

Admissions & Records Program Review Template Evaluation Rubric

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>1. Program Mission Statement</p>	<p>Criteria The mission statement</p> <ol style="list-style-type: none"> 1. clearly states the purpose of the program 2. indicates the primary function 3. Indicates the activities of the program 4. describes the programs' aspirational goals for the future and what the program hopes to achieve 5. reflects the program's priorities and values 6. indicates who the students and/or stakeholders are 7. is aligned to the college mission statement 8. is clear and concise <p>Definitions The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.</p> <p>The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community.</p> <p>Define Distinctive - (https://www.edglossary.org/mission-and-vision/; https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego)</p>	<p>Exceeds expectations for all 8 criteria</p>	<p>Addresses all 8 criteria</p>	<p>Addresses 4 to 7 of the criteria</p>	<p>Addresses fewer than 4 of the criteria</p>

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<p>2. Program Level Student Learning Outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Measurable Learning Outcomes - All PLOs are stated in terms of measurable knowledge, skills, or behaviors <input type="checkbox"/> PLO statements reflect levels of learning - All PLOs show evidence of building towards higher order thinking skills <input type="checkbox"/> Student-Centered - All learning outcomes should focus on the student <input type="checkbox"/> Uses language that is easily understood by students - PLO statements are clear and easily understood by the student <input type="checkbox"/> PLOs are Actionable - the PLOs can be used for program improvement <p>Definitions, Examples and Explanations PLOs encompass what students should be able to know, think, or do across all courses within a curriculum; course student learning outcomes are more specific and describe achievement expected in a particular course.</p> <p>Measurable Learning Outcomes</p> <ul style="list-style-type: none"> • PLOs are often too broad to be measurable or too narrow to be of much use for program improvement. • Avoid using verbs that are vague or cannot be objectively assessed <p>PLO statements reflect levels of learning</p> <ul style="list-style-type: none"> • Depending on the course and program goals, PLOs may target a range of skills or cognitive processes. Bloom’s (1956) taxonomy of educational objectives differentiates between three domains of learning: cognitive, affective, and psychomotor. <p>Student-Centered</p> <ul style="list-style-type: none"> • Effective PLOs will explain expectations for student behavior, performance, or understanding • A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., “My plan this morning is to talk about...”), rather than what the student is expected to be able to do (e.g., “After this session, you 	<p>Exceeds expectations for all 5 criteria</p>	<p>Addresses all 5 criteria</p>	<p>Addresses 3 to 4 of the criteria</p>	<p>Addresses 2 or fewer of the criteria</p>

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	<p>should be able to...”).</p> <p>Uses language that is easily understood by students</p> <ul style="list-style-type: none"> • Uses language that is easily understood by students in clear language while avoiding jargon • For instance, students in an entry-level of classes within their program need to have a clear idea of what they will get out of the classes that make up their certificate or degree (e.g., by the end of the program) • Learning objectives tell students what is important. • PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree <p>PLOs are Actionable</p> <ul style="list-style-type: none"> • PLOs that are actionable will provide departments with feedback and help to understand how to better facilitate student learning across the course within a degree or certificate • Actionable PLOs help instructors within the program practice good course design. <p>PLOs should align with the ILOs</p> <ul style="list-style-type: none"> • https://foothill.edu/staff/irs/LOA/ILOS.php <p>(https://web.uri.edu/assessment/course-level-outcomes/; https://academicprograms.calpoly.edu/program-learning-outcomes; http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf; https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/)</p>				

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3. STEP 1: Complete CCC Apply	In the data table above, what does the data trend indicate?	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5 to 10%	The trend has decreased over the time span by greater than 10%
4. STEP 1: Complete CCC Apply	<p>If the data trend shows an increase, decrease, or no change in the number of students who complete Step 1, explain why</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Effectively provide guidance to application on the website and on presentations • Provide detailed instructions to complete application • Review number of High School Graduates in the region • Collaborate with outreach office on the number of application workshops hosted a year 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
6. STEP 1: Complete CCC Apply (if needed)	<p>Describe the proposed actions you discussed with the program team for improving the number of students completing Step 1.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

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	<p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Assessing graduate rates in the region • Outreach efforts to students who do not complete application • Reviewing number of visitors to application webpage • Surveying students who do not complete application to find out why? 				
<p>7. STEP 2: Meet Assessment Requirement</p>	<p>In the data table above, what does the data trend indicate?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>8. STEP 2: Meet Assessment Requirement</p>	<p>If the data trend shows an increase, decrease, or no change in the number of students who completed Step 2, explain why.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Effectively provide guidance to complete assessment requirements on the website and on presentations • Provide detailed instructions to complete assessment and multiple ways to clear these assessments such as using AP Scores or other credits for prior learning • Students may have transfer credit and AP Scores for English and Math so may not complete this step • This step is not required to enroll in classes, so number of applicants compared to completion of assessments will be lower • This step is required to receive priority registration 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

