

Skyline College Comprehensive Program Review Rubric

*bullets below will be evaluated independently within each rubric area (as opposed to only one grade per rubric area)

| | Exemplary | Satisfactory | Developing |
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| Program Purpose and Review Team | <ul style="list-style-type: none"> <input type="checkbox"/> Purpose is specific to program and who it serves. <input type="checkbox"/> Program distinguishes its role from other programs on campus <input type="checkbox"/> Purpose connects to the college mission, vision, and values statement in a clear and meaningful way <input type="checkbox"/> Program review team represents a collaborative group effort | <ul style="list-style-type: none"> <input type="checkbox"/> Purpose is specific to program and who it serves. <input type="checkbox"/> Program distinguishes its role from other programs on campus <input type="checkbox"/> Purpose connects to the college mission, vision, and values statement is loosely made <input type="checkbox"/> It is unclear if the program review team represents a collaborative group effort | <ul style="list-style-type: none"> <input type="checkbox"/> Purpose and population served is not specific and/or is not provided. <input type="checkbox"/> Program's does not distinguish itself from other programs on campus. <input type="checkbox"/> Purpose connection to the college mission, vision, and values statement is not made clear or not made at all. <input type="checkbox"/> Program review team does not represents a collaborative group effort |
| Program Effectiveness: Program, College-wide & Equity Data | <ul style="list-style-type: none"> <input type="checkbox"/> Key findings from the PRIE program data packet were highlighted while considering college-wide trends and equity concerns, based on the following: 1) efficiency & | <ul style="list-style-type: none"> <input type="checkbox"/> Key findings from the PRIE program data packet were highlighted while considering college-wide trends and equity concerns, based on the following: 1) | <ul style="list-style-type: none"> <input type="checkbox"/> Standard program review report provided by PRIE Office was reviewed to a limited extent or not at all and/or key findings were not considered in |

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| | <p>productivity, 2) enrollments & headcount trends, 3) successful course completion, and 4) access & demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of program effectiveness is contextualized in light of program objectives and consideration of equity gaps. <input type="checkbox"/> Describes the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed, including discussion of program changes that came about or are planned, as a result of the PSLO assessment cycle. <input type="checkbox"/> Analysis of relevant quantitative and/or qualitative data beyond the standard PRIE data | <p>efficiency & productivity, 2) enrollments & headcount trends, 3) successful course completion, and 4) access & demographics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of program effectiveness is contextualized in light of program objectives and consideration of equity gaps. <input type="checkbox"/> Provides update on the progress made on PSLOs including achievements, gaps in learning, and/or areas in which further effort is needed. | <p>context of potential equity gap concerns.</p> <ul style="list-style-type: none"> <input type="checkbox"/> No analysis or limited analysis of program effectiveness; if analysis of program effectiveness occurred, either contextualization of findings in light of program objectives and/or consideration of equity gaps were missing. <input type="checkbox"/> Provides limited or no update on the progress made on PSLOs. |
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| | packet may be included (not required) | | |
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| <p>Progress on Prior Program Objectives</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Prior program objectives and their purpose are described, methods for measurement of progress are stated with benchmarks to measure this progress, and all are concretely related to PSLOs either in origin or in direction <input type="checkbox"/> Actions taken related to implementation of prior program objectives clearly stated, data collected in measurement of actions taken, and action status clearly stated. In addition, plans for future actions related to the results of actions taken are clearly stated. <input type="checkbox"/> Data collected is used to analyze progress by comparison to benchmarks, areas in | <ul style="list-style-type: none"> <input type="checkbox"/> Prior program objectives and their purpose are described, methods for measurement of progress are stated with benchmarks to measure this progress, however no connection to PSLOs are not made/or are not clear <input type="checkbox"/> Actions taken related to implementation of prior program objectives clearly stated, data collected in measurement of actions taken, and action status is clearly stated. <input type="checkbox"/> Data collected is used to analyze progress by comparison to benchmarks, areas in | <ul style="list-style-type: none"> <input type="checkbox"/> Prior program objectives are described, but one or more of the following are missing: <ul style="list-style-type: none"> <input type="checkbox"/> purpose of objective <input type="checkbox"/> methods for measurement <input type="checkbox"/> benchmarks for progress <input type="checkbox"/> Actions taken related to implementation of prior program objectives not clearly stated, data related to actions taken absent, OR action status not clearly stated and/or analysis of actions taken absent. |

