Tools for Transition & Work Program Review

Rubric Evaluation	Ken Peterson (Same Division Faculty)	Catalina Rodriguez (Staff At-Large)	Laurie Scolari (Administrator)
Program Information			
Program Mission Statement			
How many criteria are met for the Program Mission statement?	Addresses all 8 criteria - Meets the Standard	Addresses all 8 criteria - Meets the Standard	
Reader Feedback	This is a well stated, Foothill-aligned mission statement that meets all 8 criteria, including "indicating the activities of the program," which is perhaps not stated outright but rather implied through the noun lists. I like the wording as-is; it ticks off the boxes I find important; and I would rather not see it re-worded (much) or weighed down by another sentences or clause. However: The construction "equal access and higher education options" could be construed as vague. Possible recast? "equal-access and higher-education options"? Again, I am fine with the original wording as-is.	N/A	

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Program Learning Outcomes			
Overall, this section:	Addresses all 5 criteria - Meets the Standard	Addresses all 5 criteria - Meets the Standard	
Reader Feedback	This survey doesn't allow me to click on all 5 criteria. Is that a glitch, or am doing something wrong? Consider... "measurably increased"..?... "will demonstrate measurable improvements." etc.? Actually, I see not much need for a modified narrative because in my view it meets all 5 criteria. I think "Increased" conforms to the norms of Bloom taxonomy and is inherently measurable. So adding "measurable" might actually be redundant. I trust the writer's judgment on this, not mine.	N/A	
B. FTES - Enrollment Trends			
1. What does the FTES data trend indicate?	FTES has decreased over the time span by 11% to 30%- Needs Some	FTES has not changed or has decreased over the time span no more than	

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	Improvement to Meet the Standard	1% to 10% - Meets the Standard	
FTES Narrative Explanation - *Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.*			
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative includes all 4 of the criteria - Meets the Standard	
FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*			
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	Tremendous job here. Persuasive and spot on. The key takeaway: TTW needs and deserves a full-time instructor/ coordinator/Facilitator whose priority is targeted relationship building with schools, feeder programs, parents, guardians, conservators, and others. Doing this will be the path to greater FTES. (As a former TTW instructor (and aide), I admit my bias on this subject.)	N/A	

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C. Sections - Enrollment Trends			
Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*			
Overall, in this section:	The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 4 of the criteria - Meets the Standard	
Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*			
Overall, in this section:	The narrative is not included	The narrative includes all 3 of the criteria - Meets the Standard	
Reader Feedback	N/A	N/A	
D. Productivity - Enrollment Trends			
1. What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity has decreased by more than 5% - Needs Major Improvement to Meet the Standard	
Productivity Narrative Explanation (If Applicable) - *Explain why the productivity is flat, increased or decreased.*			
Overall, in this section:		The narrative includes all 3 of the criteria - Meets the Standard	
Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*			

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Overall, in this section:	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	Not applicable. n/a	N/A	

E. Enrollment by Student Demographics			

a. Enrollment by Gender			

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? **(College 2020-21 = 52%Female, 46% Male)**	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	The difference between the gender/sex is greater than 30% - Needs Major Improvement to Meet the Standard	

Enrollment by Gender Action Narrative (If Applicable) - *What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?*

Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard	

b. Enrollment by Ethnicity			

Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard	

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(College 2020-21 = 5% African American, 28% Asian, 5% Filipinx, 28% Latinx, 1% Native American, 1% Pacific Islander, 29% White, 4%Decline to State)			
Enrollment by Ethnicity Narrative Explanation (If Applicable) - *Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).*			
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*			
Overall, in this section:	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	Hiring a full time faculty member is key to outreach and relationship building, but the decision to hire appears not to be "within department control." Ergo, the narrative meets the standard. Just a thought, however: Could resources from Marketing be	N/A	

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available to help plan and execute outreach and partnership initiatives?			
F. Student Course Success			
a. Student Course Success			
1. What does the data trend indicate about overall course success?	Course success has improved over the time span - Excellent	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Student Course Success Narrative Explanation - *If the data trend shows an increase, decrease, or no change in students' course success percentage, explain what programmatic factors led to such a trend.*			
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*			
Overall, in this section:	The narrative is not included	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	n/a	N/A	
b. Student Course Success by Student Groups			

