

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

Question # / Variable	Rating	Score	Comments
1.b. Alignment with CHC Mission	3 = Unit has provided a substantial discussion of the ways its mission aligns with the college's mission. 2 = Unit has partially provided a substantial discussion of the alignment between its mission and the college's mission. 1 = Unit has not demonstrated that its mission align with the college's mission.		
2.d. Needs-Based Curriculum	3 = Curriculum is up-to-date and demonstrably needs-based (e.g.: 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). 2 = Curriculum is up-to-date and not demonstrably needs-based. 1 = Curriculum is not up-to-date and there is no evidence showing that it is needs-based.		
2.e. Scheduling Matrix	3 =Unit has developed a two-year matrix of courses offered in each term. 2 = Unit has developed a matrix of courses offered each term that is less than two years. 1 = Unit does not have a matrix of course offerings.		
4. Program Learning Outcomes (PLOs)	3 = PLOs have been defined, assessed, evaluated in reference to a target, have been used to inform instruction, and have been posted in the catalog for each degree and certificate. 2 = PLO cycle is only partially complete, the outcomes process has not been used to inform instruction, or the PLOs have not been posted in the catalog for each degree and certificate. 1 = PLOs have not been developed, assessed, used to inform instruction, and have not been posted in the catalog for each degree and certificate.		
5.a.i. Course Completion Rate (formally retention)	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.		
5.a.ii. Course Success Rate	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.		
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.		
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.		

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5.a.v. Fill Rate	3 = The number of enrollments at Census divided by the cap is 80% or higher 2 = The number of enrollments at Census divided by the cap is 70-79.9%. 1 = The number of enrollments at Census divided by the cap is less than 70%.		
6.a and 6.c Program Student Demographics	3 = The program has analyzed its program student demographics in relation to the college demographics, identified any discrepancies, and developed a plan to address discrepancies if any were found. 2 = The program has analyzed its program student demographics in relation to the college demographics but has not identified existing discrepancies or developed a plan to address the discrepancies. 1 = The unit has not analyzed its program student demographics in relation to the college demographics, identified discrepancies, and developed a plan to address discrepancies if any were found.		
8.b. Alignment with CHC Vision	3 = Unit has provided a substantial discussion of the ways its vision aligns with the college's vision. 2 = Unit has partially provided a substantial discussion of the alignment between its vision and the college's vision. 1 = Unit has not demonstrated that its vision align with the college's vision.		
10. Goals	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. 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. 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.		
10. Objectives	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. 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. 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.		