Rubric Evaluation
A. Program Information
Program Mission Statement

Definitions

The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.

The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community.

Distinctive definition: https://www.edglossary.org/mission-and-vision/; https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego

What criteria was met? (select all that apply)

- ☑ 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

Overall, this section:

- ☐ Exceeds expectations for all 8 criteria - Excellent

- ☑ Addresses all 8 criteria - Meets the Standard

- ☐ Addresses 4 to 7 of the criteria - Needs Some Improvement to Meet the Standard

- ☐ Addresses fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

Reader Feedback

> Well written

B. FTES - Enrollment Trends

1. What does the FTES data trend indicate?

- ☐ FTES has improved over the time span - Excellent

- ☐ FTES has not changed or has decreased over the time span no more than 1% to 10% - Meets the Standard

- ☐ FTES has decreased over the time span by 11% to 30%- Needs Some Improvement to Meet the Standard

- ☑ FTES has decreased over the time span by greater than 30% - Needs Major Improvement to Meet 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.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum

- The curriculum and course materials are current
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reason for the trend(s) are provided

☑ Reasons include items within department control

☑ Explained in the context of the size of the program (i.e., number of students, number of sections)

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

☐ The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard

FTES Action Narrative (if applicable) - *Describe the proposed actions for stabilizing/increasing the FTES.*

What criteria is met? (Select all that apply)

☑ 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)

☐ The narrative is not included

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

☐ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Reader Feedback

PHED understands well the impact of the COVID pandemic on enrollment

C. Sections - Enrollment Trends

Section Narrative Explanation (If Applicable) - *Explain why the number of sections is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
- Instructional modality of the program course(s) delivery
- Increase in FTEF
- Changes in accreditation requirements or labor market trends
- Degree/certificates requirements
- Changes in state policy

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reason for the trend(s) are provided

☑ Reasons include items within department control

☑ Explained in the context of the size of the program (i.e., number of students, seat counts)

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

☐ The narrative includes 3 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 3 of the criteria - Needs Major Improvement to Meet the Standard

Section Narrative Explanation (If Applicable) - *Explain why the number of sections increased while FTES decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
- Instructional modality of the program course(s) delivery
- Increase in FTEF
- Changes in accreditation requirements or labor market trends
- Degree/certificates requirements
- Changes in state policy

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reasons for the trend(s) are provided

☑ Reasons include items within department control

☐ The narrative is not included

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

☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Reader Feedback

Sections decreased significantly, as expected, and commensurately so did FTEF

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 is flat - Meets the Standard

☐ The program productivity has not decrease by more than 5% - Needs Some Improvement to Meet the Standard

☐ 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.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Scheduling
    - Courses in the program are scheduled for efficiency
    - Sequenced to allow for program completion
    - Is student driven (e.g., when most students want to take class)
- Instructional modality of the program course(s) delivery
- Enrollment data from day one to census

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reasons for the trend(s) are provided

☑ Reasons include items within department control

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

☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

Productivity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the productivity number.*

What criteria is met? (Select all that apply)

☑ 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

☐ The narrative is not included

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

☐ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Reader Feedback

> Adjustments in sections and FTEF, matches decrease in FTES, hence productivity remains good.

E. Enrollment by Student Demographics
a. Enrollment by Gender

Enrollment by Gender Narrative Explanation - *Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives

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- Hiring practices

What criteria is met? (Select all that apply)

- ☑ An understanding of the gender ratios of the program and the trend

- ☑ An explanation of the significance of any disparities from College-wide data and/or program trends

- ☑ Reasons include items within department control

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

- ☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

- ☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

2. Does your program differ in the percentage of males to females, in this most recent year, compared to the College? (College 2021-22 = 50% Female, 48% Male, 2% Unknown)

- ☐ The difference between the genders/sex is less than or equal 10% - Excellent

- ☑ The difference between the gender/sex is between 11% to 20% - Meets the Standard

- ☐ The difference between the gender/sex is between 21% to 30% - Needs Some 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?*

What criteria is met? (Select all that apply)

- ☑ 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)

- ☐ The narrative is not included

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

- ☑ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

- ☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

- ☐ The narrative is not included

Data Table for Enrollment by Gender of Declared Majors

https://foothill.edu/programreview/prg-rev-docs/22-23-enroll-by-gender-and-declared-major.pdf

3. What does the data trend indicate about enrollment (headcount) by gender of declared majors in the program?

- ☐ The Gender gap by declared major is between 0% and 10% - Excellent

- ☑ The Gender gap by declared major is between 11% and 20% - Meets the Standard

- ☐ The Gender gap by declared major is between 21% and 30% - Needs Some Improvement to Meet the Standard

- ☐ The Gender gap by declared major is greater than 30% - Needs Major Improvement to Meet the Standard

Reader Feedback

The observation that more women are enrolled than men in PHED doesn't concern me, I suspect there are other demographic indicators that drive this 60:40 F:M ratio.

