

FOOTHILL COLLEGE

COMPREHENSIVE INSTRUCTIONAL PROGRAM REVIEW  
EVALUATION RUBRIC

Program Name: Anthropology

Date Reviewed 2-21-14

**PROGRAM MISSION**

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<p><b>PROGRAM MISSION</b> 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 <input checked="" type="checkbox"/> Specific to the program; who it serves and what it does that separates it from other departments/programs <input checked="" type="checkbox"/> Addresses the larger impact of the program <input checked="" type="checkbox"/> Identifies stakeholders <input type="checkbox"/> Aligned with College mission statement	<input checked="" type="checkbox"/> States the program's purpose and who it serves <input type="checkbox"/> Limited scope & reach <input checked="" type="checkbox"/> Does not align with College mission statement	<input type="checkbox"/> No Mission Statement submitted	<p>Yellow: Mission statement would benefit from simplification and closer alignment with college mission.</p>

**SECTION 1: DATA & TREND ANALYSIS**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>DATA COLLECTION</b> (A-C)	<input checked="" type="checkbox"/> Presents data provided by I & IR OR <input type="checkbox"/> Cites other data source	<input type="checkbox"/> Does not present data provided by I & IR OR <input type="checkbox"/> Does not cite other data sources	Green: Any analysis needs to be moved to section d-j. College cannot track certificates of proficiency as they are not state approved and therefore not entered in Banner. Non-transcriptable certificates should be tracked by department. Need to demonstrate with evidence why non-transcriptable certificate can demonstrate to other institutions the students' training, given that it does not show up on the student transcript (especially for transfer purposes).

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
<b>ANALYSIS</b> (D) <b>Enrollment Trends</b> (E) <b>Student Demographics</b> (F) <b>Productivity</b> (G) <b>Course Offerings</b> (H, I) <b>Curriculum and SLOs</b> (J) <b>Innovation</b>	<input type="checkbox"/> Clear and organized (esp. to those outside program) <input checked="" type="checkbox"/> Analyze previous year's data to past trends, as appropriate. <input type="checkbox"/> Discussion regarding action plans/strategies that result from data analysis, as appropriate.	<input checked="" type="checkbox"/> Contains irrelevant or unclear information. <input checked="" 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.	Yellow: Analysis needs to be tied to data, not anecdotal information. For example, how does department know that students are coming from elsewhere- how is elsewhere defined?

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

	MEETS CRITERIA	DOES NOT MEET CRITERIA	Comments
(A) <b>COURSE COMPLETION</b> (B) <b>DEGREE COMPLETION</b> (C) <b>CERTIFICATE COMPLETION</b> (D) <b>TRANSFER TO FOUR YEAR COLLEGES/ UNIVERSITIES</b>	<input checked="" type="checkbox"/> Analysis considers how these indicators compare at your program level and at the college level <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 <input checked="" type="checkbox"/> Analysis does not include discussion of any differences by student demographics	Yellow: Anecdotal; ex. Cite data sources- how were Anthro majors counted?

**SECTION 3: CORE MISSION & SUPPORT**

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(A) <b>BASIC SKILLS</b>	<input type="checkbox"/> Analysis includes course completion data and factors that affect trends <input type="checkbox"/> Includes plan to address issues identified in analysis	<input type="checkbox"/> Analysis includes course completion data only <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 <input type="checkbox"/> Does not include plans to address issues identified in analysis	NA

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(B) <b>TRANSFER</b>	<input checked="" type="checkbox"/> Discussion of strategies or initiatives to improve transfer rates <input type="checkbox"/> Addresses any transfer related issues, including articulation	<input type="checkbox"/> Discussion includes transfer data but analysis is limited <input checked="" type="checkbox"/> Addresses any transfer related issues, including articulation but is limited	<input type="checkbox"/> No discussion or analysis of transfer data <input type="checkbox"/> Does not address any transfer related issues, including articulation	Yellow:  What indicators/sources to base supposition?  Examples regarding articulation data? What courses received new agreements?

	MEETS CRITERIA	NEEDS STRENGTHENING	DOES NOT MEET CRITERIA	COMMENTS
(C) <b>WORKFORCE</b>	<input type="checkbox"/> Discussion & analysis of labor market data, including current demand, placement & wage data for Foothill program and regional program <input type="checkbox"/> Documentation of advisory board meetings and community outreach efforts <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 <input type="checkbox"/> Incomplete documentation of advisory board meetings and community outreach efforts <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 <input type="checkbox"/> No documentation of advisory board meetings and community outreach efforts <input type="checkbox"/> No discussion of accreditation process and any outcome assessment efforts, when applicable	<p>NA</p> <p>More data needed to support statements- ex. How do you know workforce Job Shadowing was successful?</p> <p>Most of the data is too soft to consider.</p>

#### SECTION 4: LEARNING OUTCOMES ASSESSMENT

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>COURSE LEVEL</b>	<input checked="" 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	<a href="#">Click here to enter text.</a>
<b>PROGRAM LEVEL</b>	<input checked="" 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
<p><b>SLO Assessment &amp; Reflection</b></p>	<p><input type="checkbox"/> Discussion regarding section prompts are student focused</p> <p><input checked="" type="checkbox"/> Discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends</p> <p><input type="checkbox"/> Discussion of how CL-SLOs are related to PL-SLOs, and to the college mission</p> <p><input checked="" type="checkbox"/> Demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p><input type="checkbox"/> Discussion regarding section prompts are somewhat student focused</p> <p><input type="checkbox"/> Limited discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends</p> <p><input checked="" type="checkbox"/> Limited discussion of how CL-SLOs are related to PL-SLOs, and to the college mission.</p> <p><input type="checkbox"/> Limited demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p><input type="checkbox"/> Discussion regarding section prompts are not student focused</p> <p><input type="checkbox"/> No discussion of whether CL-SLO and PL-SLO assessments have led to any changes, including trends.</p> <p><input type="checkbox"/> No discussion of how CL-SLOs are related to PL-SLOs, and to the college mission</p> <p><input type="checkbox"/> No demonstration of dialogue in your program that shape/evaluate PL-SLOs</p>	<p>Yellow:</p> <p>Contradictory information, i.e. transfer data discussion. Cite transfer data.</p> <p>How do we know that students would like more practical coursework?</p>

**SECTION 6: PROGRAM GOALS AND RATIONALE**

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

**SECTION 7: PROGRAM RESOURCES AND SUPPORT**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Resources &amp; Support</b>	<input checked="" 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 <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. <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.	Green:  Need additional evidence that items being requested increased student success.  Success rates by ethnicity seems to have decreased over past three years.

**SECTION 8: PROGRAM REVIEW SUMMARY**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Review Summary</b>	<input checked="" 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 here to enter text.

**SECTION 9: FEEDBACK AND FOLLOW UP**

	MEETS CRITERIA	DOES NOT MEET CRITERIA	COMMENTS
<b>Program Review Summary</b>	<input checked="" type="checkbox"/> Dean and VP commented on Program Review <input checked="" 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 <input type="checkbox"/> Dean and VP feedback does not agree with the discussion and analysis provided by the program	

**REVIEWER NOTES, IF ANY:** Yellow: Program review needs to be more succinct and include campus available data. Recommend out of cycle review primarily due to lack of citation of data sources (especially transfer data- i.e. applicants to UCLA). What data is being used to make conclusions? Example- data as evidence of demand for new program planning and decision making.



