

Financial Aid 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> <ul style="list-style-type: none"> <input type="checkbox"/> clearly states the purpose of the program <input type="checkbox"/> indicates the primary function <input type="checkbox"/> Indicates the activities of the program <input type="checkbox"/> describes the programs' aspirational goals for the future and what the program hopes to achieve <input type="checkbox"/> reflects the program's priorities and values <input type="checkbox"/> indicates who the students and/or stakeholders are <input type="checkbox"/> is aligned to the college mission statement <input type="checkbox"/> 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-</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>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>				

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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 	<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>behavior, performance, or understanding</p> <ul style="list-style-type: none"> • 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 should be able to...”). <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 				

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3. Overall Completed FAFSA Trends	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 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
4. Overall Completed FAFSA Trends	<p>If the data trend shows an increase, decrease, no change and/or is flat in the number of students who completed the FAFSA application, 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 proposed actions could reflect:</p> <ul style="list-style-type: none"> • Explained in the context of the size of the program (i.e., number of students) • Changes in state & federal policy 	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. Overall Completed FAFSA Trends	<p>If yes, describe the proposed actions you discussed with the program team for improving the number of financial aid applications.</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 	The narrative exceeds expectations –	The narrative includes all 5 of the criteria	The narrative includes 4 of the	The narrative includes

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	<ul style="list-style-type: none"> <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"> • Changes in financial aid outreach to High Schools • Changes in financial aid in reach to classes/programs • Changes in financial aid file processing • Changes in financial aid operations with secondary st services 	the narrative could be used as an exemplar		criteria	fewer than 4 of the criteria
<p style="text-align: center;">7</p> <p style="text-align: center;">FASFA Completed Applications By Ethnicity</p> <p style="text-align: center;">African American</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 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
<p style="text-align: center;">FASFA Completed Applications By Ethnicity</p> <p style="text-align: center;">Asian</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 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%

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<p>FASFA Completed Applications By Ethnicity</p> <p>Filipinx</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>FASFA Completed Applications By Ethnicity</p> <p>Latinx</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>FASFA Completed Applications By Ethnicity</p> <p>Native American</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>

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<p>FASFA Completed Applications By Ethnicity</p> <p>Pacific Islander</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>FASFA Completed Applications By Ethnicity</p> <p>White</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>FASFA Completed Applications By Ethnicity</p> <p>Decline to State</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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>8</p> <p>FASFA</p>	<p>If the data trend shows an inequity in the number of students completing the FAFSA application, explain why there was a change.</p> <p>Narrative Criteria Narrative demonstrates...</p>	<p>The narrative exceeds</p>			<p>The narrative includes</p>

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Completed Applications By Ethnicity	<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	expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	fewer than 2 of the criteria
11 FASFA Completed Applications By Ethnicity	Describe the proposed actions for addressing disparities in the number of students completing the FAFSA application by ethnicity. Narrative Criteria Proposed actions in the narrative demonstrates... <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
12 Students Completing the FASFA Application By First Gen	In the data table above, what do the data trends indicate about the number of first- gen students completing the FAFSA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
13 Students Completing The FASFA Application By	If the data trend shows a change in number of first-gen students, explain why there was a change. Narrative Criteria Narrative demonstrates... <input type="checkbox"/> An understanding of the trend	The narrative exceeds expectations –	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes

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First Gen	<input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control	the narrative could be used as an exemplar			fewer than 2 of the criteria
14 Students Completing The FASFA Application By First Gen	If the data trend shows a decrease in first-gen students, what is the program doing/planning to do to address this. Narrative Criteria Proposed actions in the narrative demonstrates... <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
15 Students Completing the FASFA Application By Gender Female	In the data table above, what do the data trends indicate about the gender of students completing the FAFSA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
15 Students Completing the FASFA	In the data table above, what do the data trends indicate about the gender of students completing the FAFSA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to	The trend has decreased over the time

