Testing & Assessment Center Rubric
A. Program Mission Statement

Narrative Criteria

The Program Mission Statement
- clearly states the purpose of the program
- indicates the primary function
- indicates the activities of the program
- describes the programs' aspirational goals for the future and what the program hopes to achieve
- reflects the program's priorities and values
- indicates who the students and/or stakeholders are
- is aligned to the college mission statement
- is clear and concise

☑   Meets Expectations

☐   Needs Improvement

Feedback

Strength: The mission statement meets the evaluation criteria outlined above. Its contents emphasize the unique role and contributions of the unit, communicating a sense of duty and purpose – a cogent attempt at mirroring the college mission statement.

OBSERVATIONS

O1: Readers could not determine if the unit's mission statement was prepared before or after board approval of the updated college mission statement.

O2: Noticeably missing is the strategy employed to: *helping students achieve their educational goals*. Readers recommend the statement include explicit language describing the complete range of services the center provides to students and the college, such as guidance for placement level in core classes.

B. Student Placement & Enrollment

3. What do you observe in the data? What do you want the college to understand about your program and the data?

Narrative Criteria

- aligns with data
- is informed by data
- is within the control of the program

☑   Meets Expectations

☐   Needs Improvement

4. How will this outcome be measured?

Narrative Criteria

- Information about why this data approach was identified
- Consideration of the data collection/analysis timeline
- Thinking about how data may inform the program/unit's planning efforts

☑   Meets Expectations

☐   Needs Improvement

5. Describe the proposed actions or next steps to maintain or improve the data by ethnicity or gender.

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable (what are the deliverables)
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑   Meets Expectations

☐   Needs Improvement

Feedback

Strength: Data for student placement and enrollment meets the evaluation criteria outlined above. This means the data can be studied from a wide variety of perspectives. The unit recognizes the need to expand their analysis to gain an advantage in looking at change from a set of intersecting views and a variety of perspectives. Over the last several years, state mandates have changed the operations of the unit, a challenged by the notion to reframe their practice, processes and impact.

OBSERVATIONS

O1: There is a noticeable decline during the three-year reporting period for all student groups getting placement assistance as indicated by race and ethnicity. For example, one of the largest decline in placement assistance was experienced by White students. Readers are not certain to what extent this decline is reflective of the overall enrollment decline at the college or is it a symptom of inherent issues the unit needs to address. Further discovery is needed to make that determination.

O2: Readers observed missing data from 2022-23 were not available for analysis.

O3: The unit gave a description of complying with AB705, 1705, and 1805 but without explaining these mandates in relation to their work, providing more detail is equally important.

O4: Readers could benefit from knowing the total number of students who needs placement each year. If this is relevant, then construct comparisons with the number of disaggregated placement based on race/ethnicity and gender, giving context to the numbers reported.

O5. Readers need more clarifying information to understand this statement in the program review write up: *students can register for any open access English or math class without a*

prerequisite, delaying enrollment in transfer-level English and math.

O6. Readers thought it might be helpful to develop a survey to assess why students complete placements or do not complete placements to better understand how to address student circumstances regarding placement needs? Consider providing more specific information about what type of feedback questions would be helpful to include on a survey to assess students satisfaction with services.

O7: Appointments have decreased substantially since 2017. In the analysis, consider looking into how the shift to online classes has affected student likelihood of scheduling appointments for accommodations through clockwork.

O8: How does the increase in high school students taking AP and college courses prior to enrollment and bypassing assessment effect the overall placement data? Could this be one of the reasons placement numbers have decreased as well as the state mandates mentioned. Additionally, working with the Disability Resource Center to see if cultural/societal (for example, shame from peers for having to use more time for a test) components may be a factor in those reaching out for/using accommodated testing services.

C. Clockwork Appointments

6. What do you observe in the data? What do you want the college to understand about your program and the data?

Narrative Criteria

- aligns with data
- is informed by data
- is within the control of the program

☑   Meets Expectations

☐   Needs Improvement

7. Describe the proposed actions or next steps to maintain or improve the data.

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable (what are the deliverables)
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑   Meets Expectations

☐   Needs Improvement

Feedback

FEEDBACK

Strength: Data for clockwork appointments meets the evaluation criteria outlined above. Its contents emphasize the unique role and contributions of the unit, communicating a sense of

duty and purpose – a cogent attempt at mirroring the college mission statement.

OBSERVATIONS

O1: Develop a survey to assess the reasons why students who are approved for accommodations do not schedule appointments. Consider working with the Disability Resource Center to have them survey students (in addition to your own survey) about Clockwork appointments to gain further insight as to why those who are approved for accommodations are not using them.

O3: Provide more clarity about the action steps that could be helpful toward better meeting student needs.

O4: Great action plan. Readers suggest going into further detail about how Foothill Connect comes into play as it was not mentioned previously.

D. Service Area Objective Addendum

1. What are the service area outcomes & strategic objectives for the coming year?

Narrative Criteria

- Outcomes/objectives are informed by data
- Outcomes/objectives are within department control
- Outcomes/objectives are demonstrable/actionable
- Outcomes/objectives are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑   Meets Expectations

☐   Needs Improvement

2. What is your implementation plan for the above-mentioned objectives?

Narrative Criteria

- Actions are informed by data
- Actions are within department control
- Actions are demonstrable
- Outcomes are measurable
- Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☑   Meets Expectations

☐   Needs Improvement

Feedback

Strength: Data for Service Area Objective (SAO) meets the evaluation criteria outlined above. The two SAOs indicate an attempt to expand and strengthen testing and assessment center services. Readers applaud the unit for being fully aware of growth opportunities that align with equitable practices and interventions. Such that the types of interventions

expressed are proactive instead of reactionary. The unit did a good job of articulating goals, the action plan for the goals, and the barriers to addressing the goals.

OBSERVATIONS

O1: The action plan seems to align with the goals. The unit should consider including more detail about it.

E. Summative Evaluation

Overall, the Comprehensive Program Review

☑   Meets Expectations

☐   Needs Improvement

Feedback

Readers applaud the motivation to use this time with the program review to be reflective and develop the program. With respect to the write up, the unit should include more specificity in several of the action items to help further develop their strategies toward continuous improvement.

This form is completed and ready for acceptance.