

FOOTHILL COLLEGE

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW  
EVALUATION RUBRIC

Program Name: Counseling

Date Reviewed [Click here to enter text.](#)

**PROGRAM MISSION**

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p><b>PROGRAM MISSION</b> Clear and concise statement that outlines the principles that guide the work of the program, its programs goals/objectives, stakeholders and how it connects to the College’s overarching mission.</p>	<p><input checked="" type="checkbox"/> Clear &amp; concise <input checked="" type="checkbox"/> Specific to the program; who it serves and what it does that separates it from other departments/programs <input checked="" type="checkbox"/> Addresses the larger impact of the program <input checked="" type="checkbox"/> Identifies stakeholders <input checked="" type="checkbox"/> Aligned with College mission statement</p>	<p><input type="checkbox"/> States the program’s purpose and who it serves <input type="checkbox"/> Limited scope &amp; reach <input type="checkbox"/> Does not align with College mission statement</p>	<p><input type="checkbox"/> No Mission Statement submitted</p>	<p>GREEN</p>

**SECTION 1: DATA & TREND ANALYSIS**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>DATA COLLECTION</b> (A-C)	<input type="checkbox"/> Presents data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input type="checkbox"/> Cites other data source	<input checked="" type="checkbox"/> Does not present data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input type="checkbox"/> Does not cite other data sources	<p>Red: No data cited.</p> <p>For future reviews, there should be a way to collect more comprehensive data regarding student demographics.</p> <p>Doesn't address the effectiveness of the services provided.</p> <p>Minimum could have included students served, utilized SARS data, etc. Disaggregated data could have been ID'd through I&amp;IR.</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<b>ANALYSIS</b> (D) <b>Enrollment Served</b> (E) <b>Student Demographics</b> (F) <b>Staffing Structure</b>	<input type="checkbox"/> Clear and organized (esp. to those outside program) <input type="checkbox"/> Analyze previous year's data to past trends, as appropriate. <input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input type="checkbox"/> Contains irrelevant or unclear information. <input type="checkbox"/> Portions of analysis are incomplete, limited discussion of action plans/strategies.	<input type="checkbox"/> Does not provide analysis or discussion of action plans/strategies.	Green

**SECTION 2: CORE MISSION SUPPORT AND STUDENT EQUITY**

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) <b>BASIC SKILLS</b>	<input checked="" type="checkbox"/> Discussion of strategies or initiatives to support basic skills students; supported by data <input checked="" type="checkbox"/> Includes plan to address issues identified in analysis	<input type="checkbox"/> Limited discussion of strategies or initiatives to support basic skills students; no data provided <input type="checkbox"/> Plan to address issues identified is limited	<input type="checkbox"/> No discussion of strategies or initiatives to support basic skills students; no data provided <input type="checkbox"/> Does not include plans to address issues identified in analysis	GREEN: Add more discussion on initiatives.  Some discussion of the impact of DegreeWorks should be included in this section.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
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<p>(B) <b>TRANSFER</b></p>	<p><input type="checkbox"/> Discussion of strategies or initiatives to improve transfer rates; supported by data</p> <p><input type="checkbox"/> Addresses any transfer related issues</p>	<p><input checked="" type="checkbox"/> Limited discussion of strategies or initiatives to improve transfer rates; no data provided</p> <p><input type="checkbox"/> Addresses any transfer related issues but is limited</p>	<p><input type="checkbox"/> No discussion of strategies or initiatives to improve transfer rates; no data provided</p> <p><input type="checkbox"/> Does not address any transfer related issues</p>	<p>YELLOW: Section B, no real discussion of equity.</p> <p>Clearly supports transfer, but there was no real discussion of improvement for transfer rates, like the implementation of DegreeWorks and how many students are accessing it. Some discussion of the impact of DegreeWorks should be included in this section. Please cite data source.</p>
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	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) <b>WORKFORCE</b>	<input type="checkbox"/> Discussion of strategies or initiatives which support the needs of workforce students; supported by data	<input checked="" type="checkbox"/> Limited discussion of strategies or initiatives which support the needs of workforce students; not supported by data	<input type="checkbox"/> No discussion of strategies or initiatives which support the needs of workforce students; not supported by data	YELLOW Some discussion of the impact of DegreeWorks should be included in this section. Discussion is lacking about how the counselors work with CTE programs.

