

Academic Program Review Rubric

Categories	Accomplished 4	Developed 3	Developing 2	Undeveloped 1
<p>Overview:</p> <ul style="list-style-type: none"> • Narrative • Program Goals • Decision Making • Strategic Planning 	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Purpose of the program and contributions to the community. • What sets this program apart from other programs. • How the program gathers input from and responds to community needs. • How long the program has existed and the date of the last program review. • List of program goals. • Describe how the goals are tied to the College mission. • Describe how decisions are made. • Describe the communication process. • List and describe any outside agencies who inform decision making and their scope. • List strategic planning goals program contributes to. • Provide evidence of how program has contributed to the strategic plan. 	<p>Organized well using a narrative that mentions 10 of the following components:</p> <ul style="list-style-type: none"> • Purpose of the program and contributions to the community. • What sets this program apart from other programs. • How the program gathers input from and responds to community needs. • How long the program has existed and the date of the last program review. • List of program goals. • Describe how the goals are tied to the College mission. • Describe how decisions are made. • Describe the communication process. • List and describe any outside agencies who inform decision making and their scope. • List strategic planning goals program contributes to. • Provide evidence of how program has contributed to the strategic plan. 	<p>Uses a narrative that mentions 9 of the following components:</p> <ul style="list-style-type: none"> • Purpose of the program and contributions to the community. • What sets this program apart from other programs. • How the program gathers input from and responds to community needs. • How long the program has existed and the date of the last program review. • List of program goals. • Describe how the goals are tied to the College mission. • Describe how decisions are made. • Describe the communication process. • List and describe any outside agencies who inform decision making and their scope. • List strategic planning goals program contributes to. • Provide evidence of how program has contributed to the strategic plan. 	<p>Not well organized, mentions 8 or less of the following components:</p> <ul style="list-style-type: none"> • Purpose of the program and contributions to the community. • What sets this program apart from other programs. • How the program gathers input from and responds to community needs. • How long the program has existed and the date of the last program review. • List of program goals. • Describe how the goals are tied to the College mission. • Describe how decisions are made. • Describe the communication process. • List and describe any outside agencies who inform decision making and their scope. • List strategic planning goals program contributes to. • Provide evidence of how program has contributed to the strategic plan.

