

FOOTHILL COLLEGE

COMPREHENSIVE STUDENT SERVICES PROGRAM REVIEW  
EVALUATION RUBRIC

Program Name: Transfer Center

Date Reviewed March 10, 2014

**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>	<input checked="" type="checkbox"/> Clear & 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	<input type="checkbox"/> States the program's purpose and who it serves <input type="checkbox"/> Limited scope & reach <input type="checkbox"/> Does not align with College mission statement	<input type="checkbox"/> No Mission Statement submitted	<p>GREEN</p>

**SECTION 1: DATA & TREND ANALYSIS**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>DATA COLLECTION</b> (A-C)	<input checked="" type="checkbox"/> Presents data provided by CCC Apply, Ask Foothill, SARS, Credentials OR <input 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:

	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 checked="" type="checkbox"/> Clear and organized (esp. to those outside program) <input checked="" 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 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 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

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) <b>TRANSFER</b>	<input checked="" type="checkbox"/> Discussion of strategies or initiatives to improve transfer rates; supported by data <input type="checkbox"/> Addresses any transfer related issues	<input type="checkbox"/> Limited discussion of strategies or initiatives to improve transfer rates; no data provided <input 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

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) <b>WORKFORCE</b>	<input checked="" 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	GREEN

### SECTION 3: LEARNING OUTCOMES ASSESSMENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
COURSE LEVEL	<input 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	<a href="#">Click here to enter text.</a>
PROGRAM LEVEL	<input checked="" 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	GREEN

**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 checked="" 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>

**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 checked="" 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 type="checkbox"/> No discussion of how progress toward new program goals will be measurable	GREEN:  Be more specific in previous goals outcomes. What is the percentage increase in TAGS? How does it breakout in terms of student equity?

**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

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

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>DATA COLLECTION</b> (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
<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 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) <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 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><b>SLO Assessment &amp; Reflection</b></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
<b>Program Review Summary</b>	<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

**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	Click here to enter text. GREEN

REVIEWER NOTES, IF ANY: Green: Well-written, clear and concise.