

2024-2025 Comprehensive Program Review (CPR) Rubric Special Programs/Service Areas

Section	Exemplary	Satisfactory	Developing
Program Overview	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Program has achieved at least one of its goals backed by clear evidence of achievement. 	<ul style="list-style-type: none"> • Program has a well-developed mission statement that aligns with the mission of the College. • Program has well-developed goals that align partially with College's strategic goals. 	<p><i>Does not meet satisfactory requirements.</i> <i>Reasons may include:</i></p> <ul style="list-style-type: none"> • The program has a mission statement, but it is not in alignment, or vaguely aligns, with the mission of the College. • Goals need alignment to the College's strategic goals
Students Served	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Student achievement is clearly linked to one or more of the service area's activities. • Report shows careful analysis of impact of any changes – positive or otherwise – along with a direction forward. • Past improvements have been assessed or even modified as a result of data analysis. 	<ul style="list-style-type: none"> • Program Review details the services in a manner and is clear and detailed. • Changes in data are discussed in the review, even if they reflect negatively on the service area. • If dashboard data is not applicable, program-specific data is discussed (i.e. service usage trends, surveys, application numbers). • Improvement activities are linked to student achievement data provided and there is a clear evaluation plan. 	<p><i>Does not meet satisfactory requirements.</i> <i>Reasons may include:</i></p> <ul style="list-style-type: none"> • Details provided begin to describe service area but need to paint a more complete picture. • Collaboration with other programs is either lacking or does not show tangible outcomes or deliverables, especially as they relate to the service area or student success in general • Analysis of data is limited • Activities the service area is taking to address lower completion rates for disproportionately impacted students are not measured or discussed in light of data provided. • No or unrelated improvement plans

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Assessment	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Program has taken steps to measure improvements identified previously and is reporting on them. • Data shows some positive increases in the areas of either student satisfaction or performance • Resource requests seem to demonstrate there will be a positive, measurable impact on student achievement 	<ul style="list-style-type: none"> • Program Review demonstrates student awareness of outcomes about the area, and there is evidence that this level of awareness has informed some of the service area's activities. • Changes and improvements to the program are the product of assessment and dialogue within the service area that includes student perspectives. • Plans reflect some learning that took place during the assessment process. • Program is able to ascertain an effective evaluation of its effectiveness, even if there are areas in need of improvement and/or innovation. • Linkage between goals and resource requests is clear. • While complete as a review, there is evidence that more assessment based changes or planned improvements are needed. Also, improvements made may not yet be assessed. 	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> • Plans or improvements made are not related or having passing relation at best to outcomes and assessment • Student satisfaction survey data is absent or very thin in data • Limited indicators to show success or challenges of program. • Improvement plans, resource requests are barely linked or not at all to goals of the area

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Degrees and Certificates	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Service area has taken clear action to increase the number of degree and certificate completions within the population(s) it serves over the last three years. 	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <ul style="list-style-type: none"> • Analysis of degree and certificate numbers within the population(s) it serves includes discussion of trends and possible contributing factors. • Service area took some steps to increase degree and certificate completions within the population(s) it serves. • Service area has a clear plan to increase the number of degree and certificate completions within the population(s) it serves 	<p>NOTE: AREA MAY NOT BE DIRECTLY RELATED TO EDUCATIONAL AWARDS.</p> <p><i>Does not meet satisfactory requirements.</i></p> <p><i>Reasons may include:</i></p> <ul style="list-style-type: none"> • Service area has not taken any steps to increase degree and certificate completions within the population(s) it serves • Service area has no plan, or a limited plan, to increase the number of degree and certificate completions within the population(s) it serves.
Engagement	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> • Program demonstrates effective involvement of all faculty and classified professionals within the service area. 	<ul style="list-style-type: none"> • Program engages in a variety of institutional and community activities and efforts. • There is evidence of effort to include all faculty and classified professionals within the service area in training, discussions, and decision-making. 	<p><i>Does not meet satisfactory requirements.</i></p> <p><i>Reasons may include:</i></p> <ul style="list-style-type: none"> • Program demonstrates limited or no engagement in institutional and community activities. • There is limited effort to include all faculty and classified professionals within the service area in training, discussions, and decision-making.

Minimum Criteria for Validation (information will be forwarded for resource prioritization)

Service Areas:

1. Must have goals
2. Must have measurable outcomes and assessment plan (Assessment)
3. Must substantively and thoughtfully answer all questions