

Evaluation Rubric Instructional Units

| Program Review Item number | Institutional Expectations | | |
|---|--|--|--|
| | Does Not Meet | Meets | Exceeds |
| 1: Purpose/Mission/Vision | Discipline does not have a mission and/or does not discuss how it fits in the college mission and vision | Discipline has a mission, but not linked to the college mission. Addresses how it fits in the college vision | Discipline has a mission, and its link to the college mission is clearly described and how it supports the college vision. |
| 2: Program Access | Discipline does not address the data relative to the college population in response to any identified variance(s). | Discipline does provide an analysis of the data relative to the college population | Discipline analysis of the data relative to the college population provides an interpretation in response to any identified variance(s). |
| 3: Student Learning Outcomes (SLOs) | Discipline has not submitted SLOs for program, certificates, degrees and courses and/or SLOs are not being measured. | Discipline has submitted SLOs for all courses, degrees and certificates and all are being measured. | Discipline is using the measurement of all SLOs to adjust courses and programs as necessary |
| 4: Program Strengths Relative to SLOs Benchmarks | Discipline does not fully describe strengths or statements are not supported by the data or identified benchmarks. | Discipline does provide adequate analysis of the data or identified benchmarks. | The discipline is consistently meeting or exceeding benchmarks or showing continuous improvement based on SLOs data. |
| 5: Student Success and Achievement | Discipline does not provide an adequate analysis of the data provided with respect to relevant discipline data. | Discipline does provide an adequate analysis of the data provided with respect to relevant discipline data. | Discipline identifies strategies and/or made progress to enhance/improve performance in one or more relevant area(s) identified. |

| | Does Not Meet | Meets | Exceeds |
|---|---|--|--|
| 6: Program Strengths and Innovations | Discipline does not list additional strengths or innovation | Discipline provides evidence of strengths or innovation in one area. | Discipline provides evidence of strengths or innovation more than one area, or of several innovations in at least one area. |
| 7: Program Improvements/Maintenance | Discipline does not demonstrate an understanding of its own weaknesses in light of information and data provided. | Discipline demonstrates an understanding of its own weaknesses in light of information and data provided. | Discipline demonstrates an understanding of its own weaknesses from data provided, and suggests/implements maintenance/improvement strategies. |
| 8: Trends Improvements/Successes | Discipline does not identify major trends, or the plans are not supported by the data and information provided. | Discipline identifies and describes major trends, which will affect enrollment and provides data to support conclusion. | The discipline identifies and describes trends, provides data to support conclusion and has developed a plan to address those trends. |
| 9: Plans/Vision for Program Future | Discipline does not have plans in place to remedy weaknesses or bolster strengths, or the plans are not supported by the data and information provided. | Discipline has plans in place to remedy weaknesses or bolster strengths that are supported by the data and information provided. | The discipline has established a time-line to embark on implementation of its plans that are supported by the data and information provided. |