**SECTION 3: LEARNING OUTCOMES ASSESSMENT**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
SERVICE LEVEL	<input checked="" type="checkbox"/> Four Column report for SA-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for SA-SLO Assessment from TracDat <u>not</u> attached	YELLOW Report attached, but missing pages with assessments

**SECTION 4: SLO ASSESSMENT & REFLECTION**

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

**SECTION 5: PROGRAM GOALS AND RATIONALE**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Goals and Rationale</b>	<input checked="" type="checkbox"/> Previous year goals include status update <input checked="" type="checkbox"/> New goals are tied to college initiatives, such as improved student success <input type="checkbox"/> Discussion of how progress toward new program goals will be measurable	<input type="checkbox"/> Previous year goals do not include status update <input type="checkbox"/> New goals are not tied to college initiatives, such as improved student success <input checked="" type="checkbox"/> No discussion of how progress toward new program goals will be measurable	YELLOW Unclear how the measurements will verify that the goals have been attained. New goal #2 is a resource request.

**SECTION 6: SERVICE/PROGRAM RESOURCES AND SUPPORT**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Resources &amp; Support</b>	<input checked="" type="checkbox"/> All Program resource needs/requests are tied to a related goal in section 5 and explains how the resource request supports the aforementioned goal <input checked="" type="checkbox"/> Evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	<input type="checkbox"/> Program resource needs/requests are not tied to a related goal in section 5. <input type="checkbox"/> No evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	GREEN No discussion on item a

**SECTION 7: DATA AND TREND ANALYSIS FOR INSTRUCTIONAL COMPONENT**

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

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<b>ANALYSIS</b> (D) <b>Enrollment Trends</b> (E) <b>Student Demographics</b> (F) <b>Productivity</b> (G) <b>Course Offerings</b> (H, I) <b>Curriculum and SLOs</b> (J) <b>Innovation</b>	<input checked="" type="checkbox"/> Clear and organized (esp. to those outside program) <input type="checkbox"/> Analyze previous year's data to past trends, as appropriate. <input checked="" type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input type="checkbox"/> Contains irrelevant or unclear information. <input checked="" type="checkbox"/> Portions of analysis are incomplete, limited discussion of action plans/strategies.	<input type="checkbox"/> Does not provide analysis or discussion of action plans/strategies.	YELLOW Part time FTEF was reported as a percentage, not a number- typo. Success data is not accurate. Student demographic analysis is limited; there are ethnic/gender differences compared to college per program review data sheets.



**SECTION 8: STUDENT EQUITY AND INSTITUTIONAL STANDARDS**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	Comments
(A) <b>COURSE COMPLETION</b> (B) <b>CERTIFICATE COMPLETION</b> (C) <b>TRANSFER TO FOUR YEAR COLLEGES/ UNIVERSITIES</b>	<input type="checkbox"/> Analysis considers how these indicators compare at your program level and at the college level <input type="checkbox"/> Analysis includes discussion of any differences by student demographics	<input checked="" type="checkbox"/> Analysis does not consider how these indicators compare at your program level and at the college level <input checked="" type="checkbox"/> Analysis does not include discussion of any differences by student demographics	RED: The instruction portion of this program review should be specific to counseling courses. No data provided on course completion and comparisons to college standards absent. Department offers certificates and no mention of them.

**SECTION 9: LEARNING OUTCOMES ASSESSMENT SUMMARY**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	<input type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat attached	<input checked="" type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat <u>not</u> attached	RED- one page out of nine attached
PROGRAM LEVEL	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat <u>not</u> attached	NA

**SECTION 10: SLO ASSESSMENT AND REFLECTION**

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

**SECTION 11: SERVICE/PROGRAM REVIEW SUMMARY**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Review Summary</b>	<input type="checkbox"/> Current program review addresses concerns or recommendations that were made in prior year program review cycle	<input checked="" type="checkbox"/> Current program review does not address concerns or recommendations that were made in prior year program review cycle	YELLOW Does not address yellow rating from PRC in 2013.

**SECTION 12: FEEDBACK AND FOLLOW UP**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Review Summary</b>	<input checked="" type="checkbox"/> Dean and VP commented on Program Review <input checked="" type="checkbox"/> Dean and VP feedback agree with the discussion and analysis provided by the program	<input type="checkbox"/> Dean and VP did not comment on Program Review <input type="checkbox"/> Dean and VP feedback does not agree with the discussion and analysis provided by the program	GREEN

REVIEWER NOTES, IF ANY: YELLOW: Does not reflect the monumental shift that is occurring in the college due to 3SP. Continued lack of data and analysis to justify resource requests concerns PRC. Additionally, discussion regarding instructional component could have referenced course offerings as well as the current certificate program and data from program review data sheets.