**Program Review Process Rubric**

**Instructions to Provide Feedback**: Include comments for each criterion to support scoring and identify areas for improvement.

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| --- | --- | --- | --- | --- |
| Criteria | Excellent | Good | Satisfactory | Needs Improvement |
| Alignment with Mission | The program's mission is clearly aligned with the college’s mission and strategic goals | Some alignment with the college’s mission, but not fully articulated. | Limited alignment with institutional mission. | No alignment with the college’s mission. |
| Degrees | Note completion |  |  |  |
| Program Goals Completed | Clearly identifies all goals from the previous cycle and alignment with Strategic Directions. Provides detailed and specific outcomes for each goal, including quantitative and qualitative data. Clearly articulates how the outcomes will influence future goals and program improvements. | Identifies most goals but may lack some specifics. Explains alignment with Strategic Directions, but lacks depth. Describes outcomes for most goals, with some data provided. Indicates some impact on future goals but lacks clarity. | Identifies some goals, but the details are vague. Limited explanation of alignment; may miss key connections. Outcomes are mentioned but lack detail or supporting data. Limited discussion of potential impact on program improvement. | Fails to identify goals or provides minimal details. No alignment with Strategic Directions identified. Limited discussion of potential impact on program improvement. |
| Program Goals | Well-defined goals with detailed action plans for improvement based on data and outcomes. Tied to resource requests. Aligned to Strategic Plan | Goals are defined.Action plans are present but may lack detail or specificity. Aligned to Strategic Plan | Goals are vague or lack sufficiently detailed action plans. | Goals are unclear or missing, and no action plan is provided |
| Program Analysis | Comprehensive analysis of relevant data, with clear interpretation and implications. | Good data analysis with some interpretation, but may miss key points. | Action plans are vague or poorly defined. | Minimal data analysis; does not support findings. |
| Labor Market | Provides a thorough analysis demonstrating clear alignment with documented labor market demand, supported by data provided. Assesses potential duplication of training programs in the service area | Analyzes demand with good support from labor market data, but may miss some points. Fair assessment of duplication | Limited analysis; mentions demand but lacks substantial data reflection. Limited assessment of duplication | No clear analysis of labor market demand; lacks supporting data. No assessment of duplication. |
| AUOs (3-year) | Clearly articulates the AUO with specific examples and measurable criteria for success. Strongly demonstrates how the AUO aligns with the corresponding ILO, with specific examples. | Articulates the AUO but may lack some specificity or measurable criteria. Shows some alignment with the ILO, but may lack specific examples. | AUO description is vague or lacks clarity. Limited alignment; connection to the ILO is unclear. | AUO description is unclear or missing. No clear alignment with the ILO is demonstrated. |
| Assessment (3-year) | Note completion |  |  |  |
| Curriculum (3-year) | Note completion |  |  |  |
| Snapshot, Conclusion | Provides a clear, concise, and comprehensive summary of the program’s current status and findings. | The summary is clear but may lack some detail or depth. | The summary is vague or unclear; it lacks key details. | The summary is poorly organized or unclear. |
| Resource Requests | Note completion and tie to Program Goals and/or Program Analysis |  |  |  |