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<p>10</p> <p>STEP 2: Meet Assessment Requirement</p>	<p>Describe the proposed actions you discussed with the program team for improving the number of students completing Step 2.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Review number of advanced placement scores submitted • Review prerequisites clearances in Math and English or other credits used to clear this step • A&R will emphasize the importance of priority registration on webpage and why a student should complete this step 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
<p>11</p> <p>STEP 3: Completed Orientation</p>	<p>In the data table above, what does the data trend indicate?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>12</p> <p>STEP 3: Completed Orientation</p>	<p>If the data trend shows an increase, decrease, or no change in the number of students who completed Step 3, explain why.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control 	<p>The narrative exceeds expectations – the narrative</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

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	<p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • This step is not required to enroll in classes, so number of applicants compared to completion of orientation will be lower • This step is required to receive priority registration • Student may have completed counseling course in place of online orientation • Orientation is needed to receive Priority Registration 	could be used as an exemplar			
<p>14</p> <p>STEP 3: Completed Orientation</p>	<p>Describe the proposed actions you discussed with the program team for improving the number of students completing Step 3.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • A&R will emphasize the importance of priority registration on webpage and why a student should complete this step • Improve information on orientation that makes this a useful tool that students will want to use before and during college life. • Collaborate with other student services offices to improve orientations 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria
<p>15</p> <p>STEP 4: Create an Ed Plan</p>	<p>In the data table above, what does the data trend indicate?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5% to 10%	The trend has decreased over the time span by greater than 10%

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<p style="text-align: center;">16</p> <p>STEP 4: Create an Ed Plan</p>	<p>If the data trend shows an increase, decrease, or no change in the number of students who completed Step 4, explain why.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Not a required step to register • Ed Plan = Education Plan • In order to receive credit for Ed Plan, Counselor or Student must enter a minimum of one course per quarter in Degree Works • Ed Plan is required to receive priority registration • Counseling appointments must be available • Counselors would need time to complete this step during appointment 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>
<p style="text-align: center;">18</p> <p>STEP 4: Create an Ed Plan</p>	<p>Describe the proposed actions you discussed with the program team for improving the number of students completing Step 4.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Welcome email can reflect importance of step • Encourage Counselors to set Ed Plan for year 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

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	<ul style="list-style-type: none"> • Work with Counseling Office to send out preset appointments • Preset Ed Plan based on major and placement exams • A&R will collaborate with Counseling Office to find how we can support Ed Plan completion 				
<p align="center">19</p> <p align="center">STEP 5: Register for Classes</p>	<p>In the data table above, what does the data trend indicate?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p align="center">20</p> <p align="center">STEP 5: Register for Classes</p>	<p>If the data trend shows an increase, decrease, or no change in the number of students who completed Step 5, explain why.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Students do not register during priority registration window and then cannot find open classes they want and do not register • Data changes up or down can be reflected on number of sections offered year to year and quarter to quarter • Number of applications could be larger than number registered if students are attending part time • Classes not offered during evening, weekend or in-person may have an effect on the number of registered students but a survey would be needed to get this data • Students are not aware of importance of priority registration 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

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<p style="text-align: center;">22</p> <p>STEP 5: Register for Classes</p>	<p>Describe the proposed actions you discussed with the program team for improving the number of students completing Step 5.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Review current workshop handouts and presentations to improve information to student • Create additional registration workshops in collaboration with Outreach Office • Scheduling budget is not in our control • Survey students on preference of class times and modality • Ask students on application if attending other colleges to understand their education goal with college • Explain registration period and define registration errors • Survey students on pain points through registration process • My Path tool will be added with onboarding updates for Guided Pathways. A&R will review data yearly to see how to improve My Path tool 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
<p style="text-align: center;">23</p> <p>Students Completing Enrollment Steps By Ethnicity</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>

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<p>African American</p>					
<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>Asian</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>Filipinx</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>Latinx</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>

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<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>Native American</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>Pacific Islander</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>23</p> <p>Students Completing Enrollment Steps By Ethnicity</p> <p>White</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>23</p> <p>Students Completing Enrollment</p>	<p>In the data table above, what do the data trends indicate about the number of students who completed each of the five enrollment steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater</p>

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<p>Steps By Ethnicity</p> <p>Decline to State</p>					than10%
<p>24</p> <p>Students Completing Enrollment Steps By Ethnicity</p>	<p>If the data trend shows an inequity in the number of students completing all enrollment steps, explain why there was a change.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Steps are not required to register • Steps are not clear to students • Unknown barriers created by college or department 	The narrative Exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
<p>26</p> <p>Students Completing Enrollment Steps By Ethnicity</p>	<p>Describe the proposed actions for addressing disparities in the number of students completing all enrollment steps by ethnicity.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations</p>	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

