

Program: Semester and Year:	CPR Review SPARC Committee Members:
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Criteria	Sub-Criteria	Satisfactory	Developing
Program Purpose and Review Team	Purpose and Role (I.A.)	<input type="checkbox"/> Description of purpose is specific to program and whom it serves. Program distinguishes its role from other programs on campus.	<input type="checkbox"/> Description of purpose and population served is not specific and/or is not provided. Program does not distinguish itself from other programs on campus.
	Connection to College Mission	<input type="checkbox"/> Purpose connects to the college's mission/ vision/ values.	<input type="checkbox"/> Purpose loosely connects or does not connect to the college's mission/ vision/ values.
	Collaborative Effort (I.C.)	<input type="checkbox"/> Program review team represents a collaborative group effort when there is more than one full-time member.	<input type="checkbox"/> Program review team does not represent a collaborative group effort when there is more than one full-time member.
Program Effectiveness: Program, College-wide & Equity Data	Data Analysis (II.A.)	<input type="checkbox"/> Instructional Programs: Key findings from the PRIE program data packet were highlighted while considering college-wide trends and equity concerns, based on all* following: 1) efficiency & productivity, 2) enrollment & headcount trends, 3) successful course completion, and 4) access & demographics. <input type="checkbox"/> Student Support Services: Relevant data sources are consulted.	<input type="checkbox"/> Instructional Programs: PRIE program data packet* reviewed to a limited extent or not at all. <input type="checkbox"/> Student Support Services: No or irrelevant/ inappropriate data sources are consulted.
	Equity Gaps (II.A.)	<input type="checkbox"/> Analysis of program effectiveness is contextualized in light of program objectives and consideration of equity gaps.	<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.
	PSLOs (II.A.2.)	<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.	<input type="checkbox"/> Provides limited or no update on the progress made on PSLOs.

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Progress on Prior Program Objectives* <i>*FOR NEW PROGRAMS, comment on new program implementation.</i>	Action Status (II.A.1)	<input type="checkbox"/> Action status is clearly stated, including its completion, continuation, and/or revision.	<input type="checkbox"/> Action status is not clearly stated or addressed.
	Description of Action(s) (II.A.1.)	<input type="checkbox"/> Action(s) taken related to implementation of prior program objectives are clearly described.	<input type="checkbox"/> Action(s) taken related to implementation of prior program objectives are not clearly described or addressed.
	Evaluation of Progress (II.A.1.)	<input type="checkbox"/> Evaluation of progress on prior program objectives yields insights about areas of achievement or areas in which further effort is needed.	<input type="checkbox"/> Evaluation of progress is missing or limited in yielding insights about areas of achievement or areas in which further effort is needed.
Program Access & Environment	Description of Progress Access (II.A.4.)	<input type="checkbox"/> Issues of program access are described and efforts to increase access are addressed.* <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>	<input type="checkbox"/> Issues of program access are not adequately described.* <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>
	Environmental Factors (II.A.5.)	<input type="checkbox"/> Unaddressed needs, environmental factors and/or program changes are identified and the impact to the program is analyzed.	<input type="checkbox"/> Unaddressed needs, environmental factors and/or program changes are not identified and/or the impact to the program is not analyzed.
Program Equity	Efforts to Address Disproportionate Impact (II.A.6.)	<input type="checkbox"/> Describes efforts to address identified equity gaps in IIA6, V.A. and/or V.B. <i>Instruction - Efforts may reference pedagogical and curricular changes, partnerships with student support services, and the like.</i> <i>Student Services - Efforts may reference procedures, policies, modalities, hours of operation, and the like.</i>	<input type="checkbox"/> Does not describe any efforts to identify and/or address equity gaps.

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	Evaluation of Efforts (II.A.6.)	<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"/> For any efforts were implemented or underway, no evaluation about its effectiveness was conducted, or analysis may be incomplete and/or inaccurate.
	Future Efforts (II.A.6.)	<input type="checkbox"/> References equity related efforts in Section V plan(s), and explains how they will address equity gaps.	<input type="checkbox"/> Does not reference equity related efforts in Section V plan(s).
Action Plans & Resource Requests Emerging from Section II Analysis	Evidence-based (IV.A.2, V.A.)	<input type="checkbox"/> Addresses findings from analysis of college-wide/equity data, PSLO attainment and/or other relevant program information cited in the CPR.	<input type="checkbox"/> Does not address findings from analysis of college-wide/equity data, PSLO attainment and/or other relevant program information.
	Clear Strategy (V.A.)	<input type="checkbox"/> Strategy for implementation is clearly identified and described.	<input type="checkbox"/> Strategy for implementation is not clearly stated and/or absent.
	Evaluation (IV.A.2, V.A.)	<input type="checkbox"/> Measurement, assessment and/or tracking of action plan objective(s) are identified and clear.	<input type="checkbox"/> Measurement, assessment and/or tracking of action plan objective(s) are not specifically addressed, unclear, and/or not present.
	Alignment with Institutional Goal(s) (V.B.)	<input type="checkbox"/> Alignment with institutional goal(s) are present.	<input type="checkbox"/> Alignment with institutional goal(s) are absent or limited.
	Clear linkage(s) (V.B.)	<input type="checkbox"/> Resource requests are linked to specific action plan objectives and include details on what is needed, how much each component will cost and the expected impact on the program, but link to action plan could benefit from additional clarification.	<input type="checkbox"/> Resource requests lack sufficient detail to understand what is needed, how much each component will cost, and/or the expected impact on the program.



Skyline College Comprehensive Program Review Rubric

Sub-Criteria below will be evaluated independently within each rubric area (as opposed to only one overall score per rubric area).

Commendations	
Recommendations	