## CHC Instructional Program Review Document Quality Evaluation Rubric

|  | **Meets Expectations** | **Does Not Meet Expectations** |
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| **Each Question** | Answers all parts of the question completely with relevant information.  Well-written answer conveys meaning clearly.  Includes or refers to relevant evidence, concrete examples.  Shows evidence of thoughtful consideration of the question and the issues relevant to it.  Response indicates that the unit followed directions and suggestions on the Form and in the “Completing the Forms” section of the *Handbook*. | Answers incompletely or not at all, or includes irrelevant information.  Meaning is unclear.  Includes insufficient evidence and/or examples to support assertions.  Shows insufficient evidence of thoughtful consideration.  Response indicates that the unit did not follow directions and suggestions on the Form and/or in the “Completing the Forms” section of the *Handbook*. |
| **Overall** | Responses indicate that the unit followed *Handbook* directions and suggestions with respect to the planning and program review process; for example:   * Broad participation and consensus, documented on the Forms * Departmental discussions of significant issues * Adherence to the planning and program review schedule   Overall, makes a persuasive case that the program is maintaining or increasing its strengths and addressing its weaknesses. | Responses indicate that the unit did not follow *Handbook* directions and suggestions with respect to the planning and program review process.  Overall, does not make a persuasive case that the program is maintaining or increasing its strengths and addressing its weaknesses. |

| **Question** | **Meets Expectations** | **Does Not Meet Expectations** |
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| 1. *Assume the reader doesn’t know anything about your program. Please describe your program, including the following:*    1. *Organization (including staffing and structure)*    2. *Mission, or primary purpose*    3. *Whom you serve (including demographics)*    4. *What kind of services you provide*    5. *How you provide them (including alternative modes and schedules of delivery: e.g.: online, hybrid, early morning, evening services)*    6. ***Rubric Item:*** *Needs-Based Curriculum (e.g.: survey, environmental scan, transfer patterns such as GE, IGETC, CSU, AA-T, or AS-T, accreditation standards, and/or articulation agreement, other bases as applicable)*    7. ***Rubric Item:*** *Scheduling Matrix* |  |  |
| 1. *What external factors have a significant impact on your program? Please include the following as appropriate:*    1. *Budgetary constraints or opportunities*    2. *Competition from other institutions*    3. *Requirements of four-year institutions*    4. *Requirements imposed by regulations, policies, standards, and other mandates*    5. *Job market*       1. *Requirements of prospective employers*       2. *Developments in the field (both current and future)* |  |  |
| 1. *Progress on SLOs*    1. *Please summarize the progress your unit has made on program and/or course level SLO measures you have applied since your last program review.*    2. *Please describe any program/course and/or instructional improvements made by your unit as a result of the outcomes assessment process.*    3. *What is your plan for continuously completing the assessment cycle?*    4. *If your program has SAOs, please discuss here.* |  |  |
| 1. *Outcomes Assessment Reporting – Please use the following tool to report each course or program that was assessed this year, the type of outcome assessed, and the ILO the outcome maps to. In addition, also provide the* [*Five Column Assessment*](http://www.craftonhills.edu/~/media/Files/SBCCD/CHC/About%20CHC/Research%20and%20Planning/SBCCD%20District%20Research/SLOMadeSimple_Final_20110509.pdf) *information in the spaces provided: learning outcomes statement, means of assessment, criteria for success, summary of evidence, and the use of results. Should you prefer, the Five Column Assessment information can be attached as a separate document. Additionally, other supporting documents that you wish to include can also be attached to the outcome.* |  |  |
| 1. *Please provide…*    1. *A list of any quantitative or qualitative measures not provided in question 5 that you have chosen to gauge your program’s effectiveness (e.g.: transfers, degrees, certificates, satisfaction, student contacts, student headcount, Perkin’s data, etc.)*    2. *A summary of the results of these measures*    3. *What did you learn from your evaluation of these measures, and what improvements have you implemented or do you plan to implement as a result of your analysis of these measures?* |  |  |
| 1. *Please discuss your program’s performance on each program specific data item as provided by the Office of Institutional Effectiveness, Research and Planning. If you have already discussed your programs performance on one or more these components then refer to that response here, rather than repeating it..*    1. *Instructional Program Health Evaluation Rubric (The rubric is available in Blackboard, on the OIERP Web Site, and in the PPR Handbook.)*       1. ***Rubric Item:*** *Course Completion Rate (formally retention) (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)*       2. ***Rubric Item:*** *Course Success Rate (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)*       3. ***Rubric Item:*** *Full-Time/Part-Time Faculty Ratio (The target is 75% or higher. Use the data provided by the OIERP to provide a reason for any deviation from the target.)*       4. ***Rubric Item:*** *WSCH/FTEF Ratio (Use the data provided by the OIERP to set a target and provide an explanation for the target that has been set.)*       5. ***Rubric Item:*** *Fill rate (The target is 80% or higher. Use the data provided by the OIERP and please provide a reason for any deviation from the target. This may involve a discussion around the appropriateness of the cap and how it was set.)* |  |  |
| 1. *What is going well and why? What is not going well and why? Please provide a brief analysis of how your unit is performing at serving students on each of the areas listed below (as applicable), along with any other areas you regard as significant.*  * *Representativeness of population served* * *Alternative modes and schedules of delivery (e.g.: online, hybrid, early morning, evening services)* * *Partnerships (internal and external)* * *Implementation of best practices* * *Efficiency in operations* * *Efficiency in resource use* * *Staffing* * *Participation in shared governance (e.g., do unit members feel they participate effectively in planning and decision-making?)* * *Professional development and training* * *Innovation* * *Compliance with applicable mandates* |  |  |
| 1. *Vision and Mission*    1. *Tell us your vision: Where would you like your program to be four years from now?*    2. ***Rubric Item:*** *Describe how your mission from question 1B and vision align with and contribute to the college’s mission and vision, as specified in the CHC Educational Master Plan.* |  |  |
| 1. *Briefly summarize the progress your unit has made in meeting the goals and objectives identified in your last* Four-Year Action Plan*.* |  |  |
| 1. ***Rubric Item:*** *Reflect on your responses to all the previous questions. Complete the* Four-Year Action Plan*, entering the specific program goals and objectives you have formulated to maintain or enhance your strengths, or to address identified weaknesses. Assign an overall priority to each goal and each objective. In addition, enter any resources required to achieve each objective.* |  |  |
| **Overall Assessment** |  |  |