format" for Foothill students. If we are to remain a viable institution serving local students then this is of paramount importance. Finding ways to highlight these links is important. For example, I would like to get involved in a drone mapping program with my students that could use LIDAR data to create 3-dimensional maps or solid topographic examples using the 3-D printer. We also intend to send students over this quarter to print up mini fossils. The possibilities are endless, but the issue that remains is the learning curve for use of the machines. A full-</p> | | | |

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| | <p>time liaison or someone dedicated to 'student project outreach' is key. This could be someone who actively seeks out visits to classrooms and promotes what KCI and Makerspace does. This is someone who can effectively create a community of learners focused around the KCI and its facility. Does the food service inside return? Perhaps not, but how about a food trucks parked out front so people can go enjoy the facility. Marketing will be a key component of this push.</p> | | | |

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 exceeds expectations – the narrative could be used as an exemplar - Excellent | 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 |
| 2. Does your program differ in the percentage of | The difference between the gender/sex is greater | | The difference between the gender/sex is between |

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| males to females, in this most recent year, compared to the College? | than 30% - Needs Major Improvement to Meet the Standard | | | 11% to 20% - Meets the Standard |
| (College 2020-21 = 52%Female, 46% Male) | | | | |
| Enrollment by Gender Action Narrative (If Applicable) - <i>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</i> | | | | |
| Overall, in this section: | 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 | | The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent |
| 3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program? | The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard | The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard | | The Gender gap by declared major is between 11% and 20% - Meets the Standard |
| Reader Feedback | This data point will offer a wide disparity simply because most teachers in K-12 are female. This is a long standing societal trend that KCI has no way of impacting. I do like the point that by emphasizing more STEM and makerspace activities the small shift in more males has taken place. But let us be mindful of another | The data on gender need to be understood within the context of the target audience, which is dominated by older female teachers, being among the first to enroll in technology. Younger teachers will be closer to a 50:50 M:F ratio. You can't look at gender independent of age, and | | KCI is unique in that its enrollments are impacted by existing gender gaps in the industry, since it largely caters to incumbent workers. The program does have strong plans in place to address these gaps as best as possible. |

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| | societal trend in STEM in which females are consistently at a disadvantage in STEM learning fields. | that goes for ethnicity as well. | | |
| 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? | 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 mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard |
| <p>(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)</p> <p>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).</p> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 3 of the criteria - Meets the Standard |

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| Enrollment by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</i> | | | | |
| Overall, in this section: | The narrative exceeds expectations - the narrative could be used as an exemplar - Excellent | The narrative includes all 5 of the criteria - Meets the Standard | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | The narrative was very strong here. It should be pointed out again the that overall ethnic distribution of teachers in K12 throughout the state will reflect the student distribution at LINC. Nevertheless this reviewer appreciates the concerted efforts to address some measures. Diversity in hiring practices is a key component of creating an educational environment that reflects an equity-mindset. This concept of equity can be broadened to course offerings as well that offer new media courses that directly address the impacts of variability in technology knowhow depending on the socioeconomic status | I really don't know how to judge this, as the ethnicity of the teachers who arrive as students is a function of upstream hiring practices that aren't in the control of KCI. I wouldn't focus on culturally competent curriculum, but rather curriculum that puts students at ease. Where culturally competent curriculum does make sense, is helping teachers think through the lessons they will plan for use in their classroom. | | Strong analysis in this section. The graphs depicting Foothill demographics compared to KCI and CA Teachers was very helpful to see visually and supported the narrative well. |

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| of students, educators and the school districts. | | | | |
| F. Student Course Success | | | | |
| a. Student Course Success | | | | |
| 1. What does the data trend indicate about overall course success? | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has improved over the time span - Excellent | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| Student Course Success Narrative Explanation - <i>If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 3 of the criteria - Meets the Standard |
| Student Course Success Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/increasing the student's course success percentages.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | I can't comment on this. A change for 91% to 90%? Are you kidding me? That is amazing and needn't be a concern. This is of course | From my experience teaching these types of courses, the primary reason a student doesn't succeed in a course is | | The program did reflect well on areas within its control to improve success rates. It might also be worth noting external |

