

FOOTHILL COLLEGE

ANNUAL INSTRUCTIONAL PROGRAM REVIEW
EVALUATION RUBRIC

Program Name: [Click here to enter text.](#)

Assessment Cycle(s) [Click here to enter text.](#)

Date Reviewed [Click here to enter text.](#)

PROGRAM MISSION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>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.</p>	<input type="checkbox"/> Clear & concise <input type="checkbox"/> Specific to the program; who it serves and what it does that separates it from other departments/programs <input type="checkbox"/> Addresses the larger impact of the program <input type="checkbox"/> Identifies stakeholders <input 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"/> Aligned with College mission statement	<input type="checkbox"/> Statement is too general or not clear. <input type="checkbox"/> No unique identifiers that separate it from other programs <input type="checkbox"/> Stakeholder not identified <input type="checkbox"/> Does not align with College mission statement	<p>Click here to enter text.</p>

SECTION 1: DATA & TREND ANALYSIS

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>DATA COLLECTION (A-C)</p>	<p>Includes required data: <input type="checkbox"/> Program data <input type="checkbox"/> Department level data <input type="checkbox"/> Associate Degree Transfer Data <input type="checkbox"/> Utilizes data given by Institutional Research</p>	<p>Required data is given but analysis does not support data in following area(s): <input type="checkbox"/> Program data <input type="checkbox"/> Department level data <input type="checkbox"/> Associate Degree Transfer Data</p>	<p>Missing required data: <input type="checkbox"/> Program data <input type="checkbox"/> Department level data <input type="checkbox"/> Associate Degree Transfer Data</p>	<p>Click here to enter text.</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>DATA ANALYSIS (D)</p> <p>Enrollment Trends</p>	<p><input type="checkbox"/> Utilized data given by Institutional Research</p> <p><input type="checkbox"/> Complete, concise and well-organized</p> <p><input type="checkbox"/> Appropriate data collection/analysis</p> <p><input type="checkbox"/> Aligned with the language of the corresponding achievement target</p> <p><input type="checkbox"/> Provides solid evidence that targets were met, partially met, or not met</p> <p><input type="checkbox"/> Compares new findings to past trends, as appropriate</p> <p><input type="checkbox"/> Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository</p> <p><i>*Reports must be free of student identifiable information.</i></p>	<p>Required data is given but analysis does not support data in following area(s):</p> <p><input type="checkbox"/> Complete and organized.</p> <p><input type="checkbox"/> Aligned with the language of the corresponding achievement target.</p> <p><input type="checkbox"/> Addresses where the targets were met.</p> <p><input type="checkbox"/> May contain too much detail or stray slightly from intended data set.</p> <p><input type="checkbox"/> Portions of process are incomplete</p> <p><input type="checkbox"/> Feedback needed from Chancellors Office</p>	<p><input type="checkbox"/> Does not include appropriate data</p> <p><input type="checkbox"/> Does not analyze or use information from research office</p> <p><input type="checkbox"/> Incomplete or too much information.</p> <p><input type="checkbox"/> Not clearly aligned with achievement targets</p> <p><input type="checkbox"/> Questionable conclusion about whether targets were met, partially met, or not met</p> <p><input type="checkbox"/> Questionable data collection/ analysis; may "gloss over" data to arrive at conclusion.</p>	<p>Click here to enter text.</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>DATA ANALYSIS (E)</p> <p>Student Demographics</p>	<p><input type="checkbox"/> Utilized data given by Institutional Research</p> <p><input type="checkbox"/> Complete, concise and well-organized.</p> <p><input type="checkbox"/> Appropriate data collection/analysis.</p> <p><input type="checkbox"/> Align with the language of the corresponding achievement target.</p> <p><input type="checkbox"/> Provide solid evidence that targets were met, partially met, or not met.</p> <p><input type="checkbox"/> Compares new findings to past trends, as appropriate.</p> <p><input type="checkbox"/> Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository.</p> <p><i>*Reports must be free of student identifiable information.</i></p> <p><input type="checkbox"/> Student Demographic trends were evaluated and appropriate strategies were outlined and implemented to address issues.</p>	<p>Required data is given but analysis does not support data in following area(s):</p> <p><input type="checkbox"/> Complete and organized.</p> <p><input type="checkbox"/> Align with the language of the corresponding achievement target.</p> <p><input type="checkbox"/> Address where the targets were met.</p> <p><input type="checkbox"/> May contain too much detail or stray slightly from intended data set.</p> <p><input type="checkbox"/> Portions of process are incomplete</p> <p><input type="checkbox"/> Feedback needed from Chancellors Office</p>	<p><input type="checkbox"/> Does not include appropriate data</p> <p><input type="checkbox"/> Does not analyze or use information from research office</p> <p><input type="checkbox"/> Incomplete or too much information.</p> <p><input type="checkbox"/> Not clearly aligned with achievement targets.</p> <p><input type="checkbox"/> Questionable conclusion about whether targets were met, partially met, or not met.</p> <p><input type="checkbox"/> Questionable data collection/ analysis; may "gloss over" data to arrive at conclusion.</p>	<p>Click here to enter text.</p>

