

## 2022-2023 Comprehensive Program Review (CPR) Rubric Instructional

Section	Exemplary	Satisfactory	Developing
<b>Program Overview</b>	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Program has achieved at least one of its goals backed by clear evidence of achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Program has a well-developed mission statement that aligns with the mission of the College.</li> <li>• Program has well-developed goals that align partially with College's strategic goals.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• The program has a mission statement, but it is not in alignment, or vaguely aligns, with the mission of the College.</li> <li>• Goals need alignment to the College's goals.</li> </ul>
<b>Career Education (CE/CTE Only)</b>	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Program has taken steps to adapt to labor market demands.</li> <li>• Advisory board is active, meets often, and provides substantive input that has led to program improvement.</li> </ul>	<ul style="list-style-type: none"> <li>• Job placement data (if available) indicates employment opportunities for completers.</li> <li>• Data includes job opening numbers that make it viable and sustainable.</li> <li>• Advisory Board contributes in mandatory fashion but could do so more frequently and with more tangible outcomes.</li> <li>• Program meets set standard passing rate for required national, state, or third-party licensing/certification (see list of required licenses).</li> <li>• Program demonstrates collaboration with deputy sector navigator.</li> <li>• Impact and purchases made using grant funds are clearly described.</li> <li>• Regional collaboration is evident.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• Advisory Board does not meet regularly; few outcomes emerge.</li> <li>• There is minimal understanding of programs in the region.</li> </ul>

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Developing</b>
<b>Enrollment Trends</b>	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Analysis of enrollment trends includes detailed and substantive discussion of enrollment numbers, FTES and productivity as well as possible contributing factors.</li> <li>• There is a clear, detailed strategy for maintaining integrity and consistency of academic standards for distance education courses that is consistent with Laney DE standards.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of enrollment trends includes discussion of enrollment numbers, FTES and productivity as well as possible contributing factors.</li> <li>• Teaching strategies and use of technology are thoroughly discussed.</li> <li>• Program touches on strategy for maintaining integrity and consistency of academic standards for distance education courses that is consistent with Laney DE standards.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• Analysis of enrollment trends, teaching strategies, or technology could be more thorough.</li> <li>• Department does not have strategy to maintain consistency of academic standards for DE courses.</li> </ul>
<b>Curriculum</b>	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Department has all curriculum in compliance (identified by May Report).</li> <li>• Plans for curriculum development/updates are detailed and well articulated.</li> </ul>	<ul style="list-style-type: none"> <li>• Department has most of their curriculum in compliance (identified by May report) or has developed a reasonable multi-year plan to update.</li> <li>• All CPR curriculum questions were addressed.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• Department is working towards completing updates on curriculum.</li> <li>• Department did not address one or more curriculum questions</li> </ul>

	Exemplary	Satisfactory	Developing
Assessment	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Planning reflects department level best practices</li> <li>• Majority of current programs have been assessed and published on LAC webpage.</li> <li>• Department has identified faculty leads to ensure continued assessment progress.</li> <li>• LAC spot-checking of department assessments indicates the elements of best practices for individual assessments are being followed, and this is reflected in the answers to CPR questions</li> <li>• With all the above factors considered, the department is expected to move forward with assessment in a sustainable way</li> </ul>	<ul style="list-style-type: none"> <li>• The program has a reasonable, multi-year assessment plan that identifies when each outcome will be assessed.</li> <li>• Planning reflects at least some department level best practices</li> <li>• Department has completed some course level assessment and has made significant progress toward program assessment.</li> <li>• Some current programs assessed. Department has identified faculty leads to ensure continued assessment progress.</li> <li>• All CPR assessment questions thoroughly and substantively addressed.</li> <li>• LAC spot-checking of department assessments indicates at least some of the elements of best practices for individual assessments are being followed, and this is reflected in the answers to CPR questions</li> <li>• With all the above factors considered, the department is at least close to moving forward with assessment in a sustainable way</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• Department is working toward completing an assessment plan that will result in future progress.</li> <li>• Department has completed no or little assessment on the course and/or program level.</li> <li>• Department needs to identify faculty leads to ensure assessment progress.</li> <li>• Department needs to more thoroughly address one or more of the questions in the assessment section of CPR.</li> </ul>
Course Completion	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>• Program has demonstrated improvement in course completion over the last three years.</li> <li>• Program has taken action to improve course completion for disproportionately impacted groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations and analysis of course completion (overall and disaggregated) and retention trends are thorough and complete.</li> <li>• Program has a clear plan to improve course completion rates overall and for disproportionately impacted groups.</li> <li>• Analysis of distance education completion rates includes thorough discussion of differences between modes of instruction.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>• Analysis of course completion and retention trends could be more thorough.</li> <li>• Program does not provide a clear plan to address course completion for disproportionately impacted groups.</li> <li>• Program does not provide a clear plan to address overall course completion and retention.</li> </ul>

	Exemplary	Satisfactory	Developing
Degrees & Certificates	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>Program has taken clear action to increase the number of degrees and certificate completions over the last three years.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of degree and certificate numbers includes discussion of trends and possible contributing factors.</li> <li>Program took some steps to increase degrees and certificate completions.</li> <li>Program has a clear plan to increase the number of degree and certificate completions.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>Program has not taken any steps to increase degrees and certificate completions.</li> <li>Program has no plan, or a limited plan, to increase the number of degrees and certificate completions.</li> </ul>
Engagement	<p><i>Meets satisfactory requirements, plus:</i></p> <ul style="list-style-type: none"> <li>Program demonstrates effective involvement of all faculty and classified professionals within the program.</li> </ul>	<ul style="list-style-type: none"> <li>Program engages in a variety of institutional and community activities and efforts.</li> <li>There is evidence of effort to include all faculty and classified professionals within the program in training, discussions, and decision-making.</li> </ul>	<p><i>Does not meet satisfactory requirements. Reasons may include:</i></p> <ul style="list-style-type: none"> <li>Program demonstrates limited or no engagement in institutional and community activities.</li> <li>There is limited effort to include all faculty and classified professionals within the program in training, discussions, and decision-making.</li> </ul>

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

Instructional Programs:

1. Must have goals
2. Curriculum and Assessment sections must meet a minimum satisfactory score
3. Must show evidence of effort to include all faculty and classified professionals within the program in training, discussions, and decision-making (Engagement)
4. Must substantively and thoughtfully answer all questions