

2019-2020 Comprehensive Program Review Rubric (Service Areas)

	Exemplary	Satisfactory	Developing
Program Overview	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> Program has achieved at least one of its goals backed by clear evidence of achievement. 	<ul style="list-style-type: none"> Program has a well-developed mission statement that aligns with the mission of the College and PCCD. Program has well-developed goals that align somewhat with College's strategic goals and PCCD goals. 	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> The program has a mission statement, but it is not in alignment, or vaguely aligns, with the mission of the College and PCCD. Goals need alignment.
Student Services and Special Programs: Students Served	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> Description of services reflects planning that is informed by data and assessment, not only for the present but also the short and longer range. Student achievement is clearly linked to one or more of the service area's activities. Report shows careful analysis of impact of any changes – positive or otherwise – along with a direction forward. Also, if area has more than one staff member, there is evidence of collaborative discussion. Past improvements have been assessed and even modified as a result of data analysis. 	<ul style="list-style-type: none"> Program Review details the services in a manner that uses present tense and is clear and detailed. Collaboration shows some development or enhancement of one's own or even another area of the college. Changes in data are discussed in the review, even if they reflect negatively on the service area. Improvement plans are linked to student achievement data provided. Though analysis may be complete, there is evidence that improvements are in early stages and have yet to be assessed. 	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> Details provided begin to describe service area but need to paint a more complete picture. Collaboration with other programs is either lacking or does not show tangible outcomes or deliverables, especially as they relate to the service area or student success in general Analysis of data is limited Activities the service area is taking to address lower completion rates for disproportionately impacted students are not measured or discussed in light of data provided. No or unrelated improvement plans

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<p>Student Services and Special Programs: Assessment</p>	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Program has taken steps to measure improvements identified previously and is reporting on them. • Data shows some positive increases in the areas of either student satisfaction or performance • Resource requests seem to demonstrate there will be a positive, measurable impact on student achievement 	<ul style="list-style-type: none"> • Program Review demonstrates student awareness of outcomes about the area, and there is evidence that this level of awareness has informed some of the service area's activities. • Changes and improvements to the program are the product of assessment and dialogue within the service area that includes student perspectives. • Plans reflect some learning that took place during the assessment process. • Program is able to ascertain an effective evaluation of its effectiveness, even if there are areas in need of improvement and/or innovation. • Linkage between goals and resource requests is clear. • While complete as a review, there is evidence that more assessment based changes or planned improvements are needed. Also, improvements made may not yet be assessed. 	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> • Plans or improvements made are not related or having passing relation at best to outcomes and assessment • Student satisfaction survey data is absent or very thin in data • Limited indicators to show success or challenges of program. • Improvement plans, resource requests are barely linked or not at all to goals of the area
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Student Services and Special Programs: Degrees and Certificates	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Service area has taken clear action to increase the number of degree and certificate completions within the population(s) it serves over the last three years. 	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <ul style="list-style-type: none"> • All answers and thorough and complete. • Service area took some steps to increase degree and certificate completions within the population(s) it serves. • Service area has a clear plan to increase the number of degree and certificate completions within the population(s) it serves 	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <ul style="list-style-type: none"> • Service area has not taken any steps to increase degree and certificate completions within the population(s) it serves • Service area has no plan, or a limited plan, to increase the number of degree and certificate completions within the population(s) it serves.
Engagement	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Program demonstrates effective part-time faculty involvement. 	<ul style="list-style-type: none"> • Program engages in a variety of institutional and community activities and efforts. • There is evidence of effort to include part-time faculty in training, discussions, and decision-making. 	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> • Program demonstrates limited engagement in institutional and community activities. • There is limited effort to include part-time faculty in training, discussions, and decision-making.