

2019-20 Annual Program Review - APR Goal - Prioritization Rubric

This rubric is used by the Strategic Planning Committee to score APR goals for the purpose of informing the programs on the quality of their submitted Annual Program Review reports and goal forms. The criteria used are intended to ensure that APR goals are described in the APR Report narrative are evidence-based, align with college planning document goals, have clearly defined outcomes that are measurable, and have a clear plan for “closing the loop” to verify and validate their outcomes had the intended effect.

Quick Summary

1. APR Goal is logical and supported by evidence.
2. APR Goal aligned with college’s planning document goal(s).
3. APR Outcome well-identified and supports college planning outcomes.
4. APR Outcome measurable with specifics provided.
5. APR Outcome assessed with before/after benchmark.

Evidence

“Evidence” is ***data that informs dialog leading to a decision***. Data becomes evidence by being intentionally discussed, interpreted, used to take action, and used to measure the impact of activities. For more guidance on the use of evidence, see the publication [Characteristics of Evidence](#) by ACCJC.

| Criterion | Low Score | Scoring | High Score |
|--|--|--------------------|---|
| 1. APR Goal is logical and supported by evidence. | weak relationship between APR and the APR goal; connection inferred, not supported by evidence | 1 ⇔ 3 ⇔ 5 ⇔ 8 ⇔ 13 | the link between APR and the APR goal is evident, strongly supported by evidence |
| 2. APR Goal aligned with college’s planning document goal(s). | a planning document goal is identified, but connection to the APR goal is only inferred | 1 ⇔ 3 ⇔ 5 ⇔ 8 ⇔ 13 | the APR goal directly implements the planning document goal |
| 3. APR Outcome well-identified and supports college planning outcomes. | the outcome is assumed or implied by the activities called for | 1 ⇔ 3 ⇔ 5 ⇔ 8 ⇔ 13 | the outcome directly implements institutional planning outcomes, is transferrable/scalable |
| 4. APR Outcome measurable with specifics provided. | APR Outcome indicators, methods and/or timelines incompletely specified | 1 ⇔ 3 ⇔ 5 ⇔ 8 ⇔ 13 | APR Outcome indicators, methods and timelines use institutional measures, are transferrable/scalable |
| 5. APR Outcome assessed with before/after benchmark. | Before/after benchmarks and timelines incompletely specified | 1 ⇔ 3 ⇔ 5 ⇔ 8 ⇔ 13 | Before/after benchmarks and timelines incremental, use institutional measures, are transferrable/scalable |

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Rubric

| Criterion | Description | Score |
|--|--|---|
| 1. Well-motivated and evidence-based | The APR goal is logical and supported by evidence | 13 – the link between APR and the APR goal is evident, strongly supported by evidence 8 – the link between APR and the APR goal is clearly supported by evidence 5 – the link between APR and the APR goal is supported by evidence (possibly indirect) 3 – the relationship between APR and the APR goal is not supported by evidence 1 – weak relationship between APR and the APR goal; connection inferred, not supported by evidence |
| 2. Aligned with College Planning | The APR goal is aligned with one or more of the college’s planning document goals | 13 – the APR goal directly implements the planning document goal 8 – the APR goal directly supports the planning document goal 5 – the APR goal supports the planning document goal (possibly indirectly) 3 – a connection is described between a planning document goal and the APR goal 1 – a planning document goal is identified, but connection to the APR goal is only inferred |
| 3. Outcomes identified, supported by the activities called for | The APR Outcome is clearly identified and supports institutional planning outcomes | 13 – the outcome directly implements institutional planning outcomes, is transferrable/scalable 8 – the outcome is clearly identified and directly implements institutional planning outcomes 5 – the outcome is clearly identified, activities support institutional planning outcomes (possibly indirectly) 3 – the outcome is clearly identified, independent of the activities 1 – the outcome is assumed or implied by the activities called for |
| 4. Outcomes are Measurable | Specific indicators, methods & timelines are identified to measure the APR Outcome | 13 – APR Outcome indicators, methods and timelines use institutional measures, are transferrable/scalable 8 – APR Outcome indicators, methods and timelines use institutional measures 5 – APR Outcome indicators, methods and timelines are measurable (perhaps indirectly) 3 – APR Outcome indicators, methods and timelines are identified 1 – APR Outcome indicators, methods and/or timelines incompletely specified |
| 5. Benchmarks and timeline for assessment and evaluation | Before/after benchmarks and timelines identified for assessment | 13 – Before/after benchmarks and timelines incremental, use institutional measures, are transferrable/scalable 8 – Before/after benchmarks and timelines incrementally measure progress using identical institutional measures 5 – Before/after benchmarks and timelines incrementally measure progress with identical methods 3 – Before/after benchmarks and timelines identified and compared using identical methods 1 – Before/after benchmarks and timelines incompletely specified |