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Application By Gender Male				10%	span by greater than 10%
15 Students Completing the FASFA Application By Gender Non-binary	In the data table above, what do the data trends indicate about the gender of students completing the FAFSA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
15 Students Completing the FASFA Application By Gender Decline to State	In the data table above, what do the data trends indicate about the gender of students completing the FAFSA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
16 Students Completing The FASFA Application By Gender	If the data trend shows a change in balance of gender 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 	The narrative exceeds expectations – the narrative could be used	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

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		as an exemplar			
<p>17 Students Completing The FASFA Application By Gender</p>	<p>If the data trend shows an imbalance in the gender of students, what is the program doing/planning to do to address this.</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
<p>18. Completed CA Dream Act Application (CADAA) Trends</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 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
<p>19 Overall Completed CADAA Trends</p>	<p>If the data trend shows an increase, decrease, no change and/or is flat in the number of students who completed the CADAA application, explain why.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend 	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"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <input type="checkbox"/> Explained in the context of the size of the program (i.e., number of students) <input type="checkbox"/> Changes in state & federal policy	could be used as an exemplar			
21. Overall Completed CADAA Trends	<p>Describe the proposed actions you discussed with the program team for improving the number of financial aid applications.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <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"> • Changes in financial aid outreach to High Schools • Changes in financial aid in reach to classes/programs • Changes in financial aid file processing • Changes in financial aid operations with secondary st services 	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
22. CADAA Completed	What do the data trends indicate about the number of students who completed the application by ethnicity?	The trend has improved over the time span	The trend has decreased over the time	The trend has decreased over the time	The trend has decreased over the time

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Applications By Ethnicity African American			span no more than 4.9%	span by 5.0% to 10%	span by greater than 10%
22. CADAA Completed Applications By Ethnicity Asian	What do the data trends indicate about the number of students who completed the application by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
22. CADAA Completed Applications By Ethnicity Filipinx	What do the data trends indicate about the number of students who completed the application by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
22. CADAA Completed Applications By Ethnicity Latinx	What do the data trends indicate about the number of students who completed the application by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%

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<p>22.</p> <p>CADAA Completed Applications By Ethnicity</p> <p>Native American</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>22.</p> <p>CADAA Completed Applications By Ethnicity</p> <p>Pacific Islander</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>22.</p> <p>CADAA Completed Applications By Ethnicity</p> <p>White</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>22.</p> <p>CADAA Completed Applications By Ethnicity</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater</p>

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Decline to State					than 10%
<p>23.</p> <p>CADAA Completed Applications By Ethnicity</p>	<p>If the data trend shows an inequity in the number of students completing the CADAA application, 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 	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>CADAA Completed Applications By Ethnicity</p>	<p>Describe the proposed actions for addressing disparities in the number of students completing the CADAA application 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) 	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>27.</p> <p>Students Completing</p>	<p>In the data table above, what do the data trends indicate about the number of first- gen students completing the CADAA?</p>	The trend has improved over the time span	The trend has decreased over the time	The trend has decreased over the time	The trend has decreased over the time

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the CADAA Application By First Gen			span no more than 4.9%	span by 5.0% to 10%	span by greater than 10%
28. Students Completing The CADAA Application By First Gen	<p>If the data trend shows a increase, decrease, no change and/or is flat in number of first-gen student enrollment, 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 	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
29. Students Completing The CADAA Application By First Gen	<p>If the data trend shows a decrease in first-gen students, what is the program doing/planning to do to address this.</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
30. Students Completing the CADAA	<p>In the data table above, what do the data trends indicate about the gender of students completing the CADAA application?</p>	The trend has improved over the time span	The trend has decreased over the time	The trend has decreased over the time	The trend has decreased over the time