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>DATA ANALYSIS (F)</p> <p>Productivity</p>	<p><input type="checkbox"/> Utilized data given by Institutional Research</p> <p><input type="checkbox"/> Complete, concise and well-organized.</p> <p><input type="checkbox"/> Appropriate data collection/analysis.</p> <p><input type="checkbox"/> Align with the language of the corresponding achievement target.</p> <p><input type="checkbox"/> Provide solid evidence that targets were met, partially met, or not met.</p> <p><input type="checkbox"/> Compares new findings to past trends, as appropriate.</p> <p><input type="checkbox"/> Supporting documentation (rubrics, surveys, more complete reports*, etc.) are included in the document repository.</p> <p><i>*Reports must be free of student identifiable information.</i></p> <p><input type="checkbox"/> Productivity trends were evaluated and appropriate strategies were outlined and implemented to address issues.</p>	<p>Required data is given but analysis does not support data in following area(s)</p> <p><input type="checkbox"/> Complete and organized.</p> <p><input type="checkbox"/> Align with the language of the corresponding achievement target.</p> <p><input type="checkbox"/> Address where the targets were met.</p> <p><input type="checkbox"/> May contain too much detail or stray slightly from intended data set.</p> <p><input type="checkbox"/> Portions of process are incomplete</p> <p><input type="checkbox"/> Feedback needed from Chancellors Office</p>	<p><input type="checkbox"/> Does not include appropriate data</p> <p><input type="checkbox"/> Does not analyze or use information from research office</p> <p><input type="checkbox"/> Incomplete or too much information.</p> <p><input type="checkbox"/> Not clearly aligned with achievement targets.</p> <p><input type="checkbox"/> Questionable conclusion about whether targets were met, partially met, or not met.</p> <p><input type="checkbox"/> Questionable data collection/ analysis; may "gloss over" data to arrive at conclusion.</p> <p><input type="checkbox"/> Productivity trends were not evaluated</p> <p><input type="checkbox"/> Appropriate strategies not outlined and/or addressed</p>	<p>Click here to enter text.</p>

SECTION 2: STUDENT EQUITY AND INSTITUTIONAL STANDARDS

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) COURSE COMPLETION	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis includes course completion data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis includes course completion data <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis does not include course completion data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) RETENTION	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 50% course completion rate <input type="checkbox"/> Analysis includes program retention data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 50% course retention rate <input type="checkbox"/> Analysis includes programs retention data <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 50% course retention rate <input type="checkbox"/> Analysis does not include program retention data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) DEGREE COMPLETION	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 450 Degree Completion rate <input type="checkbox"/> Analysis includes degree completion data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 450 Degree Completion rate <input type="checkbox"/> Analysis includes degree completion data <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 450 Degree Completion rate <input type="checkbox"/> Analysis does not include degree completion data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(D) CERTIFICATE OF COMPLETION	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 325 Certification Completion rate <input type="checkbox"/> Analysis includes Certificate of Completion data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 325 Certification Completion rate <input type="checkbox"/> Analysis includes Certificate of Completion data <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 325 Certification Completion rate <input type="checkbox"/> Analysis does not include Certificate of Completion data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(E) TRANSFER TO FOUR YEAR COLLEGES/ UNIVERSITIES	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 775 transfer rate <input type="checkbox"/> Analysis includes Transfer data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 775 transfer rate <input type="checkbox"/> Analysis includes Transfer <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meets minimum institutional standard of 775 transfer rate <input type="checkbox"/> Analysis does not include Transfer data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

SECTION 3: CORE MISSION & SUPPORT

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) BASIC SKILLS	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis includes course completion data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis includes course completion data <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 55% course completion rate <input type="checkbox"/> Analysis does not include course completion data and/or factors that affect trends <input type="checkbox"/> Does not include plans to address issues identified in analysis	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) TRANSFER	<input type="checkbox"/> Meets or exceeds minimum institutional standard of 775 for transfer to four year college/universities <input type="checkbox"/> Analysis includes transfer data and factors that affect trends <input type="checkbox"/> Includes achievable plans to address issues identified in analysis	<input type="checkbox"/> Meets minimum institutional standard of 775 for transfer to four year college/universities <input type="checkbox"/> Analysis includes transfer data but overall analysis is vague or weak <input type="checkbox"/> Plan to address issues identified in analysis may not be realistic	<input type="checkbox"/> Does not meet minimum institutional standard of 775 for transfer to four year college/universities <input type="checkbox"/> Does not include an analysis of transfer data and/or overall analysis is vague or weak	Click here to enter text.

