

ACADEMIC COMPREHENSIVE PROGRAM REVIEW RUBRIC

SECTION 3 — Alignment with the District's Mission and Strategic Plan

Question	High Score (3)	Mid Score (2)	Low Score (1)
3.1 — Review the district's Mission and Strategic Plan. Discuss with your team and briefly describe how your program or unit helps the district achieve its mission and the goals/objectives of the Strategic Plan.	Answer references mission + strategic goals with concrete examples; equity connection when applicable.	Answered but general or lacking detail.	No answer OR answer is unclear
<i>(3.2 and 3.3 not scored)</i>			

SECTION 4 — Data Analysis

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.1(a) — What is your program's course enrollment trend over time (e.g., increasing, decreasing, constant) and how does it compare to the institution's overall enrollment trend?	Discussed program trend(s) for all years available (up to 5 years) AND compared this trend to the institution's trend (including differences/similarities between the trends) AND discussed one individual course enrollment trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years) AND compared this trend to the institution's trend (including differences/similarities between the trends), but no individual courses are analyzed.	Insufficient analysis of either their own trend or the comparison to the institution's trend.
4.1(b) — Optional	<i>Not Scored</i>	—	—

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.2(a) — Please write 1–2 sentences describing your program's course success rate over time.	Discussed program trend for all years available (up to 5 years) AND discussed at least one individual course success trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years).	Insufficient analysis of their trend over time.
4.2(b) — Compare and discuss whether your program's course success rate is higher or lower than both the ISS minimum and aspirational course success rate? Discuss any trends that preset over time.	Program course success is compared to BOTH the minimum and aspirational institutional set standards over a 5 year timeframe.	EITHER the minimum OR the aspirational success rate is presented, but not both.	Neither institutional set standards are addressed.
4.3 — What is the trend in your program's number of declared majors and how does it compare over time to the institution's overall student headcount trend?	Discussed their trend for all available years (up to 5 years) AND compared this trend to the institution's trend (including differences/similarities between the trends) AND discussed at least one individual major trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years) AND the institution's trend.	Insufficient analysis of their trend over time.
4.4 — Which of your PSLOs, if any, fell below the satisfactory performance threshold (85%) for two or more consecutive years?	Discussed which PSLOs fell below 85% threshold with details about the trend OR if no PSLOs fell below threshold, provided analysis on satisfactory performance of PSLOs.	Discussed which PSLOs fell below 85% threshold without details about the trend OR if no PSLOs fell below threshold, did not provide any discussion on performance.	No answer or unclear.

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.5(a) — What is the trend in the number of awards granted by your program over time and how does it compare to the trend in the number granted by the institution overall?	Discussed their trend for all years available (up to 5 years) AND compared this trend (including differences/similarities between the trends) to the institution's trend AND discussed one individual major/award trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years) AND the institution's trend.	Insufficient analysis of their trend over time.
4.5(b) — Please write 1–2 sentences describing your program's trend in the 3-year graduation rate over time.	Discussed their trend for all years available (up to 5 years) AND discussed one individual program graduation rate trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years).	Insufficient analysis of their trend over time.
4.5(c) — Please write 1–2 sentences describing your program's trend in the time it takes to earn a degree (time-to-degree).	Discussed their trend for all years available (up to 5 years) AND discussed one individual program time-to-degree trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years).	Insufficient analysis of their trend over time.
4.5(d) — Did your program offer all required courses within the last two years? If not, please explain.	Answered yes OR if answered no, explained which courses were not offered and provided an explanation.	Answered yes OR if answered no, they did not explain which courses were not offered or why	No answer or unclear.

