

## Lehman College Program Prioritization

### ADMINISTRATIVE PROGRAMS and ACADEMIC CENTERS AND INSTITUTES SCORING RUBRIC

The following rubric was created by the Administrative 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	Weight	9: Exceptional	6: Moderate Expectations	3: Minimal Expectations	1: Below Expectations
<b>History and Development</b>	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 and external stakeholders, and demonstrates exceptional ability to anticipate change and build for the future. It has a well-articulated Mission Statement <u>and</u> Strategic Plan.</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 Mission Statement <u>or</u> Strategic Plan.</i>	<i>The program minimally meets the original expectations of the College and has demonstrated limited ability to adapt to the changing needs of the College. It may have a Mission Statement <u>or</u> Strategic Plan.</i>	<i>The program does not meet the original expectations of the College and has not adapted to the changing needs of the College. It does not have a Mission Statement <u>or</u> Strategic Plan.</i>
<b>External Demand for the Program</b>	15%	<i>Interaction in the program by external customers is <u>exceptional</u>; it meets a variety of external policy expectations, and is seen as central to the College's future.</i>	<i>Interaction in the program by external customers is at <u>expected</u> levels.</i>	<i>Interaction in the program by external customers is <u>minimal</u>.</i>	<i>Interaction in the program by external customers is <u>below</u> expectations.</i>
<b>Internal Demand for the Program</b>	15%	<i>The program provides <u>exceptional</u> service to other College programs and/or customers; such programs could not flourish without the service provided by this program. Internal demand is regularly assessed.</i>	<i>The program provides <u>needed</u> services to other College programs and/or customers. Internal demand has been assessed at least once in the past three years.</i>	<i>The program provides <u>some</u> services to other College programs and/or customers. Internal demand has not been assessed</i>	<i>The program provides little or <u>no service</u> to other College programs or customers. Internal demand has not been assessed.</i>

<p><b>Program Support and Staffing</b></p>	<p>20%</p>	<p>The program has identified and been highly effective in adapting to changes in the constituent populations' demographics and needs. The program has implemented new technologies and/or applications that have enhanced their ability to serve their constituents. Staff is well trained on the use of the technologies and/or applications.</p>	<p>The program has identified changes in constituent populations' demographics and needs. The program has implemented some new technologies and/or applications to assist their constituents at expected levels. Training has been provided on the use of the technologies and/or applications.</p>	<p>The program has recognized changes in constituent populations' demographics and needs, however, it has not utilized new technologies and/or applications to the extent needed to adapt to these changes. Staff is in need of more training and technology to enhance the services it can deliver to its constituents</p>	<p>The program has not changed with changes in constituent populations' demographics and needs. The program has not employed the use of new technologies and/or applications to help them fulfill their mission or enhance the services it can deliver to its constituents.</p>
<p><b>Quality of Program</b></p>	<p>15%</p>	<p>Measures of quality outcomes are truly <u>exceptional</u>. Results from assessments have been used to improve services provided to constituents. Satisfaction with services is high. The program and/or staff may have been commended for its work.</p>	<p>Measures of quality outcomes exist and are <u>sufficient</u>. Results from assessments may have been used to improve services provided to constituents. Satisfaction with services is good. The program and/or staff may have been commended for its work.</p>	<p>Measures of quality outcomes <u>exist</u>. Results from assessments have not been fully used to improve services provided to constituents. Satisfaction with services is average. The program and/or staff may have been commended for its work.</p>	<p>Measures of quality outcomes <u>do not exist</u> or not fully formulated. There has been little or no effort to assess program outcomes. Satisfaction with services has not been examined or is below expectations. The program and/or staff have not been commended for its work.</p>
<p><b>Program Size, Scope, and Productivity</b></p>	<p>15%</p>	<p>The program serves an <u>exceptional</u> number of people or entities; facilitates a comprehensive range of activities and services. The program provides exceptional levels of service given its resources.</p>	<p>The program serves a <u>moderate</u> number of people or entities; facilitates a moderate range of activities and services; The program provides expected levels of services given its resources.</p>	<p>The program serves a <u>minimal</u> number of people or entities; facilitates a small range of activities and services; The program minimally meets expected levels of service given its resources.</p>	<p>The program serves <u>few</u> people or entities; facilitates a limited range of its activities and services. The program provides levels of service below expected levels given its resources.</p>

<b>Revenue and Expenditures</b>	5%	<i>Based on the information provided, the budget has been sufficient to sustain and/or grow the program without impacting other resources of the College. Multiple cost savings measures have been implemented over the past three years.</i>	<i>Based on the information provided, the budget has been sufficient to sustain the program. At least one cost savings measure has been implemented over the past three years.</i>	<i>Based on the information provided, the budget has been sufficient to sustain the program. No cost savings measures have been implemented over the past three years.</i>	<i>No cost savings measures have been implemented over the past three years.</i>
<b>Opportunity Analysis and Impact</b>	10%	<i>There is direct evidence of an exceptional relationship between the program and the College's mission and strategic plan; the program is integral to the College's future. The program has the opportunity to generate revenue and currently does so. There is evidence that the program examines best practices in their field and uses this information to improve the services they deliver.</i>	<i>There is direct evidence of a relationship between the program and the College's mission and strategic plan. The program has some opportunity to generate revenue and has begun to explore ways to do so. There is evidence that the program examines best practices in their field.</i>	<i>There is some evidence of a relationship between the program and the College's mission and strategic plan. The program may have an opportunity to generate revenue, but has not explored ways to do so. There is limited evidence that they program examines best practices in their field.</i>	<i>There is little or no evidence of a relationship between the program and the College's mission and strategic plan. The program does not have an opportunity to generate revenue. There is no evidence that the program examines best practices in their field.</i>