

ADMINISTRATIVE UNIT 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) — How has the trend in the number of students/customers served by your unit changed over time (e.g., increasing, decreasing, or constant)? If you serve students, how does this trend compare to institution's enrollment trend?	Discussed unit 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.	No trends are tracked or currently available, but a data collection plan is provided.	Insufficient analysis of either their own trend or the comparison to the institution’s trend. No data collection plan provided.
4.2(a) — Using two general outcomes you have for your unit, describe how the performance of those outcomes has changed over time (e.g., increased, decreased, constant)	Outcomes are defined, data for each outcome is provided, and an analysis of the trend is provided.	Outcomes are defined, data for outcomes is incomplete and/or analysis of trend is not provided. If no data are currently available, a plan for data collection is provided.	Outcomes are not defined, and no data or data collection plan is provided.

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.2(b) — If data is available, please write 1-2 sentences describing how each of these two trends may be positive or negative for the people served or the district overall?	Both trends of data provided in question 4.2(a) are discussed, synthesized, and connected to impacts on the district or people served.	One trend of data provided in question 4.2(a) is discussed and connected to impacts on the district or people served.	No trends of data provided in question 4.2(a) are discussed or are not connected to impacts on the district or people served.
4.3(a)— Which of your SSO/AUOs, if any, fell below the satisfactory performance threshold (85%) for two or more consecutive years?	Discussed which SSOs/AUOs fell below 85% threshold with details about the trend OR if no SSOs/AUOs fell below threshold, provided analysis on satisfactory performance of SSOs/AUOs.	Discussed which SSOs/AUOs fell below 85% threshold without details about the trend OR if no SSOs/AUOs fell below threshold, did not provide any discussion on performance.	Did not answer.
4.3(b)— How do your SSO/AUO performance rates vary across modalities, if applicable and available (e.g. face to face, online, hybrid, etc.)?	Discussed trends by modality and between modalities AND discussed any lower performing modalities, if applicable.	Discussed some but not all modality trends OR any lower performing modalities.	No discussion of lower performing modalities OR no discussion of trend in modality performance.
4.3(c) — How do your SSO/AUO performance rates vary across localities, if applicable and available (e.g. Chula Vista campus, HECs)?	Discussed trends by location and between locations AND discussed any lower performing locations, if applicable.	Discussed some but not all location trends OR any lower performing locations.	No discussion of lower performing locations OR no discussion of trend in location performance.

Question	High Score (3)	Mid Score (2)	Low Score (1)
4.3(d) — Student Services Only: If available, which race/ethnicity subgroups are experiencing disproportionate impact for two or more consecutive years in SSO performance? Explain any trends that you notice (e.g. gaps closing, gaps emerging, etc.) Do these trends in SSO performance align with trends in our Student Equity Plan metrics?	Discussed race/ethnicity trends within each SSO AND discussed any lower performing student groups AND discussed how this aligns with trends in the SEP.	Discussed race/ethnicity trends within each SSO AND discussed any lower performing student groups. No discussion of SEP included.	No discussion of lower performing student groups OR no trend analysis of metrics by race/ethnicity. No discussion of SEP included.
4.4(a) — Based on the above data analyses, please identify: Three (3) strengths within your unit.	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
4.4(b) — Based on the above data analyses, please identify: Potential opportunities for improvement within your unit 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 if applicable (see 4.3(d)), 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.
5.3 — 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.
5.4 — 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

Question	High Score (3)	Mid Score (2)	Low Score (1)
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
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.
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.