

Program Review Rubric for Self-Study Teams' Contributions

Program:
Study-Study Team members:

Date:

Criteria	Emerging (1 pt)	Developing (2 pts)	Proficient (3 pts)	Scores & specific comments
Curriculum				
<i>Alignment with University mission and strategic plan</i>	Mission statement is present but a description of the program, not a statement of purpose.	Mission statement is present but is not clearly aligned to the University mission and strategic plan.	Mission statement is present and compellingly aligned to the University mission and strategic plan.	
Program assessments and improvements				
<i>Learning outcomes, measures, and results</i>	Faculty have program-level outcomes and measures but have not gathered student learning results for at least one of the past three years.	Faculty have program-level outcomes and an assessment plan, and have gathered student learning results for one or some of the outcomes for one or more of the past three years.	Faculty have program-level outcomes and an assessment plan, and have gathered student learning results for most or all of the outcomes for all three of the past three years.	
<i>Program improvements based on results</i>	Faculty have designed one or more improvements; they are not directly connected to direct or indirect student learning results for at least one of the past three years.	Faculty have designed one or more improvements that are compellingly informed by direct or indirect student learning results for one or more of the past three years.	Faculty have implemented multi-faceted program improvements directly informed by a variety of assessment results for all three of the past three years.	
Strengths and challenges				
<i>Program strengths</i>	Analysis is limited and/or unrealistic.	Analysis is clear in some respects and not others; some points are described adequately, others not.	Analysis is comprehensive and realistic. Paragraph descriptions are provided for each point.	
<i>Opportunities to extend strengths</i>	Analysis is limited and/or unrealistic.	Analysis is clear in some respects and not others; some points are described adequately, others not.	Analysis is comprehensive and realistic. Paragraph descriptions are provided for each point.	
<i>Program challenges</i>	Analysis is limited and/or unrealistic.	Analysis is clear in some respects and not others; some points are described adequately, others not.	Analysis is comprehensive and realistic. Paragraph descriptions are provided for each point.	
<i>Plans for overcoming challenges</i>	Plans are limited and/or unrealistic. Timeframes are not provided.	Plans address some challenges and not others; some timeframes are provided.	Plans are comprehensive and realistic; appropriate timeframes are provided.	
<i>Improvements addressed through additional resources</i>	Requests are unclear and/or unrealistic.	Requests are specific and realistic in some areas, and others not.	Requests are comprehensive and realistic; details for each request are clearly spelled out.	
Action plan				
<i>Action steps with timeline to program challenges</i>	Action steps partially align, or do not align at all, to identified challenges. Details are not specified.	Some action steps align to identified challenges, but others not. Details about timeline and persons responsible are provided, others not.	Action steps are clearly described, address challenges identified, and include realistic timeline and persons responsible for each step.	
Overall score & comments (___ of 27 possible pts; AVE = _____)				