Rubric Evaluation	Katherine Lee (At-Large Classified Staff)	Katie Ha (Same Division Faculty)	Valerie Fong (Dean)
A. 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	Addresses 4 to 7 of the criteria Needs Some Improvement to Meet the Standard
Reader Feedback			The program mission conveys the values of the program and its purpose to empower students through understanding and use of language. It could go a lot further to articulate a broader scope and connect to the mission of the college. As a reader, I'm not sure I get a sense of the community of the English program - who its students and stakeholders are, and the activities of this community within the institution as a whole. If I knew nothing about the department, I would have no idea from this mission statement of its work with the learning communities, the honors program, the Human Library, the heritage months, language arts tutoring (TLC and Pass the Torch), student voice/publications, or equity

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			work in general. I'm not sure I would know that the department supports almost every single student at the college as they work toward their certificate, degrees, or transfer, or how the program prepares/supports English majors in particular.
Program Learning Outcomes	Addresses all 5 criteria - Meets the Standard	Exceeds expectations for all 5 criteria - Excellent	Addresses 3 to 4 of the criteria Needs Some Improvement to Meet the Standard
Reader Feedback B. FTES - Enrollment Trends			The first PLO reads more like an SLO for a course than it does a program level outcome. Both seem too narrow in scope, in particular for the English degrees. What are the higher order conceptual and performance outcomes for the English degree - the knowledge, skills, and behaviors gained as a result of the program as a whole?
	TTTO Last Last 1	ETFOL l	TTTO I was been a state of the
 What does the FTES data trend indicate? 	FTEShas decreased over the time span by 11% to 30% Needs	FTES has decreased over the time span by 11% to 30% Needs	FTES has decreased over the time span by 11% to 30% Needs

Overall, in this section:		The narrative includes all 3 of the criteria - Meets the Standard	The narrative is not included
Section Narrative Explanation	on (If Applicable) - Explain why the numb	er of sections increased while FTL	ES decreased.
	Standard		Standard
Rubi ic Evaluation	(At-Large Classified Staff)	(Same Division Faculty)	(Dean)
Rubric Evaluation	Katherine Lee	Katie Ha	Valerie Fong

Reader Feedback

What does the data indicate about the productivity trend?	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent	The program productivity trend has increased or has reached its maximum - Excellent
Rubric Evaluation	Katherine Lee	Katie Ha	Valerie Fong
	(At-Large Classified Staff)	(Same Division Faculty)	(Dean)

Rubric Evaluation	Katherine Lee (At-Large Classified Staff)	Katie Ha (Same Division Faculty)	Valerie Fong (Dean)
		could be used as an exemplar - Excellent	
Reader Feedback	would be helpful to have more information about how some of the proposed solutions (e.g., surveys, wraparound support) will help decrease the equity gap.		What might be some potential actions that could be taken, or explored, by the department based on the results of the

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

Rubric Evaluation	Katherine Lee (At-Large Classified Staff)	Katie Ha (Same Division Faculty)	Valerie Fong (Dean)	
Native American	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	
Pacific Islander	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	Course success has improved over the time span - Excellent	
White	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	Course success has improved over the time span - Excellent	
Decline to State	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	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).				
Overall, in this section:	The narrative includes 2 of the criteria - Needs Some Improvement to Meet the Standard	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 Narrative Explanation (If Applicable) - Describe the reasons for the gap in course success.

Overall, in this section:

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

Rubric Evaluation

Katherine Lee (At-Large Classified Staff) Katie Ha (Same Division Faculty) Valerie Fong (Dean)

Student Course Success by Ethnicity Action Narrative (If Applicable) -