

# Annual Program Review Validation Rubric

#	Section	Underdeveloped (1)	Developed (2)	Highly Developed (3)
<b>Section 1: Program Planning</b>				
1.1	Internal Analysis	Little or no analysis of enrollment and student achievement trends	Some analysis of enrollment and student achievement trends	Comprehensive analysis of enrollment and student achievement trends
		Little or no discussion of student diversity and equity related to enrollment and academic achievement metrics	Some discussion of student diversity and equity related to enrollment and academic achievement metrics	Well-developed assessment and discussion of student diversity and equity related to enrollment and academic achievement metrics
1.2	Market Assessment (CE Only)	Little or no analysis of labor market influence on the program, student employment prospects, or expected salaries upon program completion	Analysis of labor market demands that includes some of the following: market influence on the program, student employment prospects, or expected salaries upon program completion	Analysis of labor market demands that includes all of the following: market influence on the program, student employment prospects, or expected salaries upon program completion
1.3	SLOs and PSLOs	Description of program and course-level student learning outcomes are not present or vague, with little or no description of both direct and indirect measures	Program and course-level student learning outcomes development is mentioned and there is some attempt to incorporate discussion of indirect and direct measures of learning	Program and course-level student learning outcomes and their development are described clearly and include a description of indirect and direct measures of learning
		Assessment methods are not/minimally identified; no evidence of use of assessment results to improve curriculum, academic support services, or faculty development	Lessons learned from the assessment process are provided, as are some actions taken based on the data	Lessons learned from indirect and direct assessment processes are provided, as are actions taken based on the data
		There is no real attempt to use results to improve curriculum, academic support services, technology, and faculty development	General discussion of how the program uses results to improve curriculum, academic support services, technology, and faculty development	Descriptions include how the program uses results to improve curriculum, academic support services, technology, and faculty development
1.4	Curriculum Review	Less than 100% of curriculum (e.g., courses, certificates, degrees) has been reviewed with no plan for finishing the review process	100% of curriculum (e.g., courses, certificates, degrees) has been reviewed	100% of curriculum (e.g., courses, certificates, degrees) has been reviewed and a plan for future curriculum is created
		Little or no discussion of strengths, accomplishments and improvements needed	Some discussion of current trends and issues in the program's discipline	Discussion of current trends and issues in the program's discipline reflects a spirit of continuous improvement and self-reflection
1.5	Progress on ongoing and completed (5-years) Initiatives	Little to no progress reported	Partial progress reported	Progress fully reported with data and outcomes
1.6	Response to Program and Department Review Committee Recommendations	Little to no response provided	Partial or limited responses provided	Fully addressed with associated actions described
1.7	Program Planning and Communication Strategies	Little or no description of how the program plans or communicates	A basic description of how the program plans or communicates	A full description of how the program plans, uses data and communicates with scheduled meetings and topics
1.8	Coastline Pathways	Little or no description of how the program supports Coastline Pathways	A basic description of how the program supports Coastline Pathways	A full description of how the program supports Coastline Pathways
1.9	Implications of Change	Areas of deficiency are not discussed or are not discussed for all deficient areas and there are little or no discussion addressing plans for improvement	Discussion of the data contains some narrative that addresses each of the factors listed that result in greater changes, growth or decline	Discussion of the data is presented in an easy to read narrative that explicitly addresses each the factors listed that result in greater changes, growth or decline
<b>Section 2: Human Capital Planning</b>				
2.1	Staffing	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment considers some impact factors, opportunities, or deficiencies	Multiple impact factors are considered, assessments for opportunities, or deficiencies are clearly described
2.2	Professional Development	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment considers some impact factors, opportunities, or deficiencies	Multiple impact factors are considered, assessments for opportunities, or deficiencies are clearly described
<b>Section 3: Facilities Planning</b>				
3.1	Facilities	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment considers some impact factors, opportunities, or deficiencies	Multiple impact factors are considered, assessments for opportunities, or deficiencies are clearly described
<b>Section 4: Technology Planning</b>				
4.1	Technology	Assessment is not based on evidence and there is no attempt to consider impact factors, opportunities, or deficiencies	Assessment considers some impact factors, opportunities, or deficiencies	Multiple impact factors are considered, assessments for opportunities, or deficiencies are clearly described
<b>Section 5: New and Ongoing Initiatives</b>				
5.1	New and Ongoing Initiatives	There is no clear initiative	The initiative is partially described	The initiative is clearly described
		The initiative does not align with the College Mission	The initiative somewhat aligns with the College Mission	The initiative clearly aligns with the College Mission
		There is no evidence to support the initiative	There is evidence that somewhat supports the initiative	There is evidence that clearly supports the initiative
		There was no connection between the resources and the associated initiatives	There were some connections between the resources and the associated initiatives	There was clear connection between the resources and the associated initiatives
		There is no clear outcome	There are non-measurable outcomes	There are clear measurable outcomes
<b>Section 6: Prioritization</b>				
6.1	Prioritization	Initiatives are not prioritized	Initiatives are somewhat prioritized	Initiatives are prioritized
<b>Section 7: Feedback</b>				
7.1	Comments	Recommendations for consideration and improvement to the program review document		
		Recommendations for consideration and improvement to the program		
		Commendations for exemplary achievements		
<b>Section 8: Validation</b>				
8.1	Validation of Completeness (fall)	Incomplete with major revisions (May be validated)	Complete and meets the minimum standard	Complete with commendations
8.2	Validation (spring)	Program Review may be validated with major improvements	Program Review may be validated with minor improvements	Program Review is validated