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| | <p>which lack of progress are identified, new actions are defined in order to make progress. In addition, proposals for institutionalization of successful prior program objectives are stated.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prior program objectives demonstrated to be scalable and sustainable. <input type="checkbox"/> <i>FOR NEW PROGRAMS, plans have been made for future actions, as prior program objectives have yet to be determined.</i> | <p>which lack of progress are identified, and new actions are defined in order to make progress.</p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>FOR NEW PROGRAMS, plans have been made for future actions, as prior program objectives have yet to be determined.</i> | <ul style="list-style-type: none"> <input type="checkbox"/> <i>FOR NEW PROGRAMS, plans have not been made for future actions.</i> |
| <p>Program Access & Environment</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Issues of program access are clearly analyzed and describe the impact on student success. <p><i>(Issues of access may include the availability of services, location and hours and/or description of curricular patterns, offerings and/or modes of delivery)</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Issues of program access are described, but are lacking analysis. <p><i>(Issues of access may include the availability of services, location and hours and/or description of curricular patterns, offerings and/or modes of delivery)</i></p> | <ul style="list-style-type: none"> <input type="checkbox"/> Issues of program access are not adequately and/or specifically addressed. <p><i>(Availability of services, locations and hours and/or description of curricular patterns, offerings and modes of delivery are not addressed in enough detail or not present in the document.)</i></p> |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> Program practices demonstrate a continuing and concerted effort to increase student access. <input type="checkbox"/> Unaddressed needs, environmental factors and/or program changes are clearly identified and examined with a strong analysis of impact to the program. | <ul style="list-style-type: none"> <input type="checkbox"/> Program practices demonstrate efforts to increase student access. <input type="checkbox"/> Unaddressed needs, environmental factors and/or program changes are identified and described with an adequate analysis of impact to the program. | <ul style="list-style-type: none"> <input type="checkbox"/> The document does not include a discussion of increasing student access. <input type="checkbox"/> Unaddressed needs, environmental factors and/or program changes are not specifically addressed and/or are not present in the document. |
| <p>Program Equity</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies groups that the data suggests are disproportionately impacted OR provides evidence that no such gaps exist. <input type="checkbox"/> Describes concrete efforts to address equity gaps in IIA6, V.A. and/or V.B. <input type="checkbox"/> <i>Instruction - Efforts may reference pedagogical and curricular changes, partnerships with student support services, and the like.</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies groups that the data suggests are disproportionately impacted OR provides evidence that no such gaps exist. <input type="checkbox"/> Describes efforts to address equity gaps in IIA6, V.A. and/or V.B, but in vague or general terms. <input type="checkbox"/> <i>Instruction - Efforts may reference pedagogical and curricular changes, partnerships with student support services, and the like.</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Identifies groups that are disproportionately impacted, but the conclusions may not be fully supported by the data. <input type="checkbox"/> Does not describe any efforts to address equity gaps. <input type="checkbox"/> For any efforts were implemented or underway, no evaluation about its effectiveness was conducted. |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Student Services - Efforts may reference procedures, policies, modalities, hours of operation, and the like.</i> <input type="checkbox"/> Evaluates the effectiveness of any efforts which were implemented or are underway. Identifies barriers in implementing and/or making progress. <input type="checkbox"/> References equity related efforts in Section V plan(s), and explains how they will address equity gaps. <input type="checkbox"/> If applicable in Section V, explains how resource request(s) will address the barriers described. | <ul style="list-style-type: none"> <input type="checkbox"/> <i>Student Services - Efforts may reference procedures, policies, modalities, hours of operation, and the like.</i> <input type="checkbox"/> Evaluates the effectiveness of any efforts which were implemented or are underway. But analysis may be incomplete and/or inaccurate. <input type="checkbox"/> References equity related efforts in Section V plan(s), but needs to explain more deeply how they work toward addressing equity gaps. <input type="checkbox"/> If applicable, makes resource request(s), but needs to explain more deeply how they will address the barriers described. | <ul style="list-style-type: none"> <input type="checkbox"/> Does not reference equity related efforts in Section V plan(s). <input type="checkbox"/> If applicable, makes resource request(s), but does not explain how they will address the barriers described. |
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| <p>Action Plans & Resource Requests Emerging from Section II Analysis</p> | <p>Clearly addresses significant findings from analysis of college-wide/equity data, PSLO attainment and/or other relevant program information cited in the CPR.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Strategy for implementation is clearly identified and described.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Measurement, assessment and/or tracking of action plan objective(s) are fully developed and clear.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <ul style="list-style-type: none"> <input type="checkbox"/> Alignment with both the college and district strategic plan is clearly described and evident in the action plan. <ul style="list-style-type: none"> <input type="checkbox"/> Resource requests are directly linked to specific | <p>Addresses findings from analysis of college-wide/equity data, PSLO attainment and/or other relevant program information cited in the CPR, but may benefit from focusing on more significant findings.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Strategy for implementation is described, but could use further clarity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Measurement, assessment and/or tracking of action plan objective(s) are identified, but need continued development.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <ul style="list-style-type: none"> <input type="checkbox"/> Alignment with either the college and/or district strategic plan is described and evident in the action plan. <ul style="list-style-type: none"> <input type="checkbox"/> Resource requests include sufficient details | <p>Findings do not address analysis of college-wide/equity data, PSLO attainment and/or other relevant program information and/or is not present in the document.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Strategy for implementation is not clearly stated and/or not present in the document.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <p>Measurement, assessment and/or tracking of action plan objective(s) are not specifically addressed and/ or not present in the document</p> <ul style="list-style-type: none"> <input type="checkbox"/> Long-term plan(s) <input type="checkbox"/> Short-term plan (s) <ul style="list-style-type: none"> <input type="checkbox"/> Action plan is not aligned with either the college or district strategic plan or is not present in the document. <ul style="list-style-type: none"> <input type="checkbox"/> Resource requests lack sufficient detail to |
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| | <p>action plan objectives and clearly identify desired results including details on what is needed, how much each component will cost and the expected impact on the program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> A clear and intentional link to student success, access and equity is demonstrated in the program's action plan(s) and resource requests. | <p>to understand what is needed and how much each component will cost, but the link to specific action plan objectives and/or expected impact on the program could benefit from additional clarity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student success, access and equity are identified in the program's action plan(s) and resource requests, but would benefit from additional clarity. | <p>understand what is needed and how much each component will cost and/or are not present in the document.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program's action plan and resource requests do not specifically address student success, access or equity and/or are not present in the document. |
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