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	Narrative proposed actions could reflect: <ul style="list-style-type: none"> • Survey students who do not complete steps • Targeted outreach to students who stop at one of the steps 				
27 Students Completing Enrollment Steps By First Gen	In the data table above, what does the data trend indicate?	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5% to 10%	The trend has decreased over the time span by greater than 10%
28 Students Completing Enrollment Steps By First Gen	If the data trend shows a change in number of first-gen student enrollment, explain why there was a change. Narrative Criteria Narrative demonstrates... <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control Definitions, Examples and Explanations Narrative reasons could reflect: <ul style="list-style-type: none"> • Steps are not required to register • Steps are not clear to students • Unknown barriers created by college or department • 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
30 Students Completing Enrollment Steps By First Gen	Describe the proposed actions for addressing disparities in the number of students completing all enrollment steps by ethnicity. Narrative Criteria Proposed actions in the narrative demonstrates... <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable 	The narrative exceeds expectations – the narrative	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

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	<input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) Definitions, Examples, and Explanations Narrative proposed actions could reflect: <ul style="list-style-type: none"> • Survey students who do not complete steps • Targeted outreach to students who stop at one of the steps 	could be used as an exemplar			
<p style="text-align: center;">31</p> <p style="text-align: center;">Students Completing Enrollment By Gender</p> <p style="text-align: center;">Females</p>	<p>What do the data trends indicate about the number of students who completed each of the five enrollment steps by gender?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5% to 10%	The trend has decreased over the time span by greater than 10%
<p style="text-align: center;">31</p> <p style="text-align: center;">Students Completing Enrollment By Gender</p> <p style="text-align: center;">Males</p>	<p>What do the data trends indicate about the number of students who completed each of the five enrollment steps by gender?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5% to 10%	The trend has decreased over the time span by greater than 10%
<p style="text-align: center;">31</p> <p style="text-align: center;">Students Completing Enrollment By Gender</p> <p style="text-align: center;">Non-binary</p>	<p>What do the data trends indicate about the number of students who completed each of the five enrollment steps by gender?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 5%	The trend has decreased over the time span by 5% to 10%	The trend has decreased over the time span by greater than 10%

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>31</p> <p>Students Completing Enrollment By Gender</p> <p>Decline to State</p>	<p>What do the data trends indicate about the number of students who completed each of the five enrollment steps by gender?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 5%</p>	<p>The trend has decreased over the time span by 5% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>32</p> <p>Students Completing Enrollment By Gender</p>	<p>If the data trend shows a change in male, female, non-binary, or decline to state enrollment, explain why there was a change.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Steps are not required to register • Steps are not clear to students • Unknown barriers created by college or department 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>
<p>33</p> <p>Students Completing Enrollment By Gender</p>	<p>If the data trend shows a lack of gender parity in your program, what source of that disparity and what is the program doing/planning to do to address this.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Survey students who do not complete steps • Targeted outreach to students who stop at one of the steps 				

Service Area Outcomes Addendum

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p style="text-align: center;">1</p> <p>Service Area Outcomes Addendum</p>	<p>What are the service area outcomes/strategic objectives for the coming year?</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcomes/objectives are informed by data <input type="checkbox"/> Outcomes/objectives are within department control <input type="checkbox"/> Outcomes/objectives are demonstrable/actionable <input type="checkbox"/> Outcomes/objectives are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Using current technology tools, effectively message out to students and college (Banner Communications, Canvas) • Attend Division meetings to give updates of changes to policies and practices • Survey students on what barriers may prevent them from completing steps • Request additional staffing or funds to handle workload • Continue to improve forms, website and communication to college community 	<p>Exceeds expectations for all 5 criteria</p>	<p>Addresses all 5 criteria</p>	<p>Addresses 3 to 4 of the criteria</p>	<p>Addresses 2 or fewer of the criteria</p>
<p style="text-align: center;">2</p> <p>Service Area Outcomes Addendum</p>	<p>What is your implementation plan for the above-mentioned objectives?</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<p>term (e.g., aspirational and practical)</p> <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • A&R staff will receive professional development on Banner Communications and Canvas. • Dean and Supervisor of A&R will request time to attend Division Office meetings • Work with Institutional Research to develop survey • Review yearly budget with the finance department to see how funds can be applied to student ambassadors or technology upgrades • Request marketing to review forms or hire outside vendor to produce better documents for college to use 				
<p>3</p> <p>Service Area Outcomes Addendum</p>	<p>In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate</p>	<p>Meets the Standard The program received commendations</p>		<p>N/A</p>	
<p>4</p> <p>Service Area Outcomes Addendum</p>	<p>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</p>	<p>Meets the Standard</p> <p>The program was able to take actions to improve and received the needed support to take the actions</p> <p>Or</p>	<p>Needs Some Improvement to Meet the Standard</p> <p>The program was not able to take actions to improve because it did not get the support needed from the college</p>	<p>Needs Some Improvement to Meet the Standard</p> <p>The Program had the needed support to take actions but did not act or is limited in direction from the accreditor to take actions</p>	

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
		The program received no citations			
<p style="text-align: center;">5</p> <p>Service Area Outcomes Addendum</p>	<p>What actions has the program taken to address the accreditation, audit, or review citations/findings identified.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria