

Cerro Coso Community College
 Rubric for Rating Program Reviews

	Outstanding	Acceptable	Weak
Completeness (parts 1, 2, and 3)	<ul style="list-style-type: none"> All required parts of the document are complete. Descriptions are well developed with multiple sentences of clear explanation and numerous specific details in support. Data is complete, accurate, and persuasive 	<ul style="list-style-type: none"> All required parts of the document are completed Descriptions are developed with explanation and specific details in support Relevant data is presented 	<ul style="list-style-type: none"> Most parts of the document are completed though some areas are blank. Descriptions are hurried, one-dimensional, or inappropriately brief, or specific details may be lacking. Data is absent, weak, or irrelevant
Strength of Analysis (part 4)	<ul style="list-style-type: none"> Current program strengths and improvements needed are clear and evidence-based and reflect an in-depth discussion within the program with specific examples cited. Goals are clearly related to the mission of the program and college; they are clearly stated, a time frame is provided, and assignment of responsibility is evident. 	<ul style="list-style-type: none"> Current program strengths and improvements needed are based on available evidence Goals reasonably relate to the problems identified; they are satisfactorily stated based on the analysis and evidence cited; they present what needs to be done but may lack precise action plans 	<ul style="list-style-type: none"> Strengths and weaknesses are not cited or not based on evidence Goals may be unsupported, incomplete, impractical, or unmeasurable.
Evidence of Student Achievement (part 5)	<ul style="list-style-type: none"> SLO Assessment data is complete, detailed, and convincing. Gaps are identified with precision SLO Assessment is the driving force of goal-setting and action plans. 	<ul style="list-style-type: none"> SLO Assessment data is included; information is almost complete and progress toward assessment is ongoing. Three- and six-year program goals can be traced back to SLO Assessment data. 	<ul style="list-style-type: none"> SLO Assessment data is missing or unconvincing. Three- and six-year program goals cannot reasonably be traced back to SLO Assessment data.
Overall Impression	<ul style="list-style-type: none"> The document is cogent; all parts work together to produce a coherent vision; improvement of student learning is strongly in evidence throughout. 	<ul style="list-style-type: none"> The document is acceptable; parts relate to each other, but document feels like an exercise in completion rather than a work plan for improvement of student learning. 	<ul style="list-style-type: none"> The document is unsatisfactory; parts are disunified or incoherent; improvement of student learning is an afterthought; minimal standards of professional work not met.

IEC Members:

Put a check mark in the appropriate column for each criterion. Refer to the rubric above. Use a separate page for each program review

Program: _____

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Completeness			
Strength of Analysis			
Evidence of Student Achievement			
Overall Impression			