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Application By Gender Female			span no more than 4.9%	span by 5.0% to 10%	span by greater than 10%
30. Students Completing the CADAA Application By Gender Male	In the data table above, what do the data trends indicate about the gender of students completing the CADAA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
30. Students Completing the CADAA Application By Gender Non-Binary	In the data table above, what do the data trends indicate about the gender of students completing the CADAA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
30. Students Completing the CADAA Application By Gender Decline to State	In the data table above, what do the data trends indicate about the gender of students completing the CADAA application?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
31. Students Completing	If the data trend shows a change in balance of gender student enrollment, explain why there was a change. Narrative Criteria				

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The CADAA Application By Gender	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 	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
32. Students Completing The CADAA Application By Gender	<p>If the data trend shows an imbalance in the gender of students, what is the program doing/planning to do to address this.</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
33. Foothill College Promise Student Participation Trends	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 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%

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<p>34.</p> <p>Foothill College Promise Student Participation Trends</p>	<p>If the data trend shows an increase, decrease, no change and/or is flat in the number of students participating in the Foothill College Promise, 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 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>36.</p> <p>Foothill College Promise Student Participation Trends</p>	<p>Describe the proposed actions for stabilizing/increasing Foothill College Promise participants.</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>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>37.</p> <p>Overall Financial Aid Trends Of Students Completing</p>	<p>In the data table above, what does the data trend indicate about the year two persistence trends?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</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 FAFSA In Year Two					
<p data-bbox="170 581 218 613">38.</p> <p data-bbox="92 656 298 906">Overall Financial Aid Trends Of Students Completing The FAFSA In Year Two</p>	<p data-bbox="321 509 1188 581">If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, explain why.</p> <p data-bbox="321 618 583 651">Narrative Criteria</p> <p data-bbox="321 656 684 688">Narrative demonstrates...</p> <ul data-bbox="359 704 1075 824" style="list-style-type: none"> <li data-bbox="359 704 814 737"><input type="checkbox"/> An understanding of the trend <li data-bbox="359 748 919 781"><input type="checkbox"/> Reasons for the trend(s) are provided <li data-bbox="359 792 1075 824"><input type="checkbox"/> Reasons include items within department control 	<p data-bbox="1257 656 1457 906">The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p data-bbox="1472 656 1656 760">The narrative includes all 3 of the criteria</p>	<p data-bbox="1673 656 1858 760">The narrative includes 2 of the criteria</p>	<p data-bbox="1875 656 2060 792">The narrative includes fewer than 2 of the criteria</p>
<p data-bbox="170 987 218 1019">40.</p> <p data-bbox="92 1062 298 1312">Overall Financial Aid Trends Of Students Completing The FAFSA In Year Two</p>	<p data-bbox="321 948 1230 1019">Describe the proposed actions for stabilizing/increasing the persistence.</p> <p data-bbox="321 1062 583 1094">Narrative Criteria</p> <p data-bbox="321 1099 1020 1131">Proposed actions in the narrative demonstrates...</p> <ul data-bbox="359 1148 1241 1391" style="list-style-type: none"> <li data-bbox="359 1148 810 1180"><input type="checkbox"/> Actions are informed by data <li data-bbox="359 1192 926 1224"><input type="checkbox"/> Actions are within department control <li data-bbox="359 1235 764 1268"><input type="checkbox"/> Actions are demonstrable <li data-bbox="359 1279 779 1312"><input type="checkbox"/> Outcomes are measurable <li data-bbox="359 1323 1241 1391"><input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	<p data-bbox="1257 1099 1457 1349">The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p data-bbox="1472 1099 1656 1203">The narrative includes all 5 of the criteria</p>	<p data-bbox="1673 1099 1858 1235">The narrative includes 4 of the criteria</p>	<p data-bbox="1875 1099 2060 1235">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>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>African American</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>Asian</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>Filipinx</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>41. Ethnicity Trends Of Students</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time</p>	<p>The trend has decreased over the time</p>	<p>The trend has decreased over the time</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>Completing The FAFSA In Year Two</p> <p>Latinx</p>			span no more than 4.9%	span by 5.0% to 10%	span by greater than 10%
<p>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>Native American</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
<p>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>Pacific Islander</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
<p>41. Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>White</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% 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>41.</p> <p>Ethnicity Trends Of Students Completing The FAFSA In Year Two</p> <p>Decline to State</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>42.</p> <p>Ethnicity Trends Of Students Completing The FAFSA In Year Two</p>	<p>If the data trend shows an inequity in persistence, 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>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>44.</p> <p>Ethnicity Trends Of Students Completing The FAFSA In Year Two</p>	<p>Describe the proposed actions for addressing disparities in persistence by ethnicity within the program.</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>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>45.</p> <p>Overall Trends Of Students Completing The CADAA In Year Two</p>	<p>In the data table above, what does the data trend indicate about the year two persistence trends?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time span no more than 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>46.</p> <p>Overall Trends Of Students Completing The CADAA In Year Two</p>	<p>If the data trend shows an increase, decrease, no change and/or is flat in year two persistence, 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 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>48.</p> <p>Overall Trends Of Students Completing The CADAA In Year Two</p>	<p>Describe the proposed actions for stabilizing/increasing the persistence</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 	<p>The narrative exceeds expectations – the narrative could be used</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
	<input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)	as an exemplar			
49. Ethnicity Trends Of Students Completing The CADAA In Year Two African American	What do the data trends indicate about the number of students who completed the application steps by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
49. Ethnicity Trends Of Students Completing The CADAA In Year Two Asian	What do the data trends indicate about the number of students who completed the application steps by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
49. Ethnicity Trends Of Students Completing The CADAA In Year Two Filipinx	What do the data trends indicate about the number of students who completed the application steps by ethnicity?	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
49.	What do the data trends indicate about the number of				

