

Psychological Services 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 whatthe 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 and material from the University of San Diego)</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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<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>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>

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	<p>Student-Centered</p> <ul style="list-style-type: none"> • Effective PLOs will explain expectations for student behavior, performance, or understanding • 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>Identification of Stressors – Narrative</p>	<p>4. If the data point shows the majority of students agree, disagree, or neither, explain why.</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) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Modality of the program services delivery • Changes in services • 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>Sense of Belonging – Narrative</p>	<p>6. If the data point shows the majority of students agree, disagree, or neither, explain why.</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) <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Modality of the program services delivery • Changes in services • 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>
<p>Stigma Reduction – Narrative</p>	<p>8. If the data point shows the majority of students agree, disagree, or neither, explain why.</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) 	<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>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Modality of the program services delivery • Changes in services • Changes in state policy 				
<p>Individual Sessions by Ethnicity – Narrative</p>	<p>10. If the data trend shows an inequity in the number of students who attended Psychological Services and Personal Counseling, explain why there was a change (Use a separate bullet point for each category).</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 • Reasons include items within department control <p>Definitions, Examples and Explanations Narrative reasons could reflect:</p> <ul style="list-style-type: none"> • Scheduling • Modality of the program services delivery • Changes in services • 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>Individual Sessions by Ethnicity – Action Narrative (if needed)</p>	<p>12. If yes, describe the proposed actions for addressing disparities in who attended Psychological Services and Personal Counseling by ethnicity.</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <p><input type="checkbox"/> Actions are informed by data</p>	<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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	<ul style="list-style-type: none"> • Actions are within department control • Actions are demonstrable • Outcomes are measurable • 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 • Scheduling • Modality of the program services delivery • Outreach Initiatives 				
<p>Individual Sessions by Gender – Narrative</p>	<p>14. Provide reasons that would explain the data 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 • Reasons include items within department control • 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 • Modality of the program services delivery • Changes in services • 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>Individual Sessions by Gender – Action Narrative</p>	<p>15. If the data point shows a lack of gender parity in your program, what is the source of that disparity and what is the program doing/planning to do to address this?</p> <p>Narrative Criteria Proposed actions in the narrative demonstrates...</p> <ul style="list-style-type: none"> • Actions are informed by data • Actions are within department control • Actions are demonstrable • Outcomes are measurable • 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"> • Scheduling • Modality of the program services delivery • Changes in services • Changes in state policy 	<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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Service Area Addendum

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 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 • 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 	<p>The narrative exceeds expectations – the narrative could be used</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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	<ul style="list-style-type: none"> <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"> • Staff professional development • Work with Institutional Research to develop survey • Review yearly budget with the finance department to see how funds can be applied 	as an exemplar			
<p style="text-align: center;">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 style="text-align: center;">Meets the Standard</p> <p>The program received commendations</p>		<p style="text-align: center;">N/A</p>	
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">Or</p>	<p style="text-align: center;">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</p>	<p style="text-align: center;">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 accreditor to take actions</p>	

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		The program received no citations	needed from the college		
<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"> • Actions are informed by data • Actions are within department control • Actions are demonstrable • Outcomes are measurable • 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 • Scheduling • Modality of the program services delivery • Outreach Initiatives • Hiring Practices 	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