2020-2021 Annual Program Update Rubric

Section	Exemplary	Satisfactory	Developing		List Any Improvements
Program Overview	Program has a well-developed mission statement that is consistent with the mission of the college and PCCD. Program has well-developed goals that align with Merritt College strategic goals and Vision For Success PCCD goals.	Program has a mission statement that aligns with the mission of the college and PCCD. Program has goals that align somewhat with college's strategic goals as well as those of the District.	The program has a mission statement, but it is not in alignment, or vaguely aligns, with the mission of the college and PCCD. Goals need alignment.		

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Career Education (CE/CTE Only)	Program has a viable and sustainable plan that seeks to strengthen the pathway to employment and aligns with the goals and objectives of Strong Workforce. Plan lays out clear deliverables and leverages available resources such SWP, Perkins, offsite facilities or equipment. Advisory board is active and meets often. Labor Market Data reflects a clear demand for this program, including projected growth in employment. Enrollments, within the framework of the classrooms or standards, are sustainable. Regional collaboration as well as interaction with entities such K-12, local agencies, and employers is evident. Job placement and salary data demonstrates sustained employment and ability to earn the regional living wage for completers.	Program has established enrollments and seems to be moving toward awareness of the region. Advisory Board contributes beyond meeting in mandatory fashion but could do so more frequently and with more tangible outcomes. Discipline has engaged in Strong Workforce and other initiatives, but may be doing so with only initial collaboration with industry and other institutions. Job placement and salary data suggests future, if not immediate, sustained employment for completers.	Program may have roots in college, but not far outside campus. Advisory meets minimum number of times, but few outcomes or direction emerge. Salary information is not available, nor is there rich job market information. Participation in specially funded initiatives lacks collaboration with industry. and other educational partners. Salary for graduates is not markedly higher than those directly beginning employment.		

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Program Overview	Program shows excellent enrollment data (Efficiency 17 or higher, strong average class size beyond first-semester averages) over a consistent period of time. Alternately, trends show a steady increase in enrollment and success. Discipline schedules show a clear pathway/plan for students to complete a degree in 2 years or 3 as part-time students. Additionally, for certificates, completion should be reasonably attained within a set period that does not approach the time for a degree.	Program may not have strong (17 and higher) efficiency, but numbers over the period of assessment show growth. Small changes to scheduling may be needed for timely completion, and certficate and degree completion numbers may be average or slightly below. Efficiency numbers may be between 13 and 15.	Discipline may have one or two classes with high or moderately high enrollments, but program completion numbers need to be stronger. Disciplines may show varying enrollments by time of day or mode. Efficiency numbers are consistently below 10.		
Curriculum	Questions about curriculum review and improvement were answered completely and thoughtfully. More than 70% of active courses and programs have been review, updated, or deactivated within the past three years for non-CE disciplines or the past two years for CE disciplines.	Questions about curriculum review and improvement were answered sufficiently. 11-70% of active courses and programs have been reviewed, updated, or deactivated within the past three years for non-CE disciplines or the past two years for CE disciplines.	Questions about curriculum review and improvement were answered incompletely or not at all. 10% or fewer of active courses and programs have been reviewed, updated, or deactivated with within the past three years for non-CE disciplines or the past two years for CE disciplines.		

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Assessment	Department has a history of completing assessment at the course and program level (>70%) All/most current program learning outcomes assessed. Department facilitates wide spread dialogue among constituents. Resource requests are well supported by outcomes assessment with clear linkages shown. All PLOs align with an ILO All APU assessment questions thoroughly addressed. Department has a clear understanding of the key roles that outcomes assessment plan in planning.	Department has completed some (11-70%) course level assessment and has made progress toward program learning outcome assessment. Department has evidence of some, or a clear plan for, wide spread dialogue among constituents. Resource requests are partially supported by outcomes assessment. Some linkages missing or not clear Most APU assessment questions thoroughly addressed. Department working toward understanding the key roles that outcomes assessment plan in planning	Department has completed <10% of course level assessment program learning outcome assessment. Department has little to no evidence of, or a plan for, wide spread dialogue among constituents. Resource requests are not supported by outcomes assessment. Linkages missing APU assessment questions missing or not thoroughly addressed.	

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Program Data Analysis	Course completion numbers are high but curriculum work shows that rigor has been maintained within the disicpline. (Courses that have a traditionally difficult first level should not be penalized here.) Additionally, data shows that students are being retained after enrollment, particularly in online classes where attrition is higher, and students are persisting to the next semester's class.	Course completion may not be consistent, but reasons for spikes in data are articulated with some type of actionable improvement plan that may include resource requests.	Course completion rates are inconsistent within the same course, with professional development seeming to be an emergent need. Other identfiers may include a need for better curriculum reporting, as well as any need for critical resources such as technology or staffing.		
Use of Prior Prioritzed and Awarded Resources	Resources previously awarded had direct and positive impact on the program, and were used as originally indicated.	Resources previously awarded were used and had positive progam impact, but were not used as originally intended, or did not have the degree of impact expected.	Resources were no longer needed or were not used for the originally identified purpose.		

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Improvement Actions & Resource Requests	Clear connection between resources and program needs. Some requests may be the result of vacated needs, (i.e. retirements, equipment that planning shows has become outdated, etc.). Requests may also reflect a cognissance of funding sources over and above the college's general fund.	Improvements are identified but do not show potential outcomes or do so on a limited basis. Resource requests are lacking or do not demonstrate short- and long-term benefits to requestor,, college or students or do so in limited fashion.	Improvement actions are lacking or not supported by data or other sources. Resource requests are lacking or lack a linkage to area goals.		