

FOOTHILL COLLEGE

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW
EVALUATION RUBRIC

Program Name: Evaluations

Assessment Cycle(s) Comprehensive

Date Reviewed 3/13/14

PROGRAM MISSION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>PROGRAM MISSION Clear and concise statement that outlines the principles that guide the work of the program, its programs goals/objectives, stakeholders and how it connects to the College’s overarching mission.</p>	<input checked="" type="checkbox"/> Clear & concise <input checked="" type="checkbox"/> Specific to the program; who it serves and what it does that separates it from other departments/programs <input type="checkbox"/> Addresses the larger impact of the program <input checked="" type="checkbox"/> Identifies stakeholders <input type="checkbox"/> Aligned with College mission statement	<input type="checkbox"/> States the program’s purpose and who it serves <input type="checkbox"/> Limited scope & reach <input type="checkbox"/> Does not align with College mission statement	<input type="checkbox"/> No Mission Statement submitted	<p>Green Partially aligned to the College Mission statement—could have been more explicitly tied to how their functions reflect students’ educational goals of seeking workforce prep, basic skills mastery, and transfer—or is it specifically related to the transfer function?</p>

SECTION 1: DATA & TREND ANALYSIS

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
DATA COLLECTION (A-C)	<input type="checkbox"/> Presents data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input checked="" type="checkbox"/> Cites other data source	<input type="checkbox"/> Does not present data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input type="checkbox"/> Does not cite other data sources	Green No trends over the last 3 years. How long have we had Degree Works? Cited last year’s data but did not include a brief discussion of data from previous years. If that data was not collected in DegreeWorks, describe transition in data collection.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
ANALYSIS (D) Enrollment Served (E) Student Demographics (F) Staffing Structure	<input type="checkbox"/> Clear and organized (esp. to those outside program) <input type="checkbox"/> Analyze previous year’s data to past trends, as appropriate. <input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input type="checkbox"/> Contains irrelevant or unclear information. <input checked="" type="checkbox"/> Portions of analysis are incomplete, limited discussion of action plans/strategies.	<input checked="" type="checkbox"/> Does not provide analysis or discussion of action plans/strategies.	Yellow No real action plans/strategies, no demographics data—so explanation needed It is unclear why additional information about students served is not available. Wouldn’t all students who receive a degree or certificate have their application for graduation approved by evaluations? Program completion data is provided by IR as a program review datasheet. Perhaps include explanation of

				why student demographic data is not available? If student IDs are accessible, could submit to IR for demographic match.
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SECTION 2: CORE MISSION SUPPORT AND STUDENT EQUITY

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) BASIC SKILLS	<input type="checkbox"/> Discussion of strategies or initiatives to support basic skills students; supported by data <input type="checkbox"/> Includes plan to address issues identified in analysis	<input checked="" type="checkbox"/> Limited discussion of strategies or initiatives to support basic skills students; no data provided <input checked="" type="checkbox"/> Plan to address issues identified is limited	<input type="checkbox"/> No discussion of strategies or initiatives to support basic skills students; no data provided <input type="checkbox"/> Does not include plans to address issues identified in analysis	<p>Green Discussion included, but no data gathered.</p> <p>Responsibilities listed (which is informative) but how does the impact on students—and what kind of students?</p> <p>Tie responsibilities to student equity</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) TRANSFER	<input type="checkbox"/> Discussion of strategies or initiatives to improve transfer rates; supported by data <input type="checkbox"/> Addresses any transfer related issues	<input checked="" type="checkbox"/> Limited discussion of strategies or initiatives to improve transfer rates; no data provided <input checked="" type="checkbox"/> Addresses any transfer related issues but is limited	<input type="checkbox"/> No discussion of strategies or initiatives to improve transfer rates; no data provided <input type="checkbox"/> Does not address any transfer related issues	<p>Green</p> <p>Discussion included, but no data gathered.</p> <p>Tie responsibilities to student equity</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) WORKFORCE	<input type="checkbox"/> Discussion of strategies or initiatives which support the needs of workforce students; supported by data	<input checked="" type="checkbox"/> Limited discussion of strategies or initiatives which support the needs of workforce students; not supported by data	<input type="checkbox"/> No discussion of strategies or initiatives which support the needs of workforce students; not supported by data	Green Discussion included, but no data gathered. Discussion looks like it got cut off. Only workforce mentioned is Bio-Health; how are other CTE programs served? Tie responsibilities to student equity

SECTION 3: LEARNING OUTCOMES ASSESSMENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	<input checked="" type="checkbox"/> Four Column report for SA-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for SA-SLO Assessment from TracDat <u>not</u> attached	Green
PROGRAM LEVEL	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat <u>not</u> attached	

SECTION 4: SLO ASSESSMENT & REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>SLO Assessment & Reflection</p>	<p><input checked="" type="checkbox"/> Discussion regarding section prompts are student focused</p> <p><input type="checkbox"/> Discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends</p> <p><input type="checkbox"/> Discussion of how SA-SLOs are related to PL-SLOs, and to the college mission</p> <p><input type="checkbox"/> Demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p><input type="checkbox"/> Discussion regarding section prompts are somewhat student focused</p> <p><input checked="" type="checkbox"/> Limited discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends</p> <p><input checked="" type="checkbox"/> Limited discussion of how SA-SLOs are related to PL-SLOs, and to the college mission.</p> <p><input checked="" type="checkbox"/> Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p><input type="checkbox"/> Discussion regarding section prompts are not student focused</p> <p><input type="checkbox"/> No discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends.</p> <p><input type="checkbox"/> No discussion of how SA-SLOs are related to PL-SLOs, and to the college mission</p> <p><input type="checkbox"/> No demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p>Yellow</p> <p>Response is limited in scope.</p> <p>Discussion appears to focus on office functions rather than how/what students have learned (in knowledge, skills, behavior). For example, cite some of the assessment/reflections presented in the SLO four-column report.</p> <p>Unclear whether first SA-SLO assessment's target was met for 2012-13.</p>

