



Scoring Rubric
Baccalaureate Degree Program
2022 Cycle 1 Applications

Rubric Sections	Points
I. Accreditation and Policy	Not scored (Verified by Chancellor's Office)
II. Institutional Financial Stability	6 (Researched and scored by Chancellor's Office)
III. Equitable Student Outcomes for Proposed Degree	10 (Researched and scored by Chancellor's Office)
IV. Labor Market Demand	30
V. Institutional Capacity	27
VI. Program and Curriculum Design	30
VII. Intra- and Intersegmental Alignment	9
VIII. Overall Concept of Proposal	4
TOTAL	116

Section I. Accreditation and Policy Compliance

Accreditation and Policy Criteria Verified by the Chancellor's Office

Item #	Description
1	Applicant provided evidence that they have been approved to offer baccalaureate degree programs through ACCJC. (Ed. Code section 78042(a)).
2	All elements of the application have been completed.
3	Applicant provided evidence of their written policy that requires all potential students to submit either a Free Application for Federal Student Aid or a California Dream Act application in lieu of the California Promise Grant. (Ed. Code section 78042(c)). (See Application Question #14)
4	Applicant has submitted documentation that the proposed program or program curricula is not already offered by the California State University or the University of California. (Ed. Code section 78042(d)(2)). (See Application Question #16)
5	Application includes evidence of consultation with the California State University and the University of California regarding collaborative approaches to meeting regional workforce needs. (See Application Question #15)
Scoring: These criteria check that all that was required was submitted, and are not included in the application score.	

Section II. Institutional Financial Stability (Researched and Scored by the Chancellor's Office)

Item #	Description
1	CCFS-311 Annual Budget and Financial Report and CCFS-311Q Quarterly Financial Status Updates are current
2	Annual district financial audit reports are current



Item #	Description
3	The district maintains unrestricted general fund reserves sufficient to cover at least two months of total general fund operating expenditures.
Scoring: Two points for every metric met, and zero points for any metric not met.	

Section III. Equitable Student Outcomes (Researched and Scored by the Chancellor’s Office)

Equitable Student Outcomes Data

Item #	Description
1	Change in enrollment in the discipline over the past 5 years
2	College’s average time to associate degree completion (years)
3	College’s student retention from fall to spring
4	College’s average number of units for all degrees (all, AA/AS/ADT)
5	College’s percentage of students who complete transfer-level math and English within one year of their first enrollment in the discipline (AB 705)
Scoring: Item 1: Two points for positive enrollment trends, and zero points for negative enrollment trends. Items 2-5: Two points for a score above the state average; One point for scores below but nearly the same as the state average (within 2 points); Zero points for scores below the state average (more than two points below).	

Section IV. Labor Market Demand (reviewed and scored by application readers)

Application provides documentation of unmet workforce need specifically related to the proposed baccalaureate degree program (Ed. Code section 78042(f)(5)), in the local community or region of the district (Ed. Code section 78042(d)(1)). Applicant clearly

identifies regional workforce goals, objectives, and the workforce need that the proposed program will address. Applicant provides statewide and regional workforce data relevant to the proposed baccalaureate degree program (Ed. Code section 78042(f)(5)(B)).

Evidence of labor market need may include: statistical projections of growth in specific jobs by county (or labor market area) from the EDD LMI system; recent employer surveys; industry studies; regional economic studies; letters from employers; minutes of industry advisory committee meetings; job advertisements for positions in the college's service area; newspaper or magazine articles on industry or employment trends; studies or data from licensing agencies or professional associations.

Strong (4-5 points)	Moderate (2-3 points)	Weak (1 point)
Clearly defined and evidence-based regional workforce need. Strong and reliable labor market and economic data to support program. Data includes supply and demand analysis and high living wage attainment. Robust and convincing justification for the proposed program.	Some data to inform decision-making process. Student outcomes are more generalized and not tied to labor market demand and wage gains.	Anecdotal justification not supported by evidence. Lacks clarity. Several components are missing or unclear. High living wage not supported.

Item #	Description	Rating
1	Evidence that the district consulted with regional employers and regional workforce development boards. (Ed. Code section 78042(f)(5)(A).)	
2	Evidence that the baccalaureate degree to be offered will help address unmet workforce needs, including:	---
2A	Evidence that employers are having difficulty filling positions that require a baccalaureate degree.	
2B	Evidence that employers are willing to pay baccalaureate degree holders more than those with a related associate degree or no postsecondary degree.	



Item #	Description	Rating
2C	Evidence that employers prefer candidates with the proposed baccalaureate degree.	
3	Evidence of job placement and/or promotion opportunities for candidates with a baccalaureate degree.	
4	Evidence that the occupation/field the proposed baccalaureate degree is in will provide for higher-wage job opportunities.	
Total Score – Alignment with Labor Market Demand		___ /30 points

Section V. Institutional Capacity (reviewed and scored by application readers)

Strong (3 points)	Moderate (2 points)	Weak (1 point)
Strong, compelling evidence of institutional expertise, student interest, and available resources. Detailed Administrative Plan with clear funding plan. Strong statement supporting the necessity of proposal.	Adequate response and/or minimal evidence, but some components are missing or unclear. The necessity of the proposed program and/or available resources are unclear.	Lacks clarity. Several components are missing or unclear or the evidence does not justify the response.