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) WORKFORCE	<input type="checkbox"/> Program outcomes or initiatives are tied to the core mission of workforce development	<input type="checkbox"/> Program outcomes or initiatives are loosely tied to the core mission of workforce development	<input type="checkbox"/> Program outcomes or initiatives are not tied to the core mission of workforce development	Click here to enter text.

SECTION 4: LEARNING OUTCOMES ASSESSMENT

	MEETS CRITERIA	NEEDS STRENGTHENING	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 5: SLO ASSESSMENT & REFLECTION

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>SLO Assessment & Reflection</p>	<p><input type="checkbox"/> All outcome statements are student focused</p> <p><input type="checkbox"/> SLO statements are written in terms understandable to students</p> <p><input type="checkbox"/> SLOs are aligned with program mission and college mission and goals</p> <p><input type="checkbox"/> SLO reflections and assessments demonstrate an understanding of and commitment to continuous improvement</p> <p><input type="checkbox"/> SLO reflections and assessments are faculty driven</p>	<p><input type="checkbox"/> Outcome statements are generally student focused</p> <p><input type="checkbox"/> SLO statements are written in terms understandable to students but may be overly broad</p> <p><input type="checkbox"/> Most SLOs are aligned with program mission and college mission and goals but the connection is not always apparent</p> <p><input type="checkbox"/> SLO reflections and assessments demonstrate an understanding of the improvement cycle</p> <p><input type="checkbox"/> SLO reflections and assessments reference conversations with faculty</p>	<p><input type="checkbox"/> Outcome statements are not student focused</p> <p><input type="checkbox"/> SLO statements are overly broad and not conducive to meaningful dialogue</p> <p><input type="checkbox"/> SLOs are not aligned with program mission and college mission and goals</p> <p><input type="checkbox"/> SLO reflections and assessments do not demonstrate an understanding of and/or a commitment to continuous improvement</p> <p><input type="checkbox"/> SLO reflections and assessments are not faculty driven</p>	<p>Click here to enter text.</p>

SECTION 6: PROGRAM GOALS AND RATIONALE

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>Program Goals and Rationale</p>	<p><input type="checkbox"/> Program Goals support the college mission, vision and values</p> <p><input type="checkbox"/> Program goals are feasible and financially viable</p> <p><input type="checkbox"/> Program goals are supported by sound rationale that reflects stakeholder input</p> <p><input type="checkbox"/> Program goals are focused on student learning and support institutional effectiveness</p> <p><input type="checkbox"/> Program goals include authentic assessment strategies</p>	<p><input type="checkbox"/> Program Goals are loosely tied to the college mission, vision and values</p> <p><input type="checkbox"/> Not all program goals are feasible and financially viable</p> <p><input type="checkbox"/> Program goals are supported by rationale that needs clarification</p> <p><input type="checkbox"/> Not all program goals are focused on student learning or support institutional effectiveness</p> <p><input type="checkbox"/> Program goals include assessment strategies that may not be conclusive</p>	<p><input type="checkbox"/> Program Goals are not in alignment with the college mission, vision and values</p> <p><input type="checkbox"/> Program goals are not feasible or financially viable</p> <p><input type="checkbox"/> Program goals are not supported by sound rationale that reflects stakeholder input</p> <p><input type="checkbox"/> Program goals are not focused on student learning and/or do not support institutional effectiveness</p> <p><input type="checkbox"/> Program goals do not include authentic assessment strategies</p>	<p>Click here to enter text.</p>

SECTION 7: PROGRAM RESOURCES AND SUPPORT

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p>Program Resources & Support</p>	<p><input type="checkbox"/> All Program resource needs/requests are tied to a related goal in section 6 and explains how the resource request supports the before mentioned goal</p> <p><input type="checkbox"/> All Program resource needs/requests adhered to the guiding principles, rubrics and resource allocation guidelines as outlined from the Operations Planning Committee</p>	<p><input type="checkbox"/> Program resource needs/requests are not tied to a related goal in section 6</p> <p><input type="checkbox"/> Program resource needs/requests does not explain how request supports a goal listed in section 6</p> <p><input type="checkbox"/> Not all of the Program resource needs/requests adhered to the guiding principles, rubrics and resource allocation guidelines as outlined from the Operations Planning Committee</p>	<p><input type="checkbox"/> Program resource needs/requests do not adhered to the guiding principles, rubrics and resource allocation guidelines as outlined from the Operations Planning Committee</p>	<p>Click here to enter text.</p>

SECTION 8: PROGRAM REVIEW SUMMARY

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
Program Review Summary	<input 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 addresses concerns or recommendations that were made in prior year program review cycle	Click here to enter text.

REVIEWER NOTES:

[Click here to enter text.](#)