FOOTHILL COLLEGE

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW
EVALUATION RUBRIC

Program Name: Assessment   Date Reviewed 2-27-14

PROGRAM MISSION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
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.	☒Clear & concise ☐Specific to the program; who it serves and what is does that separates it from other departments/programs ☒Addresses the larger impact of the program ☒Identifies stakeholders ☐Aligned with College mission statement	☐States the program's purpose and who it serves ☐Limited scope & reach ☐Does not align with College mission statement	☐No Mission Statement submitted	Green: Language to connect more directly with the college mission?

SECTION 1: DATA & TREND ANALYSIS

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
DATA COLLECTION (A-C)	☐ Presents data provided by CCC Apply, Ask Foothill, SARS, Credentials OR ☒ Cites other data source	☐ Does not present data provided by CCC Apply, Ask Foothill, SARS, Credentials OR ☐ Does not cite other data sources	Green: Given continuing IR training/support with assessment, unit should be able to provide more student data moving forward.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
ANALYSIS (D) **Enrollment Served** (E) **Student Demographics** (F) **Staffing Structure**	☐ Clear and organized (esp. to those outside program) ☐ Analyze previous year's data to past trends, as appropriate. ☐ Discussion regarding action plans/strategies that result from data analysis, as appropriate.	☐ Contains irrelevant or unclear information. ☒ Portions of analysis are incomplete, limited discussion of action plans/strategies.	☒ Does not provide analysis or discussion of action plans/strategies.	Yellow: Should expand on demographics of students served – for example by test due to issues of disproportionate impact and 3SP-discussion of tracking is key due to 3SP regulations so documentation will be key. What strategies to identify students being tested at other sites? How is testing conducted for online only students?

SECTION 2: CORE MISSION SUPPORT AND STUDENT EQUITY

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) **BASIC SKILLS**	☐ Discussion of strategies or initiatives to support basic skills students; supported by data ☐ Includes plan to address issues identified in analysis	☒ Limited discussion of strategies or initiatives to support basic skills students; no data provided ☐ Plan to address issues identified is limited	☐ No discussion of strategies or initiatives to support basic skills students; no data provided ☐ Does not include plans to address issues identified in analysis	Green: Needs discussion related to student equity. How many students placed below college-level? How does this affect the services provided?

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) **TRANSFER**	☐ Discussion of strategies or initiatives to improve transfer rates; supported by data ☐ Addresses any transfer related issues	☒ Limited discussion of strategies or initiatives to improve transfer rates; no data provided ☐ Addresses any transfer related issues but is limited	☐ No discussion of strategies or initiatives to improve transfer rates; no data provided ☐ Does not address any transfer related issues	Green: Discussion related to student equity? How many students placed at college-level?

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) **WORKFORCE**	☐ Discussion of strategies or initiatives which support the needs of workforce students; supported by data	☒ Limited discussion of strategies or initiatives which support the needs of workforce students; not supported by data	☐ No discussion of strategies or initiatives which support the needs of workforce students; not supported by data	Green: Needs discussion related to student equity. How many students used the career skills based tests?

SECTION 3: LEARNING OUTCOMES ASSESSMENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	☐ Four Column report for SA-SLO Assessment from TracDat attached	☒ Four Column report for SA-SLO Assessment from TracDat <u>not</u> attached	Yellow: Should attach four column report to see what SLOs were created for this upcoming cycle

SECTION 4: SLO ASSESSMENT & REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
SLO Assessment & Reflection	☐ Discussion regarding section prompts are student focused ☐ Discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends ☐ Discussion of how SA-SLOs are related to PL-SLOs, and to the college mission ☐ Demonstration of dialogue in your program that shape/evaluate PL-SLOs	☐ Discussion regarding section prompts are somewhat student focused ☐ Limited discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends ☐ Limited discussion of how SA-SLOs are related to PL-SLOs, and to the college mission. ☐ Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs	☐ Discussion regarding section prompts are not student focused ☐ No discussion of whether SA-SLO and PL-SLO assessments have led to any changes, including trends. ☐ No discussion of how SA-SLOs are related to PL-SLOs, and to the college mission ☐ No demonstration of dialogue in your program that shape/evaluate PL-SLOs	Yellow: While lack of SLO assessment and reflection is understandable, should there be some reference to the creation of SLOs this year and that process? Staffing changes occurred in 12-13. Failure to have previous years PR's completed is not a result of staff turnover.