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?

(College 2021-22 = 5% African American, 26% Asian, 4% Filipinx, 30% Latinx, 1% Native American, 1% Pacific Islander, 28% White, 5% Unknown)

☑ The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate - Meets the Standard

☐ The enrollment does not mirror the college's ethnic distribution - Needs Some Improvement to Meet the Standard

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).*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reason for the trend(s) are provided

☑ Reasons include items within department control

☐ The narrative is not included

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

☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Enrollment by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

☑ Actions are informed by data

☑ Actions are within department control

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☑ Actions are demonstrable

☑ Outcomes are measurable

☐ Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)

☐ The narrative is not included

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

☐ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Reader Feedback

> The demographic / ethnicity of PHED might be different than the College as a whole, depending on fitness and career goals. Primary research should be applied to these enrollment questions.

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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet 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.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

☑ An understanding of the trend

☑ Reason for the trend(s) are provided

☐ Reasons include items within department control

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

☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard

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Student Course Success Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/increasing the student's course success percentages.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- ☑ 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)

- ☐ The narrative is not included

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

- ☐ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

- ☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

- ☐ The narrative is not included

Reader Feedback

> The success rate of PHED is outstanding at 85-90%. Like courses at the KCI, student learning goals, and investment in the courses are somewhat different than the traditional student learning goals.

b. Student Course Success by Student Groups

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?

- ☑ There is no gap between the two groups - Excellent

- ☐ 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

- ☐ The gap between the two groups has increased over the time span - Needs Major Improvement to Meet the Standard

Course Success by Student Groups Narrative Explanation - *Explain why the course success gap is flat, increased or decreased.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- ☑ An understanding of the trend

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Community College District

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☑   Reason for the trend(s) are provided

☑   Reasons include items within department control

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

☐   The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard

☐   The narrative includes fewer than 2 of the criteria - Needs Major 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?*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

☑   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)

☐   The narrative is not included

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

☐   The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐   The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐   The narrative is not included

Reader Feedback

> Course success rates are excellent!

G. Student Course Success by Demographics
a. Student Course Success by Gender

1. What does the data indicate about course success?

Female

☑   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

☐   Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

- ☐   Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Male

- ☐   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
- ☐   Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- ☐   Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Non-binary

- ☐   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
- ☐   Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard
- ☐   Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet 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.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- ☑   An understanding of the trend
- ☑   Reason for the trend(s) are provided
- ☑   Reasons include items within department control

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
- ☐   The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- ☐   The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet 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.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends

- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

☑ 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)

☐ The narrative is not included

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

☐ The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐ The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐ The narrative is not included

Reader Feedback

> Course success rates are excellent!

b. Student Course Success by Ethnicity

1. 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 been flat or decreased over the time span by no more than 2 percentage point - Meets the Standard

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Asian

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Filipinx

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Latinx

FOOTHILL-DE ANZA
Community College District

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☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Native American

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Pacific Islander

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

White student

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet the Standard

Decline to State

☐ 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

☐ Course success has decreased over the time span by no more than 4 percentage points - Needs Some Improvement to Meet the Standard

☐ Course success has decreased over the time span by more than 4 percentage points - Needs Major Improvement to Meet 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).*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives

- Hiring practices

What criteria is met? (Select all that apply)

- ☑ An understanding of the trend
- ☑ Reason for the trend(s) are provided
- ☑ Reasons include items within department control
- ☐ The narrative is not included

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
- ☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- ☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- ☐ The narrative is not included

Student Course Success by Ethnicity Narrative Explanation (If Applicable) - *Describe the reasons for the gap in course success.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

- ☑ An understanding of the trend
- ☑ Reason for the trend(s) are provided
- ☑ Reasons include items within department control
- ☐ The narrative is not included

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
- ☐ The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard
- ☐ The narrative includes fewer than 2 of the criteria - Needs Major Improvement to Meet the Standard
- ☐ The narrative is not included

Student Course Success by Ethnicity Action Narrative (If Applicable) - *Describe the proposed actions for stabilizing/improving the course success by ethnicity.*

Definitions, Examples and Explanations

Narrative reasons could reflect:

- Culturally relevant pedagogy and/or curriculum
- Scheduling
- Instructional modality of the program course(s) delivery
- CTE labor market data
- Industry trends
- Outreach initiatives
- Hiring practices

What criteria is met? (Select all that apply)

FOOTHILL-DE ANZA
Community College District

PRECISION CAMPUS

☑   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)

☐   The narrative is not included

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

☐   The narrative includes 4 of the criteria - Needs Some Improvement to Meet the Standard

☐   The narrative includes fewer than 4 of the criteria - Needs Major Improvement to Meet the Standard

☐   The narrative is not included

Reader Feedback

Course success rates are excellent!

This form is completed and ready for acceptance.