

Community Based Ed Program Review Template Evaluation Rubric

Template Items	Evaluation Criteria and Description	Excellent	Meets the Standard	Needs Some Improvement to Meet the Standard	Needs Major Improvement to Meet the Standard
<p>Program Mission Statement</p>	<p>Criteria The mission statement</p> <ul style="list-style-type: none"> <input type="checkbox"/> clearly states the purpose of the program <input type="checkbox"/> indicates the primary function <input type="checkbox"/> Indicates the activities of the program <input type="checkbox"/> describes the programs' aspirational goals for the future and what the program hopes to achieve <input type="checkbox"/> reflects the program's priorities and values <input type="checkbox"/> indicates who the students and/or stakeholders are <input type="checkbox"/> is aligned to the college mission statement <input type="checkbox"/> is clear and concise <p>Definitions The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program's goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.</p> <p>The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school's day-to-day operational objectives, its instructional values, or its public commitments to its students and community.</p> <p>Define Distinctive - (https://www.edglossary.org/mission-and-vision/; https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf; also based on material from the UCF Academic Program Assessment Handbook</p>	<p>Exceeds expectations for all 8 criteria</p>	<p>Addresses all 8 criteria</p>	<p>Addresses 4 to 7 of the criteria</p>	<p>Addresses fewer than 4 of the criteria</p>

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	and material from the University of San Diego)				
<p>Program Level Student Learning Outcomes</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Measurable Learning Outcomes - All PLOs are stated in terms of measurable knowledge, skills, or behaviors <input type="checkbox"/> PLO statements reflect levels of learning - All PLOs show evidence of building towards higher order thinking skills <input type="checkbox"/> Student-Centered - All learning outcomes should focus on the student <input type="checkbox"/> Uses language that is easily understood by students - PLO statements are clear and easily understood by the student <input type="checkbox"/> PLOs are Actionable - the PLOs can be used for program improvement <p>Definitions, Examples and Explanations PLOs encompass what students should be able to know, think, or do across all courses within a curriculum; course student learning outcomes are more specific and describe achievement expected in a particular course.</p> <p>Measurable Learning Outcomes</p> <ul style="list-style-type: none"> • PLOs are often too broad to be measurable or too narrow to be of much use for program improvement. • Avoid using verbs that are vague or cannot be objectively assessed <p>PLO statements reflect levels of learning</p> <ul style="list-style-type: none"> • Depending on the course and program goals, PLOs may target a range of skills or cognitive processes. Bloom's (1956) taxonomy of educational objectives differentiates between three domains of learning: cognitive, affective, and psychomotor. <p>Student-Centered</p> <ul style="list-style-type: none"> • Effective PLOs will explain expectations for student behavior, performance, or understanding 	Exceeds expectations for all 5 criteria	Addresses all 5 criteria	Addresses 3 to 4 of the criteria	Addresses 2 or fewer of the criteria

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	<ul style="list-style-type: none"> A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., “My plan this morning is to talk about...”), rather than what the student is expected to be able to do (e.g., “After this session, you should be able to...”). <p>Uses language that is easily understood by students</p> <ul style="list-style-type: none"> Uses language that is easily understood by students in clear language while avoiding jargon For instance, students in an entry-level of classes within their program need to have a clear idea of what they will get out of the classes that make up their certificate or degree (e.g., by the end of the program) Learning objectives tell students what is important. PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree <p>PLOs are Actionable</p> <ul style="list-style-type: none"> PLOs that are actionable will provide departments with feedback and help to understand how to better facilitate student learning across the course within a degree or certificate Actionable PLOs help instructors within the program practice good course design. <p>PLOs should align with the ILOs</p> <ul style="list-style-type: none"> https://foothill.edu/staff/irs/LOA/ILOS.php <p>(https://web.uri.edu/assessment/course-level-outcomes/; https://academicprograms.calpoly.edu/program-learning-outcomes; http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf; https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/)</p>				

