

FOOTHILL COLLEGE

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW
EVALUATION RUBRIC

Program Name: International

Date Reviewed March 24, 2014

PROGRAM MISSION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>PROGRAM MISSION Clear and concise statement that outlines the principles that guide the work of the program, its programs goals/objectives, stakeholders and how it connects to the College's overarching mission.</p>	<input type="checkbox"/> Clear & concise <input 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 type="checkbox"/> Identifies stakeholders <input type="checkbox"/> Aligned with College mission statement	<input checked="" type="checkbox"/> States the program's purpose and who it serves <input type="checkbox"/> Limited scope & reach <input checked="" type="checkbox"/> Does not align with College mission statement	<input type="checkbox"/> No Mission Statement submitted	<p>Yellow: Good list of objectives, but not a Mission statement. No mention on how they align with college mission.</p>

SECTION 1: DATA & TREND ANALYSIS

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
DATA COLLECTION (A-C)	<input type="checkbox"/> Presents data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input checked="" type="checkbox"/> Cites other data source	<input type="checkbox"/> Does not present data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input type="checkbox"/> Does not cite other data sources	Green: More specific examples of data would be helpful, i.e. ethnic breakdown compared with college.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
ANALYSIS (D) Enrollment Served (E) Student Demographics (F) Staffing Structure	<input type="checkbox"/> Clear and organized (esp. to those outside program) <input type="checkbox"/> Analyze previous year's data to past trends, as appropriate. <input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input checked="" 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: Student population is easily identifiable in Banner, should be able to include examples/analysis

SECTION 2: CORE MISSION SUPPORT AND STUDENT EQUITY

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) BASIC SKILLS	<input type="checkbox"/> Discussion of strategies or initiatives to support basic skills students; supported by data <input type="checkbox"/> Includes plan to address issues identified in analysis	<input 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	NA: As noted, many of these students are enrolled in Basic Skills courses. What does the program do to ensure their success?

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

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) WORKFORCE	<input type="checkbox"/> Discussion of strategies or initiatives which support the needs of workforce students; supported by data	<input 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	NA

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	Green: Only one reflection given, should be 2-5 per year.

SECTION 4: SLO ASSESSMENT & REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
SLO Assessment & Reflection	<input checked="" type="checkbox"/> Discussion regarding section prompts are student focused <input type="checkbox"/> Discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends <input type="checkbox"/> Discussion of how SA-SLOs are related to PL-SLOs, and to the college mission <input type="checkbox"/> Demonstration of dialogue in your program that shape/evaluate PL-SLOs	<input type="checkbox"/> Discussion regarding section prompts are somewhat student focused <input type="checkbox"/> Limited discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends <input type="checkbox"/> Limited discussion of how SA-SLOs are related to PL-SLOs, and to the college mission. <input checked="" type="checkbox"/> Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs	<input type="checkbox"/> Discussion regarding section prompts are not student focused <input checked="" type="checkbox"/> No discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends. <input checked="" type="checkbox"/> No discussion of how SA-SLOs are related to PL-SLOs, and to the college mission <input type="checkbox"/> No demonstration of dialogue in your program that shape/evaluate PL-SLOs	Yellow: Unclear how an orientation survey can be used to assessed preparation for student success and transfer.

SECTION 5: PROGRAM GOALS AND RATIONALE

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Goals and Rationale	<input checked="" type="checkbox"/> Previous year goals include status update <input 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 checked="" 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	Red: Goals are unclear and/or lack specifics on measurement.

SECTION 6: SERVICE/PROGRAM RESOURCES AND SUPPORT

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

SECTION 7: DATA AND TREND ANALYSIS FOR INSTRUCTIONAL COMPONENT

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

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

SECTION 8: STUDENT EQUITY AND INSTITUTIONAL STANDARDS

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

SECTION 9: LEARNING OUTCOMES ASSESSMENT SUMMARY

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	<input type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for CL-SLO Assessment from TracDat <u>not</u> attached	Click here to enter text.
PROGRAM LEVEL	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat attached	<input type="checkbox"/> Four Column report for PL-SLO Assessment from TracDat <u>not</u> attached	

SECTION 10: SLO ASSESSMENT AND REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>SLO Assessment & Reflection</p>	<p><input type="checkbox"/> Discussion regarding section prompts are student focused</p> <p><input type="checkbox"/> Discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends</p> <p><input type="checkbox"/> Discussion of how CL-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 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>Click here to enter text.</p>

SECTION 11: SERVICE/PROGRAM REVIEW SUMMARY

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	<input checked="" type="checkbox"/> Current program review addresses concerns or recommendations that were made in prior year program review cycle	<input type="checkbox"/> Current program review does not address concerns or recommendations that were made in prior year program review cycle	Green: Mention of strategies to increase enrollment and retention rates, but nothing about student success rates or integration into the campus community at large. Housing remains a concern, but no mention on 3SP and how it will impact international students.

SECTION 12: FEEDBACK AND FOLLOW UP

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

REVIEWER NOTES, IF ANY: Yellow: To achieve green, inclusion of more data and related analysis are necessary. Student success beyond initial matriculation to Foothill needs to be addressed. Resource requests need to link to goals, which need to link to analysis.