SECTION 5: PROGRAM GOALS AND RATIONALE

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Goals and Rationale	<input checked="" type="checkbox"/> Previous year goals include status update <input checked="" type="checkbox"/> New goals are tied to college initiatives, such as improved student success <input checked="" type="checkbox"/> Discussion of how progress toward new program goals will be measurable	<input type="checkbox"/> Previous year goals do not include status update <input type="checkbox"/> New goals are not tied to college initiatives, such as improved student success <input type="checkbox"/> No discussion of how progress toward new program goals will be measurable	Green

SECTION 6: SERVICE/PROGRAM RESOURCES AND SUPPORT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Resources & Support	<input checked="" type="checkbox"/> All Program resource needs/requests are tied to a related goal in section 5 and explains how the resource request supports the aforementioned goal <input type="checkbox"/> Evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	<input type="checkbox"/> Program resource needs/requests are not tied to a related goal in section 5. <input checked="" type="checkbox"/> No evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	Yellow No reflections on resources/requests for the past 3 years—need to clarify if any were made or were made but not granted. Unclear what is the related goal to the resource request

SECTION 7: DATA AND TREND ANALYSIS FOR INSTRUCTIONAL COMPONENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
DATA COLLECTION (A-C)	<input type="checkbox"/> Presents data provided by I & IR OR <input type="checkbox"/> Cites other data source	<input type="checkbox"/> Does not present data provided by I & IR OR <input type="checkbox"/> Does not cite other data sources	n/a

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
ANALYSIS (D) Enrollment Trends (E) Student Demographics (F) Productivity (G) Course Offerings (H, I) Curriculum and SLOs (J) Innovation	<input type="checkbox"/> Clear and organized (esp. to those outside program) <input type="checkbox"/> Analyze previous year's data to past trends, as appropriate. <input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input type="checkbox"/> Contains irrelevant or unclear information. <input type="checkbox"/> Portions of analysis are incomplete, limited discussion of action plans/strategies.	<input type="checkbox"/> Does not provide analysis or discussion of action plans/strategies.	n/a

SECTION 8: STUDENT EQUITY AND INSTITUTIONAL STANDARDS

	MEETS CRITERIA	DOES NOT MEET CRITERIA	Comments
(A) COURSE COMPLETION (B) CERTIFICATE COMPLETION (C) TRANSFER TO FOUR YEAR COLLEGES/ UNIVERSITIES	<input type="checkbox"/> Analysis considers how these indicators compare at your program level and at the college level <input type="checkbox"/> Analysis includes discussion of any differences by student demographics	<input type="checkbox"/> Analysis does not consider how these indicators compare at your program level and at the college level <input type="checkbox"/> Analysis does not include discussion of any differences by student demographics	n/a

SECTION 9: LEARNING OUTCOMES ASSESSMENT SUMMARY

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	<input type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat <u>not</u> attached	n/a
PROGRAM LEVEL	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat <u>not</u> attached	

SECTION 10: SLO ASSESSMENT AND REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
SLO Assessment & Reflection	<input type="checkbox"/> Discussion regarding section prompts are student focused <input type="checkbox"/> Discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends <input type="checkbox"/> Discussion of how CL-SLOs are related to PL-SLOs, and to the college mission <input type="checkbox"/> Demonstration of dialogue in your program that shape/evaluate PL-SLOs	<input type="checkbox"/> Discussion regarding section prompts are somewhat student focused <input type="checkbox"/> Limited discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends <input type="checkbox"/> Limited discussion of how CL-SLOs are related to PL-SLOs, and to the college mission. <input type="checkbox"/> Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs	<input type="checkbox"/> Discussion regarding section prompts are not student focused <input type="checkbox"/> No discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends. <input type="checkbox"/> No discussion of how CL-SLOs are related to PL-SLOs, and to the college mission <input type="checkbox"/> No demonstration of dialogue in your program that shape/evaluate PL-SLOs	n/a

SECTION 11: SERVICE/PROGRAM REVIEW SUMMARY

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	<input checked="" type="checkbox"/> Current program review addresses concerns or recommendations that were made in prior year program review cycle	<input type="checkbox"/> Current program review does not address concerns or recommendations that were made in prior year program review cycle	Green Confused. They hired an additional evaluator in 2013, but in section "a" it's mentioned that they may need to hire an additional evaluator. Data or documentation needed if a second additional evaluator may be needed.

SECTION 12: FEEDBACK AND FOLLOW UP

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	<input checked="" type="checkbox"/> Dean and VP commented on Program Review <input checked="" type="checkbox"/> Dean and VP feedback agree with the discussion and analysis provided by the program	<input type="checkbox"/> Dean and VP did not comment on Program Review <input type="checkbox"/> Dean and VP feedback does not agree with the discussion and analysis provided by the program	Green Employees still working out of class? This data could help support need for an additional evaluator? Future program review could discuss increasing role of technology and data gathered from these avenues.

REVIEWER NOTES, IF ANY: GREEN