

**PROGRAM REVIEW**  
**Rubric for Evaluating the Effectiveness of the Program Review Process**  
**Target = 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>
<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</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.	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.	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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