

Lehman College Program Prioritization

ACADEMIC SCORING RUBRIC

The following rubric was created by the Academic Task Force to rate each of the programs on the eight criteria based on your response to the questions under the criteria. Each program will be read and scored by at least two Task Force members to ensure higher levels of reliability. The Task Force itself will decide as a group on the final score and each program will then be placed in a quintile. The scores, 1, 3, 6 and 9, are intended to provide greater differentiation among program assessment results.

CRITERION	Wght	9: Exceptional	6: Above Expectations	3: Meets Expectations	1: Below Expectations
History and Development	5%	<i>The program meets the expectations of the College, has demonstrated the ability to adapt to the changing needs of the College and its internal/external stakeholders and outside accrediting bodies, and demonstrates exceptional ability to anticipate change and build for the future. It has a well-articulated strategic plan and degree map.</i>	<i>The program meets the expectations of the College and has demonstrated some ability to adapt to the changing needs of the College and its internal and external stakeholders. It has a strategic plan and degree map.</i>	<i>The program minimally meets the expectations of the College. It may have a strategic plan or degree map.</i>	<i>The program does not meet the expectations of the College and has not adapted to the changing needs of the College. It does not have a strategic plan or degree map.</i>
External Demand for the Program	15%	<i>Demand for the program is exceptional; it enjoys a positive trend line; is seen as central to the College's future, and competes well against similar programs at other colleges in the region.</i>	<i>Demand for the program is at expected levels. Demand has been moderate or increasing. Program is considered competitive among other colleges in the region.</i>	<i>Demand has been flat. Program is not competitive among colleges in the region.</i>	<i>Demand for the program has been declining, raising questions about its efficacy.</i>
Internal Demand for the Program	15%	<i>Enrollment in the program is exceptional. The program provides exceptional service to other programs; such programs and services could not flourish without the service provided by this</i>	<i>Enrollment in the program is strong. The program provides expected services to other College programs. The program adequately addresses the internal needs of the college.</i>	<i>Enrollment in the program is adequate. The program provides some services to other College programs. The program somewhat addresses the internal needs of the college.</i>	<i>Enrollment in the program is low. The program provides little or no service to other Programs at the College and does not address the internal needs of the college.</i>

Program and Staffing	<p><i>program. The program has proactively addressed changing internal needs of the college.</i></p>
	<p>10% <i>The department maximizes the use of both fulltime and part time resources dedicated to the program. The program has experienced robust growth in majors among both transfer and first time students. Program faculty and staff both full and part time are heavily engaged in their field.</i></p> <p><i>The department adequately utilizes both fulltime and part time resources dedicated to the program. The program has experienced some growth in majors among both transfer and first time students. Program faculty and staff both full and part time are engaged in their field.</i></p> <p><i>The department somewhat utilizes both fulltime and part time resources dedicated to the program. The program has experienced little or no growth in majors among both transfer and first time students. Program faculty and staff both full and part time are minimally engaged in their field.</i></p> <p><i>The department does not adequately utilize the fulltime and part time resources dedicated to the program. The program has experienced an unexplained decline in majors among both transfer and first time students. Program faculty and staff both full and part time are not engaged in their field.</i></p>
Quality of Program	<p>20% <i>Measures of quality outcomes exist and are truly exceptional; assessment results are being utilized to improve student success, program reviews are up-to-date, and plans are in place to continuously improve constituent outcomes; extensive faculty contributions to both the surrounding community and the profession are being made; many students have received accolades for their accomplishments; comprehensive plans are in place to improve student recruitment, retention, persistence, and graduation.</i></p> <p><i>Measures of quality outcomes exist and are sufficient. Assessments results are being met and actions are being taken to ensure to improve constituent success. Evidence of student accolades, faculty contributions to both the surrounding community and the profession, and plans to improve student recruitment, retention, persistence, and graduation are present.</i></p> <p><i>Measures of quality outcomes exist. Assessments of outcomes have shown that more work is needed to achieve consistency in performance benchmarks. Assessment results are being used in decision making. Program may have evidence of either student accolades, faculty contributions to both the surrounding community and the profession, and plans to improve student recruitment, retention, persistence, and graduation are present.</i></p> <p><i>Measures of quality outcomes do not exist. There has been little or no effort to assess program outcomes. Program has no records of student accolades or plans to improve student recruitment, retention, persistence, and graduation are present.</i></p>

Program Size, Scope, and Productivity	15%	<i>The program serves an exceptional number of constituents; facilitates a comprehensive range of content; large numbers of constituents complete the programs; large numbers of constituents complete program in the prescribed time frame.</i>	<i>The program serves more than the expected number of constituents; facilitates a wide range of content; program completion levels are above an acceptable level given its resources.</i>	<i>The program serves a large number of constituents; facilitates a moderate range of content; program completion levels are at an acceptable level.</i>	<i>The program serves a minimal number of constituents; facilitates a small range of content; program completion levels are below an acceptable level..</i>
Program Costs and Revenues	10%	<i>Program revenues (tuition and external) have grown significantly. Activities are in place to encourage revenue growth. Costs have stayed constant or have declined, and are sufficient to sustain the program without impacting other resources of the College. Many cost savings measures have been implemented over the past three years.</i>	<i>Program revenues (tuition and external) have grown. Activities are in place to encourage revenue growth. Costs have risen slightly. Several savings measures have been implemented over the past three years.</i>	<i>Program revenues (tuition and external) have remained consistent. Activities are in place to encourage revenue growth. Costs have risen moderately. Few savings measures have been implemented over the past three years</i>	<i>Program revenues (tuition and external) are in decline. No plans are in place to improve revenue flow. Costs have risen substantially. No saving measures have been implemented over the past three years.</i>
Impact and Opportunity Analysis	10%	<i>The evidence suggests that there is an exceptional relationship between the program/service to the College's mission. The program has a clear vision on how to achieve the status of its aspirational peer programs.</i>	<i>There is direct evidence that the program or service is mission-critical. Program/service has the ability to achieve the status of its aspirational peer programs.</i>	<i>There is some evidence that the program or service is mission-critical. Program/service is currently developing a plan to achieve the status of its aspirational peer programs.</i>	<i>There is little or no evidence that the program or service is mission-critical. Program has no aspirational peer programs.</i>