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.6(a) — What is the trend in the number of transfers to a four-year institution for your program over time...and how does it compare to the institution's overall trend?	Discussed their trend for all years available (up to 5 years) AND compared this trend to the institution's trend (including differences/similarities between the trends) AND discussed one individual major/award trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years) AND the institution's trend.	Insufficient analysis of their trend over time.
4.6(b) — Please write 1–2 sentences describing the trend in transfer rate within your program...	Discussed their trend for all years available (up to 5 years) AND discussed one individual program transfer rate trend and its impact on their overall trend.	Discussed their trend for all years available (up to 5 years).	Insufficient analysis of their trend over time.
4.7(a) — If appropriate to your program, discuss observed trend(s), if any, as you review the data under each metric above by modality (e.g. face to face, online, hybrid, etc.)? Is there any pattern that should be addressed when considering modality data across all metrics? (Not applicable if not offered in multiple modalities)	Discussed trends within each metric (3 total) by modality and, if appropriate, between modalities AND discussed any lower performing modalities.	Discussed modality trends on at least one metric OR discussed only one modality even if there were multiple modalities, on all metrics AND discussed any lower performing modalities.	No discussion of lower performing modalities OR of trend in modality performance in metrics.

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.7(b) — What trend(s), if any, do you observe when reviewing the data under each metric above by location? Is there a pattern that should be addressed when considering location data across all metrics? (Not applicable if not offered in different locations)	Discussed trends within each metric (3 total) by location and, if appropriate, between locations, AND discussed any lower performing locations.	Discussed location trends on at least one metric or discussed only one location, even if there were multiple locations, on all metrics, AND discussed any lower performing locations.	No discussion of lower performing locations OR of trend in location performance in metrics.
4.7(c) — What trend(s), if any, do you observe when reviewing the data by race/ethnicity under each metric? Is there a pattern that should be addressed when considering race/ethnicity data across all metrics?	Discussed race/ethnicity trends within each metric (7 total) AND discussed any lower performing student groups.	Discussed race/ethnicity trends within at least half of the metrics (4) AND discuss any lower performing student groups.	No discussion of lower performing student groups OR no trend analysis of metrics by race/ethnicity.
4.9(a) — Based on the above data analyses, please identify: Three (3) strengths within your program.	Discussed three strengths AND these strengths are specific and distinct AND discussion is supported by data analysis conducted in section 4.	Discussed three strengths, but strengths listed are not specific, distinct, or not supported by data analysis OR three strengths are not listed (at least one strength sufficiently discussed with data analysis)	No strengths discussed OR discussion on each strength is not supported by evidence or logic

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.9(b) — Based on the above data analyses, please identify: Potential opportunities for improvement within your program and, if applicable, plans to address those opportunities. Specifically consider any equity concerns identified when you reviewed disaggregated data.	Discussed at least two opportunities for improvement (OFI), discussed equity concerns within these OFI <u>if applicable</u> (see 4.7(c)), AND discussed plans to address these opportunities.	Discussed one OFI with equity concerns and plans to address OR discussed at least two strengths but did not discuss equity concerns or plans to improve.	No discussion of OFI OR discussion of each OFI is insufficiently discussed.

SECTION 5 — Goal Review and Progress Assessment

Question	High Score (3)	Mid Score (2)	Low Score (1)
5.1 — Check the box that applies to your current progress toward achieving this goal: ☐ Met ☐ In-Progress ☐ Not Started ☐ Discontinued Explain your reasons for checking the box you selected. If applicable, refer to your data analysis in Section 4 above to support your response.	Provided an evidence-based explanation and references to Section 4 data or other applicable data analysis; equity addressed when relevant.	Provided an explanation without evidence or references to data.	Missing explanations OR unclear reasoning.
5.2 — Did your program or unit receive any resources requested related to your goals and how did that make a difference?	Identifies resources + specific impact on outcomes/ services/equity.	Answered but general or lacking examples.	No answer OR unclear.