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| | <p>because the students are primarily educators doing professional development work. It may be important to measure success by educational level again -- because so few students are traditional transfer students, what are their rates of success?</p> <p>The success rate by education level is high EXCEPT, high school or equivalent. This suggests that there is a block of students who are struggling with LINC classes, that should be addressed. Also the data only show Fall 2019-2021 data, and I couldn't get to see Winter or Spring. The Green bar is rising, which is positive.</p> | <p>because they don't have the time to keep coming. A 10% non-completion rate is about what I'd expect in a technical course requiring a strong commitment to attendance.</p> | | <p>factors that impacted success the past few years like the pandemic and/or educator fatigue/stress which also likely impacted student success in KCI's courses.</p> |

b. Student Course Success by Student Groups

| | | | |
|---|--|--|---|
| 3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, | The gap between the two groups has decreased over the time span - Meets the Standard | There is no gap between the two groups - Excellent | The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard |
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| White, Decline to State student groups? | | | | |
| Course Success by Student Groups Narrative Explanation - <i>Explain why the course success gap is flat, increased or decreased.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 3 of the criteria - Meets the Standard |
| Course Success by Student Groups Action Narrative (If Applicable) - <i>What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?</i> | | | | |
| Overall, in this section: | 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 | | The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent |
| Reader Feedback | This is a repeat of the last commentary - the gap is small and the success rates are very high. The program suggests good faith efforts to improve on the small success gap. However, I am most concerned with low success of students with HS degrees, and I think this should be addressed further. | I don't see a statistically significant gap in these data. Again, the complex nature of a KCI "student" involves age, gender, ethnicity, and other factors (technology readiness) that is difficult to capture in student data. | | The program has strong goals for increasing student success by student groups by not only focusing on student recruitment, but also faculty recruitment and development. |

G. Student Course Success by Demographics

a. Student Course Success by Gender

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| What does the data indicate about course success? | | | | |
| Female | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| Male | Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| Non-binary | Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard |
| Course Success by Gender Narrative Explanation - If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased. | | | | |
| Overall, in this section: | 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 | | The narrative includes all 3 of the criteria - Meets the Standard |
| Course Success by Gender Action Narrative (If Applicable) - Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary. | | | | |

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| Overall, in this section: | 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 | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | <p>I am so impressed with this section I cut and paste it here. The drop in success of non-binary students has been met with a true understanding of what it will take to improve.</p> <p>1.Standardizing pre-, mid-, and post-program surveys across all programs in order to collect formative feedback from students about their academic progress and socio-emotional needs.</p> <p>2.Applying research-based social affirmation techniques, such as requesting and using students' chosen names and pronouns as part of standardized onboarding procedures.</p> <p>3.Training faculty on mental health and counseling resources available through the college and ensuring that this information is</p> | <p>The technology readiness and ability to commit the time to the class is (probably) the single most important factor in course success. All other factors may contribute to someones TRL, but time to do the work matters.</p> | | Strong program focused solutions and plans for continuous program improvement using student feedback. |

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| | <p>provided to all students4.</p> <p>Developing a standardized exit survey for program participants who leave without completion, gathering data about what the KCI could do better to serve their needs.</p> | | | |

b. Student Course Success by Ethnicity

What does the data trend indicate about program student course success by ethnicity?

| | | | |
|--------------------------|---|--|---|
| African Americans | Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard |
| Asian | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| Filipinx | Course success has decreased over the time span by no more than 4 percentage points - Needs | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |

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| | Some Improvement to Meet the Standard | | | |
| Latinx | Course success has improved over the time span – Excellent | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has improved over the time span - Excellent |
| Native American | Course success has improved over the time span – Excellent | | | Course success has improved over the time span - Excellent |
| Pacific Islander | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| White | Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard | Course success has improved over the time span – Excellent | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |
| Decline to State | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard | | Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard |

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| Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 3 of the criteria - Meets the Standard |
| Student Course Success by Ethnicity Narrative Explanation (If Applicable) - <i>Describe the reasons for the gap in course success.</i> | | | | |
| Overall, in this section: | The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent | The narrative includes all 3 of the criteria - Meets the Standard | | The narrative includes all 3 of the criteria - Meets the Standard |
| Student Course Success by Ethnicity Action Narrative (If Applicable) - <i>Describe the proposed actions for stabilizing/improving the course success by ethnicity.</i> | | | | |
| Overall, in this section: | 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 | | The narrative includes all 5 of the criteria - Meets the Standard |
| Reader Feedback | The proposals to improve success, in particular for African Americans, are very well laid out. Professional growth opportunities are important, but #2, increasing ethnic diversity of teachers is mission critical everywhere at Foothill. The stated | As said above, the ability of a teacher to get to the KCI, and or commit to the time involved, is probably the single biggest predictor of success. Technology Readiness Level (TRL) is probably the other biggest success factor. | | This was a very strong and self reflective program review submission. The KCI team took ownership of areas for improvement despite having very good numbers for the most part. All around excellent job. |

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| | <p>reasons for the large percentage drop in success of African Americans is the new online environment post-covid. This is something that has been seen universally across colleges in the USA. This is an institutional problem far outside the bounds of Foothill College and LINC. Nevertheless, the steps suggested to improve these numbers are incremental and can be implemented successfully. When the ethnic diversity in the room changes, the conversations change, the emphases change, the whole product improves.</p> | | | |