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>Ethnicity Trends Of Students Completing The CADAA In Year Two</p> <p>Latinx</p>	<p>students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>49. Ethnicity Trends Of Students Completing The CADAA In Year Two</p> <p>Native American</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>49. Ethnicity Trends Of Students Completing The CADAA In Year Two</p> <p>Pacific Islander</p>	<p>What do the data trends indicate about the number of students who completed the application 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 4.9%</p>	<p>The trend has decreased over the time span by 5.0% to 10%</p>	<p>The trend has decreased over the time span by greater than 10%</p>
<p>49. Ethnicity Trends Of Students</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	<p>The trend has improved over the time span</p>	<p>The trend has decreased over the time</p>	<p>The trend has decreased over the time</p>	<p>The trend has decreased over the time</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>Completing The CADAA In Year Two</p> <p>White</p>			span no more than 4.9%	span by 5.0% to 10%	span by greater than 10%
<p>49.</p> <p>Ethnicity Trends Of Students Completing The CADAA In Year Two</p> <p>Decline to State</p>	<p>What do the data trends indicate about the number of students who completed the application steps by ethnicity?</p>	The trend has improved over the time span	The trend has decreased over the time span no more than 4.9%	The trend has decreased over the time span by 5.0% to 10%	The trend has decreased over the time span by greater than 10%
<p>50.</p> <p>Ethnicity Trends Of Students Completing The CADAA In Year Two</p>	<p>If the data trend shows an inequity in persistence, 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 	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>53.</p> <p>Ethnicity Trends Of Students Completing The CADAA In Year Two</p>	<p>Describe the proposed actions for addressing disparities in persistence by ethnicity within the program.</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 	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

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
	<ul style="list-style-type: none"> <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) 	could be used as an exemplar			

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>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 term (e.g., aspirational and practical) 	<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 style="text-align: center;">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 style="text-align: center;">N/A</p>	
<p style="text-align: center;">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 style="text-align: center;">Or</p> <p>The program received no citations</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>	
<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 	<p>The narrative exceeds expectations – the narrative could be used</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><input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)</p> <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 	as an exemplar			