

Program Review Rubric (rev 2022)

Criteria	Initial (1)	Emerging (2)	Developed (3)	Highly Developed (4)
Program Mission and Purpose	Program mission and purpose are not aligned with University mission. *(or item/narrative missing)	Program mission and purpose are only partially or implicitly aligned with the University mission.	Program mission and purpose are aligned with University mission.	Program mission and purpose are explicitly aligned with University mission and includes an explanation of the source and/or process used to develop program outcomes
Curriculum Map	No formal, written curriculum map shared.	A partially completed or flawed curriculum map is shared. A flawed curriculum map may be confusing or unsustainable.	A curriculum map is presented that identifies courses in which student performance data (key assignments/ assessments) linked to program outcomes will be collected for review by program faculty.	A clear curriculum map that identifies courses in which student performance data (key assignments/ assessments) linked to program outcomes will be collected for review by program faculty. Data collection for each PLO occurs in more than one course, but not in so many courses as to be unsustainable.
Assessment of Student Learning	No formal, written assessment of student learning is presented.	A partially completed assessment system with PLOs and assessment instruments presented. Implementation has not begun or is minimal.	Completed assessment system presented, including key assignments in course(s) where outcomes are assessed, assessment tools used, and at least partial implementation occurring.	Completed assessment system presented, highlighting collection of a variety of types of student performance data, including collection of other relevant data using multiple assessment instrument(s) including rubrics and surveys. Robust implementation of the system is evident.
Assessment Schedule	No formal, written assessment schedule presented.	A partially completed assessment schedule presented. Formal review of program learning outcomes/trends by faculty is unclear.	A completed assessment schedule presented. A regular pattern of review of student performance data is documented.	A completed assessment schedule presented. A timeline of analysis/review of PLO data is clearly articulated in this section of the report, including narrative describing when review occurred(s) and who among the faculty were involved.
Change Informed by Data	No documented analysis of data or changes to curriculum, instructional methods, or assessment informed by data.	Incomplete documentation of data analysis; limited connection to changes in curriculum, instructional methods, or assessment.	Analysis of data by faculty, Chair, or other stakeholders leads to documented change in curriculum, instructional methods, or assessment. There is a plan for evaluating impact of the change(s).	Analysis of data, disaggregated in categories relevant to equity, by faculty, Chair, and/or other stakeholders leads to documented change in curriculum, instructional methods, or assessment. In addition, evidence of impact of the changes are evaluated.

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Faculty Effectiveness	No table listing faculty qualifications and load presented.	A partial table including some elements of faculty qualifications and load presented. Minimal or no response to the narrative prompts.	A completed table of faculty qualifications and load presented. Excessive or variable faculty loads are not explained. Some evidence presented in response to narrative prompts.	A completed table of faculty qualifications and load presented. Excessive or variable faculty loads are explained. Clear evidence presented of faculty effectiveness in teaching and advising.
Enrollment and Completion	Report does not provide data or narrative explanation to provide a clear profile of enrollment and retention or completion rates.	Report does not provide sufficient data or narrative explanation to provide a clear profile of enrollment and retention or completion rates.	Report provides adequate data or narrative explanation to provide a clear profile of enrollment and retention or completion rates.	Report includes thorough, but succinct responses to narrative prompts, shares rich data and narrative explanations, and data disaggregated in categories relevant to equity, to provide a clear profile of enrollment and retention or completion rates.
Institutional Resources: Learning Environment	Report does not provide a clear response to the prompt or identify if institutional support for the learning environment is sufficient or not.	Report vaguely indicates sufficient supports are available, and/or, only vaguely identifies program related needs in terms of institutional support for the learning environment.	Report indicates sufficient supports are in place, or report identifies general, program related needs in terms of institutional support for the learning environment.	Report indicates sufficient supports are in place, or report includes thorough, but succinct response to narrative prompt, and identifies specific program related needs in terms of institutional support for the learning environment.
Institutional Resources: Faculty Support	Report does not provide a clear response to the prompt or identify if institutional support faculty is sufficient or not.	Report vaguely indicates sufficient supports are available, and/or, only vaguely identifies program related needs in terms of institutional support for the faculty.	Report indicates sufficient supports are in place, or report identifies general, program related needs in terms of institutional support for the faculty.	Report indicates sufficient supports are in place, or report includes thorough, but succinct response to narrative prompt, and identifies specific program related assets and needs in terms of institutional support for the faculty.
Reflection and Plan	Insufficient reflection on program strengths and opportunities for continuous improvement. Plan is not presented or is vague. *(or narrative is missing)	Presents program reflection on strengths and opportunities for improvement, with partial or implied goals for the coming year(s).	Presents program reflection on strengths and opportunities for improvement, with goals for the coming year(s) identified.	Presents reflection on strengths and emphasizes opportunities for continuous improvement, with specific goals and a systematic plan for implementation over the coming year(s). Includes plan of student learning outcome review in between formal program review reports.