

FOOTHILL COLLEGE

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW  
EVALUATION RUBRIC

Program Name:

Assessment Cycle(s)

Date Reviewed

**PROGRAM MISSION**

|  | MEETS CRITERIA   | NEEDS STRENGTHENING   | DOES NOT MEET CRITERIA                                  | COMMENTS                          |
|--|--|---|---|-----------------------------------|
| <p><b>PROGRAM MISSION</b><br/>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<br><input type="checkbox"/> Specific to the program; who it serves and what it does that separates it from other departments/programs<br><input type="checkbox"/> Addresses the larger impact of the program<br><input type="checkbox"/> Identifies stakeholders<br><input type="checkbox"/> Aligned with College mission statement | <input type="checkbox"/> States the program’s purpose and who it serves<br><input type="checkbox"/> Limited scope & reach<br><input type="checkbox"/> Does not align with College mission statement | <input type="checkbox"/> No Mission Statement submitted | <p>Click below to enter text.</p> |

Reviewer Name:

**SECTION 1: DATA & TREND ANALYSIS**

|                                 | MEETS CRITERIA  | DOES NOT MEET CRITERIA   | COMMENTS                   |
|---------------------------------|---|--|----------------------------|
| <b>DATA COLLECTION</b><br>(A-C) | <input type="checkbox"/> Presents data provided by I & IR<br>OR<br><input type="checkbox"/> Cites other data source | <input type="checkbox"/> Does not present data provided by I & IR<br>OR<br><input type="checkbox"/> Does not cite other data sources | Click below to enter text. |

|  | MEETS CRITERIA   | NEEDS STRENGTHENING  | DOES NOT MEET CRITERIA   | COMMENTS                   |
|--|--|--|--|----------------------------|
| <b>ANALYSIS</b><br>(D) <b>Enrollment Trends</b><br>(E) <b>Student Demographics</b><br>(F) <b>Productivity</b><br>(G) <b>Course Offerings</b><br>(H, I) <b>Curriculum and SLOs</b><br>(J) <b>Innovation</b> | <input type="checkbox"/> Clear and organized (esp. to those outside program)<br><input type="checkbox"/> Analyze previous year's data to past trends, as appropriate.<br><input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate. | <input type="checkbox"/> Contains irrelevant or unclear information.<br><input type="checkbox"/> Portions of analysis are incomplete, limited discussion of action plans/strategies. | <input type="checkbox"/> Does not provide analysis or discussion of action plans/strategies. | Click below to enter text. |

**SECTION 2: STUDENT EQUITY AND INSTITUTIONAL STANDARDS**

|  | MEETS CRITERIA  | DOES NOT MEET CRITERIA  | Comments                |
|--|---|---|-------------------------|
| (A)<br><b>COURSE COMPLETION</b><br>(B)<br><b>DEGREE COMPLETION</b><br>(C)<br><b>CERTIFICATE COMPLETION</b><br>(D)<br><b>TRANSFER TO FOUR YEAR COLLEGES/ UNIVERSITIES</b> | <input type="checkbox"/> Analysis considers how these indicators compare at your program level and at the college level<br><input type="checkbox"/> Analysis includes discussion of any differences by student demographics | <input type="checkbox"/> Analysis does not consider how these indicators compare at your program level and at the college level<br><input type="checkbox"/> Analysis does not include discussion of any differences by student demographics | Click below to add text |

**SECTION 3: CORE MISSION & SUPPORT**

|                            | MEETS CRITERIA  | NEEDS STRENGTHENING   | DOES NOT MEET CRITERIA  | COMMENTS                   |
|----------------------------|---|---|---|----------------------------|
| (A)<br><b>BASIC SKILLS</b> | <input type="checkbox"/> Analysis includes course completion data and factors that affect trends<br><input type="checkbox"/> Includes plan to address issues identified in analysis | <input type="checkbox"/> Analysis includes course completion data only<br><input type="checkbox"/> Plan to address issues identified is limited | <input type="checkbox"/> Analysis does not include course completion data and/or factors that affect trends<br><input type="checkbox"/> Does not include plans to address issues identified in analysis | Click below to enter text. |

|                        | MEETS CRITERIA   | NEEDS STRENGTHENING   | DOES NOT MEET CRITERIA   | COMMENTS                   |
|------------------------|--|---|--|----------------------------|
| (B)<br><b>TRANSFER</b> | <input type="checkbox"/> Discussion of strategies or initiatives to improve transfer rates<br><input type="checkbox"/> Addresses any transfer related issues, including articulation | <input type="checkbox"/> Discussion includes transfer data but analysis is limited<br><input type="checkbox"/> Addresses any transfer related issues, including articulation but is limited | <input type="checkbox"/> No discussion or analysis of transfer data<br><input type="checkbox"/> Does not address any transfer related issues, including articulation | Click below to enter text. |