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<p>FTES - Enrollment Trends</p>	<p>What does the FTES data trend indicate?</p>	<p>FTES has improved over the time span</p>	<p>FTES has not changed or has decreased over the time span no more than 1% to 10%</p>	<p>FTES has decreased over the time span by 11% to 30%</p>	<p>FTES has decreased over the time span by greater than 30%</p>
<p>FTES – Narrative Explanation</p>	<p>Discuss the factors that would help the college understand these trends and whether there are tangible reasons for no change/flat, an increase or decrease in the trend.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <input type="checkbox"/> Explained in the context of the size of the program (i.e., number of students, number of sections) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • The curriculum and course materials are current • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 4 of the criteria</p>	<p>The narrative includes 3 of the criteria</p>	<p>The narrative includes fewer than 3 of the criteria</p>

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FTES – Action Narrative (if needed)	<p>Describe the proposed actions for stabilizing/increasing the FTES.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable (what are the deliverables) <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>
Sections – Narrative	<p>Explain why the number of sections is flat, increased or decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reason for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control <input type="checkbox"/> Explained in the context of the size of the program (i.e., number of students, seat counts) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Instructional modality of the program course(s) delivery • Increase in FTEF • Changes in accreditation requirements or labor market trends • Degree/certificates requirements • Changes in state policy 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 4 of the criteria</p>	<p>The narrative includes 3 of the criteria</p>	<p>The narrative includes fewer than 3 of the criteria</p>

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<p>Sections – Narrative Explanation</p>	<p>Explain why the number of sections increased while FTES decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> • An understanding of the trend • Reasons for the trend(s) are provided • Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Instructional modality of the program course(s) delivery • Increase in FTEF • Changes in accreditation requirements or labor market trends • Degree/certificates requirements • Changes in state policy 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>
<p>Productivity - Enrollment Trends</p>	<p>What does the data indicate about the productivity trend?</p>	<p>The program productivity trend has increased or has reached its maximum</p>	<p>The program productivity is flat</p>	<p>The program productivity has not decrease by more than 5%</p>	<p>The program productivity has decreased by more than 5%</p>
<p>Productivity – Narrative Explanation</p>	<p>Explain why the productivity is flat, increased or decreased.</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the trend <input type="checkbox"/> Reasons for the trend(s) are provided <input type="checkbox"/> Reasons include items within department control 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 3 of the criteria</p>	<p>The narrative includes 2 of the criteria</p>	<p>The narrative includes fewer than 2 of the criteria</p>

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	<p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling – <ul style="list-style-type: none"> ◦ Courses in the program are scheduled for efficiency ◦ Sequenced to allow for program completion ◦ Is student driven (e.g., when most students want to take class) • Instructional modality of the program course(s) delivery • Enrollment data from day one to census 				
<p>Productivity – Action Narrative (if needed)</p>	<p>Describe the proposed actions for stabilizing/increasing the productivity number.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

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Enrollment By Gender/Sex – Narrative Explanation	<p>Explain why the enrollment rates is flat, increased or decrease for male, female, or non-binary.</p> <p>Narrative Criteria check box for criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> An understanding of the gender ratios of your program and the trend <input type="checkbox"/> An explanation of the significance of any disparities from College-wide data and/or program trends <p>Reasons include items within department control</p> <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria
Enrollment By Gender/Sex	<p>Does your program differ in the percentage of males to females, in this most recent year, compared to the College?</p> <p>Enrollment by gender/sex is consistent with the College: 52% Female/ 46% Male</p>	The difference between the genders/sex is less than or equal 10%	The difference between the gender/sex is between 11% to 20%	The difference between the gender/sex is between 21% to 30%	The difference between the gender/sex is greater than 30%
Enrollment by Gender Action Narrative (if needed)	<p>What is the source of gender disparity and what proposed/planned actions is the program taking to achieve parity?</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 5 of the criteria	The narrative includes 4 of the criteria	The narrative includes fewer than 4 of the criteria

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	<input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical)				
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Enrollment by Ethnicity Trend	<p>Does your program differ in enrollment distribution among ethnic groups, in this most recent year, compared to the College enrollment by ethnic group?</p> <p>Enrollment Distribution by Ethnicity is Consistent with the College:</p> <p>5% African American 28% Asian 5% Filipinx 28% Latinx 1% Native American 1% Pacific Islander 29% White 4% Decline to State</p>	The enrollment mirrors the college's ethnic distribution or the program has explained why the distribution is appropriate		The enrollment does not mirror the college's ethnic distribution	
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Enrollment by Ethnicity Trend	<p>Explain changes identified over the past five years for each ethnic group (address each ethnic group by bullet point).</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> • An understanding of the trend • Reason for the trend(s) are provided 	The narrative exceeds expectations – the narrative could be used as an exemplar	The narrative includes all 3 of the criteria	The narrative includes 2 of the criteria	The narrative includes fewer than 2 of the criteria

