Instructional Program Review Rubric

Section	Underdeveloped (1)	Developed (2)	Highly Developed (3)
Program Overview	There is no real attempt to describe the program and summarize the changes since the last IPR	There is a description of the program and summary of changes that have occurred since the last IPR	There is a clear description of the program that include how the program aligned with and support the College strategic plan, specifically the mission statement and strategic goals and summarizes the changes that have occurred since the last IPR
Student Achievement Outcomes	Little or no analysis of student achievement trends	Some analysis of student achievement trends	Comprehensive analysis of student achievement trends
	Little or no discussion of student diversity and equity related to academic achievement.	Some discussion of student diversity and equity related to academic achievement. Little to no plan for improvement to address equity gaps	Well-developed assessment and discussion of student diversity and equity related to academic achievement . Well developed plan for improvement to address equity gaps.
Student Learning Outcomes	Description of program and course-level student learning outcomes are not present or vague, with little or no description of both direct and indirect measures	Program and course-level student learning outcomes development is mentioned and there is some attempt to incorporate discussion of indirect and direct measures of learning	Program and course-level student learning outcomes and their development are described clearly and include a description of indirect and direct measures of learning
	Assessment methods are not/minimally identified; no evidence of use of assessment results to improve curriculum, academic support services, or faculty development	Lessons learned from the assessment process are provided, as are some actions taken based on the data	Lessons learned from indirect and direct assessment processes are provided, as are actions taken based on the data
	There is no real attempt to use results to improve curriculum, academic support services, technology, and faculty development	General discussion of how the program uses results to improve curriculum, academic support services, technology, and faculty development	Descriptions include how the program uses results to improve curriculum, academic support services, technology, and faculty development
Students Survey Analysis	No survey of students was conducted	Student surveys were conducted, and an elementary analysis is provided	Student surveys were conducted, and a meaningful analysis and summary is provided
Enrollment Management	Little or no analysis of enrollment management trends	Some analysis of enrollment management trends (At least 75% of the data topics) was conducted and is discussed	Comprehensive analysis of all enrollment management trends was conducted and is discussed
Curriculum Review	Less than 100% of curriculum (e.g., courses, certificates, degrees) has was reviewed and there was no plan for finishing the review process	100% of curriculum (e.g., courses, certificates, degrees) were reviewed	100% of curriculum (e.g., courses, certificates, degrees) were reviewed and a plan for future curriculum is created
	Little or no discussion of strengths, accomplishments and improvements needed	Some discussion of current trends and issues in the program's discipline	Discussion of current trends and issues in the program's discipline reflects a spirit of continuous improvement and self-reflection
	No articulation information was reviewed or mentioned	Course and program articulations are listed but there is little or basic narrative describing the information or plans moving forward	Course and program articulations are listed with a clear narrative describing the information or plans for maintaining and creating future articulations
External Compliance	Little or no description of how trends may be impacted by internal and external forces	Shows elementary understanding of internal and/or external forces that impact students' program completion, certificate attainment, and employment prospects	Incorporates a direct link to and understanding of both internal and external forces that impact students' program completion, certificate attainment and employment prospects
External Analysis: Job Market Assessment (CE Only)	Little or no analysis of labor market influence on the program, student employment prospects, or expected salaries upon program completion	Analysis of labor market demands that includes some of the following: market influence on the program, student employment prospects, or expected salaries upon program completion	Analysis of labor market demands that includes all the following: market influence on the program, student employment prospects, or expected salaries upon program completion
Program Planning and Communication Strategies	Little or no description of how the program plans or communicates	A basic description of how the program plans or communicates	A comprehensive description of how the program plans, uses data and communicates with scheduled meetings and topics
Academic Planning Analysis Summary	Little or no description of program achievement or opportunities for improvement	Program analysis findings highlight achievements since the previous IPR and provide suggestions for improvement	Program analysis findings are summarized in a manner that clearly identifies the achievements of the program and describes opportunities for improvement
Workload and Staffing Assessment	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment includes generalized impact factors, opportunities, or deficiencies	Multiple impact factors are included, assessments for opportunities, or deficiencies are clearly described
Professional Development	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment includes generalized impact factors, opportunities, or deficiencies	Multiple impact factors are included, assessments for opportunities, or deficiencies are clearly described
Facilities	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment includes generalized impact factors, opportunities, or deficiencies	Multiple impact factors are included, assessments for opportunities, or deficiencies are clearly described
Equipment	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment includes generalized impact factors, opportunities, or deficiencies	Multiple impact factors are included, assessments for opportunities, or deficiencies are clearly described
Technology	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment includes generalized impact factors, opportunities, or deficiencies	Multiple impact factors are included, assessments for opportunities, or deficiencies are clearly described
Progress on ongoing and completed (2 or 4-years) action plans	Little to no progress reported	A basic progress report is made with some outcomes shared	A detailed progress report with all action plans addressed and outcomes clearly listed
SWOT Analysis	Little to no assessment conducted	A brief list of factors listed across the assessment metrics	A detailed description of the various aspects of the program across all assessment metrics
Program Plan	The action plan does not/or indirectly align with the College Mission	The action plan indirectly aligns with the College Mission The action plan aligns with the College Mission	The action plan clearly aligns with the College Mission Evidence is provided that supports how the action plan strongly aligns with the College Mission
	The action plan does not/ or indirectly support the College Strategic Goals	The action plan supports the College Strategic Goals	The action plan clearly supports the College Strategic Goals Evidence is provided that shows how the action plan strongly supports the College Strategic Goals
	The action plan does not/ or indirectly support the ISLOs	The action plan supports the ISLOs	The action plan clearly supports the ISLOs Evidence is provided that shows how the action plan clearly supports the ISLO's
	There is no evidence to support the initiative	There is evidence that supports the initiative	There is evidence that clearly supports the initiative Evidence is provided and explained on how the program supports the initiative
	There is no connection between the resources and the associated initiatives	There are connections between the resources and the associated initiatives	There is a clear connection, with evidence/explanation, between the resources and the associated initiatives
	There is no clear outcome	There are non-measurable outcomes	There are clear measurable outcomes
	No clear cost estimation was provided	A cost estimate is provided	Total cost of ownership estimates and sustainability costs are provided
Prioritization	Initiatives are not prioritized	Initiatives are somewhat prioritized	Initiatives are prioritized

Approved by Senate: 9/7/22