

**PROGRAM REVIEW**  
**Rubric for Evaluating the Effectiveness of the Program Review Process**  
**Standard = 14 points; Goal = 14 points with no Emerging criteria**

| <b>Criterion</b>                                  | <b>Initial -0</b>   | <b>Emerging-1</b>   | <b>Developed-2</b>  | <b>Highly Developed-3</b>   |
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| <b>Participation</b>                              | Internal participants consist of division managers, program directors and corporate staff.            | Internal participants consist of division managers, program directors, instructors and corporate staff.   | A variety of internal participants consist of campus management; instructors; members of career services, admissions and corporate staffs; and students.                        | A variety of internal and external participants consist of campus management; instructors; members of career services, admissions and corporate staffs; students; alumni; employers; advisory board and community members.  |
| <b>Process</b>                                    | Participants evaluate the program's effectiveness on a needs basis.                                   | Program review schedule is established where participants evaluate and modify curriculum resources based on traditional evidence. Minutes are written to capture the process. | Program review schedule is followed where participants evaluate and modify program practices based on direct and indirect evidence. Report is developed to capture the process. | Program review schedule is systematic where participants evaluate program effectiveness; modify program practices based on direct and indirect evidence and close the loop on previous initiatives. A report is developed that include new initiatives to improve student learning and program effectiveness. |
| <b>Planning and Budgeting</b>                     | No integration exists between program review and the College planning and budgeting processes.        | A plan is developed to integrate retention, completion and placement results with the College planning and budgeting processes.   | An informal process integrates student achievement and student learning data with the College planning and budgeting processes.   | A systematic, formal process integrates program review results with the College planning and budgeting processes.   |
| <b>Types and Use of Evidence</b>                  | Initiatives to improve program effectiveness are based primarily on grades and anecdotal information. | Initiatives to improve program effectiveness are based primarily on evidence of student achievement and less on evidence of student learning.                                 | Initiatives to improve program effectiveness are based on indirect and some direct, authentic evidence of student learning and student achievement.                             | Initiatives to improve student learning and program effectiveness are exclusively based on a variety of indirect and direct, authentic evidence of student learning and student achievement.  |
| <b>Assessment of Learning Outcomes (PLO, CLO)</b> | No student learning outcomes are being assessed.  | Some student learning outcomes (PLOs, CLOs) are unevenly assessed and form an inconsistent pool of evidence.  | Most SLOs, along with some PLOs, are systematically, electronically assessed and form a growing pool of consistent evidence.  | All learning outcomes are systematically, electronically assessed and form a substantial pool of consistent evidence.   |
| <b>Analysis of Evidence</b>                       | No evidence is analyzed through the program review process.   | Evidence of student achievement is presented at program review and generally analyzed.  | Participants review evidence prior to review. Data outliers are identified through collaborative analysis of evidence.  | Participants review evidence prior to review. Dialogue ensues about total program effectiveness including the success rate of Program Learning Outcomes. Trends are identified.   |

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| <b>Evaluation of Assessment Tools and Process (Curriculum Conference)</b> | No procedure exists to evaluate the quality of a program's assessment process. | Program constituents occasionally provide feedback on the program's assessment process. Feedback is based mostly on anecdotal information. | <b>Program Conducted a Curriculum Conference within the past two years.</b><br>Program constituents provide feedback on the program's assessment tools and process: the quality of learning outcomes; the effectiveness of common assessments; the impact and/or status of improvement initiatives; update assessment plans and curriculum maps. Report is written to capture results and improvement initiatives. | <b>Program Conducted a Curriculum Conference within the past two years.</b><br>Program constituents evaluate the quality of program's assessment tools and process and engage in rubric inter-rater reliability activities. Report is written to capture results and improvement initiatives. |
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2/2014