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	<ul style="list-style-type: none"> Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> Culturally relevant pedagogy and/or curriculum Scheduling Instructional modality of the program course(s) delivery CTE labor market data Industry trends Outreach Initiatives Hiring Practices 				
<p>Enrollment by ethnicity – Action Narrative (if needed)</p>	<p>Describe the proposed actions for addressing disparities in enrollment by ethnic group within the program.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> Culturally relevant pedagogy and/or curriculum Scheduling Instructional modality of the program course(s) delivery CTE labor market data Industry trends Outreach Initiatives Hiring Practices 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

Service Area Outcomes Addendum

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<p style="text-align: center;">1</p> <p>Service Area Outcomes Addendum</p>	<p>What are the service area outcomes/strategic objectives for the coming year?</p> <p>Narrative Criteria Narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcomes/objectives are informed by data <input type="checkbox"/> Outcomes/objectives are within department control <input type="checkbox"/> Outcomes/objectives are demonstrable/actionable <input type="checkbox"/> Outcomes/objectives are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Using current technology tools, effectively message out to students and college (Banner Communications, Canvas) • Survey students on what barriers may prevent them from completing steps • Request additional staffing or funds to handle workload • Continue to improve forms, website and communication to college community 	<p>Exceeds expectations for all 5 criteria</p>	<p>Addresses all 5 criteria</p>	<p>Addresses 3 to 4 of the criteria</p>	<p>Addresses 2 or fewer of the criteria</p>
<p style="text-align: center;">2</p> <p>Service Area Outcomes Addendum</p>	<p>What is your implementation plan for the above-mentioned objectives?</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>

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	<p>term (e.g., aspirational and practical)</p> <p>Definitions, Examples, and Explanations Narrative proposed actions could reflect:</p> <ul style="list-style-type: none"> • Staff will receive professional development • Work with Institutional Research to develop survey • Review yearly budget with the finance department to see how funds can be applied • Request marketing to review forms or hire outside vendor to produce outreach documents for college 				
<p>3</p> <p>Service Area Outcomes Addendum</p>	<p>In the past five academic years, were there any commendations/special mentions identified in accreditation, state reports? If YES, please elaborate</p>	<p>Meets the Standard The program received commendations</p>		<p>N/A</p>	
<p>4</p> <p>Service Area Outcomes Addendum</p>	<p>In the past five academic years, were there any major citations/findings identified in accreditation, audits or reviews (e.g. areas of improvement, strategic direction, facilities, personnel, etc.)? If YES, please elaborate</p>	<p>Meets the Standard</p> <p>The program was able to take actions to improve and received the needed support to take the actions</p> <p>Or</p> <p>The program received no citations</p>	<p>Needs Some Improvement to Meet the Standard</p> <p>The program was not able to take actions to improve because it did not get the support needed from the college</p>	<p>Needs Some Improvement to Meet the Standard</p> <p>The Program had the needed support to take actions but did not act or is limited in direction from the accretor to take actions</p>	

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<p style="text-align: center;">5</p> <p>Service Area Outcomes Addendum</p>	<p>What actions has the program taken to address the accreditation, audit, or review citations/findings identified.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actions are informed by data <input type="checkbox"/> Actions are within department control <input type="checkbox"/> Actions are demonstrable <input type="checkbox"/> Outcomes are measurable <input type="checkbox"/> Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) <p>Definitions, Examples, and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Culturally relevant pedagogy and/or curriculum • Scheduling • Instructional modality of the program course(s) delivery • CTE labor market data • Industry trends • Outreach Initiatives • Hiring Practices 	<p>The narrative exceeds expectations – the narrative could be used as an exemplar</p>	<p>The narrative includes all 5 of the criteria</p>	<p>The narrative includes 4 of the criteria</p>	<p>The narrative includes fewer than 4 of the criteria</p>