Question	High Score (3)	Mid Score (2)	Low Score (1)
5.3 — What future trends or anticipated changes in your field are likely to have an impact on your program or unit’s ability to accomplish its goals? What support might you need to address them?	Identifies concrete trends, explains impact, and identifies specific needed supports.	Mentions at least two of the following: 1) Identified Concrete trends 2) Explains Impact Identifies specific needed supports	No answer OR answer is unclear

SECTION 6 — Collaboration

Question	High Score (3)	Mid Score (2)	Low Score (1)
6.1 — Please describe the processes or approaches your program or unit uses to collaborate internally.	Describes program processes and approaches with concrete examples of internal collaboration.	Some collaboration processes/approaches described but lacks specific examples.	No answer OR answer is unclear
6.2 — Please describe the processes or approaches your program or unit uses to collaborate externally.	Describes program processes and approaches with concrete examples of external collaboration.	Some collaboration processes/approaches described but lacks specific examples	No answer OR answer is unclear
6.3 — What are your most important next step(s) following the discussion and responses in this section?	Specific, actionable next steps tied to 6.1–6.2.	Next steps not specific, actionable, or aligned to answers in 6.1 or 6.2	No answer OR answer is unclear

SECTION 7 — Professional Development

Question	High Score (3)	Mid Score (2)	Low Score (1)
7.1 — Explain how your program or unit provides appropriate opportunities for continued professional learning and growth?	Presents professional learning or development opportunities offered and/or planned, with examples.	Professional learning or development described but not clearly defined or lacks examples.	No answer OR answer is unclear
7.2 — What professional learning is needed to help your program or unit achieve its goals?	Specific professional learning or development needs are discussed and connected to achieving goals.	Professional learning or development needs are discussed but are not connected to achieving goals.	No answer OR answer is unclear
7.3 — What are your most important next step(s)...	Specific, actionable next steps tied to 7.1–7.2.	Next steps not clearly defined or aligned to answers in 7.1 or 7.2	No answer OR answer is unclear

SECTION 8 — Operations

Question	High Score (3)	Mid Score (2)	Low Score (1)
8.1 — Does your program or unit have enough employees to support and sustain educational services and improve student success? If not, please explain.	Definitive yes or no answer. If the answer is no, an explanation is provided with discussion of the impact on educational services and improving student success.	Answer is no, but explanation does not address the impact on educational services and improving student success.	No answer OR answer is unclear

Question	High Score (3)	Mid Score (2)	Low Score (1)
8.2 — Does your program or unit have adequate physical resources (e.g., equipment, facilities, etc.) to sustain educational services and operational functions? If not, please explain.	Definitive yes or no answer. If the answer is no, an explanation is provided with discussion of the impact on educational services and operational functions	Answer is no, but explanation does not address the impact on educational services and operational functions	No answer OR answer is unclear
8.3 — Does your program or unit have adequate technology resources to sustain educational services and operational functions? If not, please explain.	Definitive yes or no answer. If the answer is no, an explanation is provided with discussion of the impact on educational services and operational functions	Answer is no, but explanation does not address the impact on educational services and operational functions	No answer OR answer is unclear

SECTION 9 — SMART Goals (Five Criteria)

(Each criterion scored 3–2–1 for each goal)

Criterion	High Score (3)	Mid Score (2)	Low Score (1)
Specific	Goal is specific; addresses areas of weakness or opportunity, as identified by institutional data.	Goal is specific; relates to institutional goal	Goal is broad, lacks detail, and is not linked to an institutional goal.
Measurable	Measures have been identified to demonstrate improvement	Method of measurement links to the goal.	Method of measurement is general and doesn't link to the goal or no method of measurement listed.
Attainable	Goal and planned activities are realistic, challenging and can be achieved within the designated time frame.	Goal and planned activities are realistic and can be achieved within the designated time frame.	Goal is not achievable or is too simple.

Criterion	High Score (3)	Mid Score (2)	Low Score (1)
Result Oriented	Goal specifies a clear desired outcome aligning to a strategic plan objective.	The goal generalizes a desired outcome.	The outcome is vague or missing.
Time-Bound	Time frames are specific and support realistic planning and execution and are linked to the measures.	A general timeframe is present and links to the measures.	The time frame is not well-defined or is not present.