

Instructional Program Review Evaluation Rubric, **ENTER PROGRAM**

Question # / Variable	Rating	Score	Comments
1.b. Alignment with CHC Mission	<p>3 = Unit has provided a substantial discussion of the ways its mission aligns with the college's mission.</p> <p>2 = Unit has partially provided a substantial discussion of the alignment between its mission and the college's mission.</p> <p>1 = Unit has not demonstrated that its mission aligns with the college's mission.</p> <p>0 = No response offered.</p>		
2.d. Needs-Based Curriculum	<p>3 = Curriculum is up-to-date, addresses equity and inclusion, and is demonstrably needs-based (e.g.: COR, that the COR is up-to-date, survey, labor market data, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, articulation standards, articulation agreements, and/or other evidence as applicable).</p> <p>2 = Curriculum is up-to-date and not demonstrably needs-based.</p> <p>1 = Curriculum is not up-to-date and there is no evidence showing that it is needs-based.</p> <p>0 = No response offered.</p>		
2.e. Scheduling Matrix	<p>3 = Unit has developed a two-year matrix of courses offered in each term.</p> <p>2 = Unit has developed a matrix of courses offered each term that is less than two years.</p> <p>1 = Unit does not have a matrix of course offerings.</p> <p>0 = No response offered.</p>		
4. Student Learning Outcomes (SLOs)	<p>3 = SLOs have been defined, assessed with an emphasis on disproportionate impact by gender, age, or ethnicity (if the data is available), evaluated in reference to a target, have been used to inform instruction (i.e.: action plan in Q10), and have been posted in the catalog for each degree and certificate.</p> <p>2 = SLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the SLOs have not been posted in the catalog for each degree and certificate.</p> <p>1 = SLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.</p> <p>0 = No response offered.</p>		
5.a.i. Course Completion Rate (formally retention)	<p>3 = Unit has set a sound target, has either met the target or made significant progress towards meeting the target. It has developed strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity that are included in the action plan (i.e., Q10). If no disproportionate impact is present, then the program describes the strategies it will continue to employ to maintain equity in the program. Q10 was used to highlight these strategies and/or offer resource requests in support of these efforts.</p> <p>2 = Unit has set a sound target, but has not made significant progress, or has only partially developed strategies to reduce disproportionate impact or maintain equity.</p>		

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	1 = Unit has not set a sound target and/or has declined and has not developed strategies to reduce disproportionate impact or maintain equity. 0 = No response offered.		
5.a.ii. Course Success Rate	3 = Unit has set a sound target, has either met the target or made significant progress towards meeting the target. It has developed strategies to reduce disproportionate impact if any exists by gender, age, or ethnicity that are included in the action plan (i.e., Q10). If no disproportionate impact is present, then the program describes the strategies it will continue to employ to maintain equity in the program. Q10 was used to highlight these strategies and/or offer resource requests in support of these efforts. 2 = Unit has set a sound target, but has not made significant progress, or has only partially developed strategies to reduce disproportionate impact or maintain equity. 1 = Unit has not set a sound target and/or has declined and has not developed strategies to reduce disproportionate impact or maintain equity. 0 = No response offered.		
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5.a.iii. Full-Time / Part-Time Faculty Ratio	3 = The Full-time faculty load (FTEF) ratio is clearly stated and how it impacts program and student success has been explained. 2 = The Full-time faculty load (FTEF) ratio was either clearly stated and how the ratio impacts program and student success was not explained or how the ratio impacts program and student success was explained, but the ratio was not clearly stated. 1 = The full-time faculty load (FTEF) ratio was not clearly stated and how the ratio impacts program and student success was not explained. 0 = No response offered.		
5.a.iv. WSCH / FTEF Ratio	3 = Unit has set a sound target and has either met the target or made significant progress towards meeting the target. 2 = Unit has set a sound target, but has not made significant progress. 1 = Unit has not set a sound target and/or has declined. 0 = No response offered.		
6.a and 6.c Program Student Demographics	3 = The program has analyzed its program student demographics in relation to the college demographics. The program has identified any discrepancies, and developed a plan that is included in the action plan (i.e. Q10) to address discrepancies. If no discrepancies are present, then the program offered strategies that it will continue to employ to maintain equity in the program. Q10 was also used to highlight these strategies and/or offer resource requests in support of these efforts. 2 = The program has analyzed its program student demographics in relation to the college demographics but has not identified existing discrepancies, developed a plan to address the discrepancies, or discussed how it intends to maintain equity in the program. 1 = The unit has not analyzed its program student demographics in relation to the college demographics.		

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	0 = No response offered.		
8.b. Alignment with CHC Vision	<p>3 = Unit has provided a substantial discussion of the ways its vision aligns with the college's vision.</p> <p>2 = Unit has partially provided a substantial discussion of the alignment between its vision and the college's vision.</p> <p>1 = Unit has not demonstrated that its vision align with the college's vision.</p> <p>0 = No response offered.</p>		
10. Goals	<p>3 = Unit has identified goals that are clearly related to the results of its self-evaluation, reflect the big picture, and are ambitious but attainable. Each goal's scope is such that its achievement would represent significant progress.</p> <p>2 = Unit has identified goals that are somewhat related to the results of its self-evaluation, only moderately reflect the big picture, and/or are either not ambitious enough or not attainable. Each goal's scope is such that its achievement would represent moderate progress.</p> <p>1 = Unit has not identified goals, and/or goals are unrelated to the results of its self-evaluation, fail to reflect the big picture, and/or are trivial. Each goal is of such limited scope that its achievement represents insignificant progress.</p> <p>0 = No response offered.</p>		
10. Objectives	<p>3 = Unit has identified objectives that are clearly related to the results of its self-evaluation, concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are necessary to achievement of the objective.</p> <p>2 = Unit has identified objectives that are somewhat related to the results of its self-evaluation, only partially concrete, specific, measurable, and reasonable with respect to scope and timeline. If an objective includes resources, the rationale shows that they are somewhat related to achievement of the objective.</p> <p>1 = Unit has not identified objectives, and/or objectives are unrelated to the results of its self-evaluation, or objectives meet few or none of the characteristics specified in ratings 2 and 3.</p> <p>0 = No response offered.</p>		