SECTION 5: PROGRAM GOALS AND RATIONALE

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Goals and Rationale	☐ Previous year goals include status update ☒ New goals are tied to college initiatives, such as improved student success ☒ Discussion of how progress toward new program goals will be measurable	☐ Previous year goals do not include status update ☐ New goals are not tied to college initiatives, such as improved student success ☐ No discussion of how progress toward new program goals will be measurable	Green Consider other program goals (beyond service goals) related to reporting and research – such as cut scores validation…?

SECTION 6: SERVICE/PROGRAM RESOURCES AND SUPPORT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Resources & Support	☐ All Program resource needs/requests are tied to a related goal in section 5 and explains how the resource request supports the aforementioned goal ☐ Evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	☒ Program resource needs/requests are not tied to a related goal in section 5. ☐ No evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity.	Yellow Not all resource requests appear to be tied to a specific program goal? Since no PR has been completed since 10-11 and demographic data is missing from this PR, it is difficult to see if an additional assistant is warranted.

SECTION 7: DATA AND TREND ANAYLSIS FOR INSTRUCTIONAL COMPONENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
DATA COLLECTION (A-C)	☐ Presents data provided by I & IR OR ☐ Cites other data source	☐ Does not present data provided by I & IR OR ☐ 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**	☐ Clear and organized (esp. to those outside program) ☐ Analyze previous year's data to past trends, as appropriate. ☐ Discussion regarding action plans/strategies that result from data analysis, as appropriate.	☐ Contains irrelevant or unclear information. ☐ Portions of analysis are incomplete, limited discussion of action plans/strategies.	☐ 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**	☐ Analysis considers how these indicators compare at your program level and at the college level ☐ Analysis includes discussion of any differences by student demographics	☐ Analysis does not consider how these indicators compare at your program level and at the college level ☐ 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	☐ Four Column report for CL-SLO Assessment from TracDat attached	☐ Four Column report for CL-SLO Assessment from TracDat not attached	Click here to enter text.
PROGRAM LEVEL	☐ Four Column report for PL-SLO Assessment from TracDat attached	☐ Four Column report for PL-SLO Assessment from TracDat not attached	

SECTION 10: SLO ASSESSMENT AND REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
SLO Assessment & Reflection	☐ Discussion regarding section prompts are student focused ☐ Discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends ☐ Discussion of how CL-SLOs are related to PL-SLOs, and to the college mission ☐ Demonstration of dialogue in your program that shape/evaluate PL-SLOs	☐ Discussion regarding section prompts are somewhat student focused ☐ Limited discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends ☐ Limited discussion of how CL-SLOs are related to PL-SLOs, and to the college mission. ☐ Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs	☐ Discussion regarding section prompts are not student focused ☐ No discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends. ☐ No discussion of how CL-SLOs are related to PL-SLOs, and to the college mission ☐ No demonstration of dialogue in your program that shape/evaluate PL-SLOs	Click here to enter text.

SECTION 11: SERVICE/PROGRAM REVIEW SUMMARY

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	☒ Current program review addresses concerns or recommendations that were made in prior year program review cycle	☐ Current program review does not address concerns or recommendations that were made in prior year program review cycle	Green: Provide more than anecdotal information to support improved customer service. For RegisterBlast, please provide number of students served vs number of tests administered.

SECTION 12: FEEDBACK AND FOLLOW UP

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	☒ Dean and VP commented on Program Review ☐ Dean and VP feedback agree with the discussion and analysis provided by the program	☐ Dean and VP did not comment on Program Review ☐ Dean and VP feedback does not agree with the discussion and analysis provided by the program	Green: Dean mentioned technology concerns- not mentioned by unit in program review. Overall would give a yellow rating because given no it will be important to see how this unit progresses in next cycle (esp. in light of 3SP and accreditation).

REVIEWER NOTES, IF ANY: Yellow: Out of cycle review recommended primarily due to lack of historical data and analysis. Additional data would provide stronger context regarding service to students. Address all prompts in template for consistency, recognizing that there were some limitations for this cycle, hence the recommendation to review next year.