

Crafton Hills College
Planning and Program Review Committee
Guidelines on the Application of Rubrics
Approved October 19, 2009

- I. General Guidelines
 - A. All comments should be frank and direct, but also respectful and constructive. Assume that unit personnel and others will read the comments.
 - B. Comments should focus on the contents of the program review or plan, not on extraneous issues.
 - 1. They should not be arguments about or elaborations on assertions made by the unit.
 - 2. They should not indicate support for or opposition to assertions about needed resources.
 - C. Comments should be substantive, not merely restatements of the obvious.
 - D. Always enter an explanatory comment if you mark “Does Not Meet Expectations” on the Document Evaluation Rubric and/or score any aspect of Program Health or Effectiveness as a “1.” Otherwise, enter a comment only if it will be helpful either to the Committee in considering the submission, or to the unit in understanding the scores, maintaining or improving the quality of its submission in the next cycle, or improving its substantive performance.
- II. Document Evaluation Rubric
 - A. The Document Evaluation Rubric is intended to measure primarily the *form* of each unit’s submission, rather than the substance of the unit’s performance of its functions.
 - B. Thus comments on the following issues, generally speaking, should appear on the Document Evaluation Rubric:
 - 1. Omitted response
 - 2. Completeness of the response
 - 3. Clarity of the response
 - 4. Relevance of the response
 - 5. Adequacy of effectiveness measures, which must include outcome measures
 - 6. Methodology strengths or weaknesses, or suitable methodological alternatives
 - 7. Presence/absence of evidence
 - 8. Quality or applicability of evidence; need for more qualitative or quantitative evidence
 - 9. Use of evidence to support assertions
 - 10. Strength or weakness of analysis and arguments
 - 11. Demonstration of thoughtful consideration of issues, as opposed to pro forma or canned responses
 - 12. Adherence to directions in the Handbook
 - 13. Placement of responses in the right section of the form (e.g., goals and objectives appear within the body of the report, but not in the Three Year Action Plan)
 - C. Remember that a main purpose of this rubric is to help the unit do a better job of preparing its submission next time.

III. Program Health and Noninstructional Program Effectiveness Evaluation Rubrics

- A. The Program Health and Noninstructional Program Effectiveness Evaluation Rubrics are intended to measure primarily the *substance* of each unit's performance of its functions, rather than the form of its submitted documents.
- B. Thus comments on the following questions, generally speaking, should appear on the Program Health and Noninstructional Program Effectiveness Evaluation Rubrics:
 1. Noninstructional Program Effectiveness Evaluation Rubric
 - a. How far and how well has the unit moved through the *outcomes process*?
 - b. Based on *outcomes assessment results*, how well is the unit serving its clients, and if improvements are needed, is implementation planned and on track?
 - c. Based on the results of *other effectiveness measures*, how well is the unit serving its clients, and if improvements are needed, is implementation planned and on track?
 - d. Are the *Goals, Objectives, and Action Plans* sound, clear, reasonable, and otherwise of high quality?
 - e. To what extent do the unit's mission and goals clearly *align with the College mission*?
 - f. Suggestions on how the unit might improve the performance of its functions, or for alternative approaches to identified problems, are also appropriate here.
 2. Program Health Evaluation Rubric
 - a. How healthy is the instructional program, based on the effectiveness and efficiency measures listed?
 - b. Suggestions on how the program might improve its effectiveness or efficiency, or for alternative approaches to identified problems, are also appropriate here.

IV. Points of Crossover between the Rubrics

- A. Just as in grading essays, if the form is incomplete or otherwise poor, the substance is more difficult to gauge. So scores and comments on the Health and Effectiveness Rubrics can sometimes be based partly on problems with the form of the submission.
- B. The lowest scores in the Noninstructional Program Effectiveness Evaluation Rubric can reflect either poor performance or the absence of evidence on which to judge performance; it is useful to indicate in a comment which situation applies, or that both apply.