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3. Is there a course success gap between African-American, Latinx, Filipinx student groups and Asian, Native American, Pacific Islander, White, Decline to State student groups?	The gap between the two groups has decreased over the time span - Meets the Standard	The gap between the two groups has not changed over the time span - Needs Some Improvement to Meet the Standard	
Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*			
Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
Course Success by Student Groups Action Narrative (If Applicable) - *What actions are program faculty and staff engaged in to decrease the course success gap between African-American, Latinx, and Filipinx student groups and Asian, Native American, Pacific Islander, White, and Decline to State student groups?*			
Overall, in this section:	The narrative is not included	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	n/a -- keep up the great work.	N/A	
G. Student Course Success by Demographics			
a. Student Course Success by Gender			
What does the data indicate about course success?			
Female	Course success has been flat or decreased over the	Course success has been flat or decreased over the	

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	time span by no more than 2 percentage point - Meets the Standard	time span by no more than 2 percentage point - Meets the Standard	
Male	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Non-binary	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	

Course Success by Gender Narrative Explanation - *If the data trend shows an increase, decrease, or no change/flat in the male, female, or non-binary student course success percentages, explain why the percentage is flat, increased or decreased.*

| Overall, in this section: | The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent | The narrative includes all 3 of the criteria - Meets the Standard | |

Course Success by Gender Action Narrative (If Applicable) - *Describe proposed actions to stabilize/increase the course success rates for either male, female, or non-binary.*

| Overall, in this section: | The narrative is not included | The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard | |
| **Reader Feedback** | Some detail here might be helpful. | N/A | |

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b. Student Course Success by Ethnicity			
What does the data trend indicate about program student course success by ethnicity?			
African Americans	Course success has improved over the time span – Excellent	Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard	
Asian	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Filipinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Latinx	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	

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Native American	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Pacific Islander	Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
White	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	
Decline to State	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	Course success has been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard	

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *If the data trend shows a decrease in any of the student ethnic groups' course success rates, explain why the percentage decreased for each (address each ethnic group by bullet point).*

Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	

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Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*			
Overall, in this section:	The narrative includes all 3 of the criteria - Meets the Standard	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	
Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*			
Overall, in this section:	The narrative exceeds expectations - the narrative could be used as an exemplar – Excellent	The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard	
Reader Feedback	A key takeaway: "the data suggests that careful attention be made regarding African American student course success within TTW." -- particularly disproportionate impact regarding access to higher education. I believe more guide-by-the-side engagement and other learning support resources could prove helpful and should be woven into the curricula. To inspire and motivate, I'd also like to see greater enlistment of	N/A	

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	and engagement with Foothill's librarians, counselors, and division reps, including reps from vocational programs.		

J. Service Area Outcomes Addendum

Narrative Explanation - *1. What are the service area outcomes/strategic objectives for the coming year?*

Overall, in this section:	Exceeds expectations for all 5 criteria - Excellent	Exceeds expectations for all 5 criteria – Excellent	

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

Overall, in this section:	The narrative exceeds expectations – the narrative could be used as an exemplar - Excellent	The narrative includes all 5 of the criteria - Meets the Standard	
3. In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate		N/A	
4. In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g.	Needs Some Improvement to Meet the Standard - The program was not able to take actions to improve because it did not get the	Meets the Standard - The program was able to take actions to improve and received the needed support to take the actions	

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areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate	support needed from the college	Or The program received no citations	
Narrative Explanation - *5. What actions has the program taken to address the accreditation, audit, or review citations/findings identified.*			
Overall, in this section:	The narrative includes all 5 of the criteria - Meets the Standard	The narrative includes all 5 of the criteria - Meets the Standard	
Reader Feedback	The program review template author(s) is to be commended here. I am impressed by the importance given to banner/canvas training, as well as the other bullets. The stabilizing influence now of a division dean committed to TTW's success, regular meetings among faculty; parent meetings and program orientations (especially for new students), student evaluations of the program -- these and other measures will likely improve the program's quality and positively impact its accreditation, its passage of audits, and its	N/A	

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	reputation and visibility in the community. But above all: TTW needs and deserves a full-time hire. Thank you for letting me share :)		