Item #	Description	Rating
1	Evidence that the institution has the expertise to offer a quality baccalaureate degree in the chosen field of study (Ed. Code section 78042(d)(3). (See Application Question #5)	



Item #	Description	Rating
2	Evidence of substantial student interest to offer a quality baccalaureate degree in the chosen field of study (Ed. Code section 78042(d)(3)) with clear and compelling enrollment and completer projections for the proposed baccalaureate degree program. (See Application Questions #5 and #11)	
3	Application provides an administrative plan for the baccalaureate degree program, including the governing board of the district's funding plan. (Ed. Code section 78042(f)(2)). (See Application Question #9)	
4	Application demonstrates the existence of, or a sound plan for, the following areas:	---
4A	Sufficient program facilities and equipment (See Application Question #8)	
4B	Adequate human administrative support (e.g., faculty, support staff, counselors, DSPS)	
4C	Needed financial and administrative processes; updates to systems (to initiate, maintain, and monitor the proposed baccalaureate degree program)	
4D	Sufficient library and learning resources (quality, currency, variety, quantity and depth)	
4E	A clear and compelling funding plan (estimated costs to students and the college/district). The college must demonstrate that it has the resources to realistically maintain the program at the level of quality described in the proposal. This includes funding for faculty compensation, facilities and equipment, and library or learning resources (PCAH, 8th ed., p. 27 (draft)).	
5	Application provides a written statement supporting the necessity of a four-year degree for that program. (Ed. Code section 78042(f)(5)). (See Application Question #6)	
Total Score – Institutional Capacity		___ /27 points

Section VI. Program and Curriculum Design (reviewed and scored by application readers)

Strong (4-5 points)	Moderate (2-3 points)	Weak (1 point)
Clear, strong and convincing justification for the proposed program. Curriculum and achievement outcomes are certain, and pathways are clear. Available facilities and qualified faculty have been identified.	Adequately clear, but some components are missing and/or evidence is minimal or vague. Need is questionable or the curriculum and pathways unclear.	Response or evidence provided does not align. Lacks clarity. Several components are missing or unclear or the evidence does not justify the response.

Item #	Description	Rating
1	The proposed baccalaureate degree program fits into the mission, curriculum, and master planning of the college and higher education in California. (See Application Question #10)	
2	Review the following (a-c) to assess 2A-2E: (a) the catalog description, program requirements, prerequisite skills or enrollment limitations, student learning outcomes, and program goals (see Application Question #7) (b) the description of the baccalaureate program's course requirements, faculty, facilities, and sequencing that reflects program goals (see Application Question #8) (c) the explanation of how the proposed baccalaureate degree program fits in the college's existing program inventory (see Application Question #12)	Review these elements to rate the four metrics below.
2A	The proposal demonstrates a rigorous, relevant, and coherent curriculum that includes real world applications that are accessible to all students. (See Application Question #8)	
2B	Achievement outcomes and the learning journey are clearly defined and scaffolded from associate degree to baccalaureate degree. (See Application Questions #7, #8, and #12)	
2C	The program is aligned with external industry standards (e.g., American Association for Respiratory Care; National Institute for Automotive Service Excellence) and is in good standing with any programmatic accreditation. (See Application Question #4)	



Item #	Description	Rating
2D	Program faculty are adequately qualified to teach and continuously improve the curriculum. (See Application Question #8)	
2E	Evidence of a curriculum development and approval process for upper division.	
Total Score – Program Quality and Design		___ /30 points

Section VII. Intra- and Intersegmental Alignment (reviewed and scored by application readers)

Strong (3 points)	Moderate (2 points)	Weak (1 point)
Clear, cohesive description of intra- and/or intersegmental program alignment. Sufficient evidence that program does not duplicate existing CSU or UC programs. Program coursework is or will be comparable to graduate program course prerequisites.	Adequately clear description of intra- and/or intersegmental program alignment. Minimal evidence that program does not duplicate existing CSU or UC programs. Vague description of course articulation.	Unclear description of intra- and/or intersegmental program alignment. No evidence that program does not duplicate existing CSU or UC programs. No reference to course articulation.

Item #	Description	Rating
1	Application describes how the proposed baccalaureate degree program allows for students to transition to associate degree programs and transfer to other four-year institutions if needed. (See Application Question #13)	
2	Applicant has demonstrated the proposed program or program curricula is not already offered by the CSU or UC systems (Ed. Code section 78042(d)(2)). (See Application Questions #15 and #16)	
3	Applicant discusses how lower-division and upper-division coursework articulates to comparable graduate degree program course prerequisites (or describes plans to do so), where available.	
Total Score – Intra and Intersegmental Alignment		___ /9 points



Section VIII. Overall Quality (scored by application readers)

Strong (4 points)		Moderate (2-3 points)	Weak (0-1 points)
Strong, thorough and convincing responses to most elements. Program should be approved.		Adequate responses and evidence but proposal could have been stronger. Additional information is needed to approve.	Lacks clarity, missing components, not enough evidence to justify approval.
Item #	Description	Rating	
1	The overall concept of the baccalaureate degree program is relevant and appropriate to current employer demands as well as to accepted academic standards.		
Total Score – Overall Quality			___ / 4 points

Total Combined Score (Calculated by Chancellor's Office Staff)

TOTAL COMBINED SCORE (Add Sections I through VIII)	__ / 116 points
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