|                         | MEETS CRITERIA   | NEEDS STRENGTHENING   | DOES NOT MEET CRITERIA  | COMMENTS                   |
|-------------------------|--|---|---|----------------------------|
| (C)<br><b>WORKFORCE</b> | <input type="checkbox"/> Discussion & analysis of labor market data, including current demand, placement & wage data for Foothill program and regional program<br><input type="checkbox"/> Documentation of advisory board meetings and community outreach efforts<br><input type="checkbox"/> Discussion of accreditation process and any outcome assessment efforts, if applicable | <input type="checkbox"/> Limited discussion & analysis of labor market data, including current demand, placement & wage data for Foothill program and regional program<br><input type="checkbox"/> Incomplete documentation of advisory board meetings and community outreach efforts<br><input type="checkbox"/> Limited discussion of accreditation process and any outcome assessment efforts, if applicable | <input type="checkbox"/> No discussion & analysis of labor market data, including current demand, placement & wage data for Foothill program and regional program<br><input type="checkbox"/> No documentation of advisory board meetings and community outreach efforts<br><input type="checkbox"/> No discussion of accreditation process and any outcome assessment efforts, when applicable | Click below to enter text. |

**SECTION 4: LEARNING OUTCOMES ASSESSMENT**

|               | MEETS CRITERIA  | 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 below 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                   |
|--|--|--|--|----------------------------|
| <b>SLO Assessment &amp; Reflection</b> | <input type="checkbox"/> Discussion regarding section prompts are student focused<br><input type="checkbox"/> Discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends<br><input type="checkbox"/> Discussion of how CL-SLOs are related to PL-SLOs, and to the college mission<br><input type="checkbox"/> Demonstration of dialogue in your program that shape/evaluate PL-SLOs | <input type="checkbox"/> Discussion regarding section prompts are somewhat student focused<br><input type="checkbox"/> Limited discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends<br><input type="checkbox"/> Limited discussion of how CL-SLOs are related to PL-SLOs, and to the college mission.<br><input type="checkbox"/> Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs | <input type="checkbox"/> Discussion regarding section prompts are not student focused<br><input type="checkbox"/> No discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends.<br><input type="checkbox"/> No discussion of how CL-SLOs are related to PL-SLOs, and to the college mission<br><input type="checkbox"/> No demonstration of dialogue in your program that shape/evaluate PL-SLOs | Click below to enter text. |

SECTION 6: PROGRAM GOALS AND RATIONALE

|                                    | MEETS CRITERIA  | DOES NOT MEET CRITERIA  | COMMENTS                   |
|------------------------------------|---|---|----------------------------|
| <b>Program Goals and Rationale</b> | <input type="checkbox"/> Previous year goals include status update<br><input type="checkbox"/> New goals are tied to college initiatives, such as improved student success<br><input type="checkbox"/> Discussion of how progress toward new program goals will be measurable | <input type="checkbox"/> Previous year goals do not include status update<br><input type="checkbox"/> New goals are not tied to college initiatives, such as improved student success<br><input type="checkbox"/> No discussion of how progress toward new program goals will be measurable | Click below to enter text. |

SECTION 7: PROGRAM RESOURCES AND SUPPORT

|  | MEETS CRITERIA   | DOES NOT MEET CRITERIA  | COMMENTS                   |
|--|--|---|----------------------------|
| <b>Program Resources &amp; Support</b> | <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 aforementioned goal<br><input type="checkbox"/> Evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity. | <input type="checkbox"/> Program resource needs/requests are not tied to a related goal in section 6.<br><input type="checkbox"/> No evaluation of resources needs/requests over past three-year cycle (especially if requests have been granted) in increasing student success and student equity. | Click below to enter text. |

SECTION 8: PROGRAM REVIEW SUMMARY

|                               | MEETS CRITERIA  | DOES NOT MEET CRITERIA   | COMMENTS                   |
|-------------------------------|---|--|----------------------------|
| <b>Program Review Summary</b> | <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 address concerns or recommendations that were made in prior year program review cycle | Click below to enter text. |

SECTION 9: FEEDBACK AND FOLLOW UP

|                               | MEETS CRITERIA   | DOES NOT MEET CRITERIA  | COMMENTS                   |
|-------------------------------|--|---|----------------------------|
| <b>Program Review Summary</b> | <input type="checkbox"/> Dean and VP commented on Program Review<br><input type="checkbox"/> Dean and VP feedback agree with the discussion and analysis provided by the program | <input type="checkbox"/> Dean and VP did not comment on Program Review<br><input type="checkbox"/> Dean and VP feedback does not agree with the discussion and analysis provided by the program | Click below to enter text. |

REVIEWER NOTES, IF ANY: [Click here to enter text.](#)