<p>Curriculum & Articulation</p> <ul style="list-style-type: none"> • Licensure • Program Requirements • Course Offerings • Syllabi • Curriculum Changes • Articulation 	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Licensure (if applicable). • List degrees, certificates, and/or pathways offered. • Discuss changes to program outcomes in past 5 years and why. • Discuss opportunities or impacts to the program from changes in the College. • Discuss course offerings, types of courses, modalities, scheduling of courses, frequency of offerings. • Describe how often syllabi are reviewed, updated, faculty involvement. • Discuss course outcome changes since last program review. • Discuss the effects the changes have had on the program. • Describe other curricular changes (pedagogy, software, delivery methods, etc). • List any impending curriculum changes and how they will affect the program. • Describe participation in ATF meetings. • Discuss changes in transferrable courses. • Provide explanation of courses that transfer as elective or NT. • Discuss the level of transfer or workforce the program curriculum prepares the students for. • If program is accredited, provide accreditor info 	<p>Well organized with a flowing narrative that identifies 12 of the following components:</p> <ul style="list-style-type: none"> • Licensure (if applicable). • List degrees, certificates, and/or pathways offered. • Discuss changes to program outcomes in past 5 years and why. • Discuss opportunities or impacts to the program from changes in the College. • Discuss course offerings, types of courses, modalities, scheduling of courses, frequency of offerings. • Describe how often syllabi are reviewed, updated, faculty involvement. • Discuss course outcome changes since last program review. • Discuss the effects the changes have had on the program. • Describe other curricular changes (pedagogy, software, delivery methods, etc). • List any impending curriculum changes and how they will affect the program. • Describe participation in ATF meetings. • Discuss changes in transferrable courses. • Provide explanation of courses that transfer as elective or NT. • Discuss the level of transfer or workforce the program curriculum prepares the students for. • If program is accredited, provide accreditor info 	<p>Uses a narrative that mentions 11 of the following components:</p> <ul style="list-style-type: none"> • Licensure (if applicable). • List degrees, certificates, and/or pathways offered. • Discuss changes to program outcomes in past 5 years and why. • Discuss opportunities or impacts to the program from changes in the College. • Discuss course offerings, types of courses, modalities, scheduling of courses, frequency of offerings. • Describe how often syllabi are reviewed, updated, faculty involvement. • Discuss course outcome changes since last program review. • Discuss the effects the changes have had on the program. • Describe other curricular changes (pedagogy, software, delivery methods, etc). • List any impending curriculum changes and how they will affect the program. • Describe participation in ATF meetings. • Discuss changes in transferrable courses. • Provide explanation of courses that transfer as elective or NT. • Discuss the level of transfer or workforce the program curriculum prepares the students for. • If program is accredited, provide accreditor info 	<p>Not well organized, mentions 10 or less of the following components:</p> <ul style="list-style-type: none"> • Licensure (if applicable). • List degrees, certificates, and/or pathways offered. • Discuss changes to program outcomes in past 5 years and why. • Discuss opportunities or impacts to the program from changes in the College. • Discuss course offerings, types of courses, modalities, scheduling of courses, frequency of offerings. • Describe how often syllabi are reviewed, updated, faculty involvement. • Discuss course outcome changes since last program review. • Discuss the effects the changes have had on the program. • Describe other curricular changes (pedagogy, software, delivery methods, etc). • List any impending curriculum changes and how they will affect the program. • Describe participation in ATF meetings. • Discuss changes in transferrable courses. • Provide explanation of courses that transfer as elective or NT. • Discuss the level of transfer or workforce the program curriculum prepares the students for. • If program is accredited, provide accreditor info
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<p>Facilities and Resources</p>	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • List designated program space(s) and describe how the spaces contribute to the program’s student success. • List and describe any resources that are lacking and how the lack negatively impacts students. • Specify any designated budget primarily for the program’s use. 	<p>Well organized with a flowing narrative that identifies 2 of the following components:</p> <ul style="list-style-type: none"> • List designated program space(s) and describe how the spaces contribute to the program’s student success. • List and describe any resources that are lacking and how the lack negatively impacts students. • Specify any designated budget primarily for the program’s use. 	<p>Uses a narrative that mentions 1 of the following components:</p> <ul style="list-style-type: none"> • List designated program space(s) and describe how the spaces contribute to the program’s student success. • List and describe any resources that are lacking and how the lack negatively impacts students. • Specify any designated budget primarily for the program’s use. 	<p>Not well organized, mentions none of the following components:</p> <ul style="list-style-type: none"> • List designated program space(s) and describe how the spaces contribute to the program’s student success. • List and describe any resources that are lacking and how the lack negatively impacts students. • Specify any designated budget primarily for the program’s use.
<p>Program Viability</p>	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Detailed description of program cost. • Program cost compared to national benchmarks. • Describe program cost efficiency? • Labor costs for FT faculty. • Labor costs for PT faculty. • # of student credit hours per faculty. • Average class size. • What is the market demand for the program? • Retention and graduation rates. • Describe the program relationship to College mission. • Describe the market competition program faces. • Cost of similar program at other institutions. • Length of time to complete program at AWC and other institutions. 	<p>Well organized with a flowing narrative that identifies 12 of the following components:</p> <ul style="list-style-type: none"> • Detailed description of program cost. • Program cost compared to national benchmarks. • Describe program cost efficiency? • Labor costs for FT faculty. • Labor costs for PT faculty. • # of student credit hours per faculty. • Average class size. • What is the market demand for the program? • Retention and graduation rates. • Describe the program relationship to College mission. • Describe the market competition program faces. • Cost of similar program at other institutions. • Length of time to complete program at AWC and other institutions. 	<p>Uses a narrative that mentions 11 of the following components:</p> <ul style="list-style-type: none"> • Detailed description of program cost. • Program cost compared to national benchmarks. • Describe program cost efficiency? • Labor costs for FT faculty. • Labor costs for PT faculty. • # of student credit hours per faculty. • Average class size. • What is the market demand for the program? • Retention and graduation rates. • Describe the program relationship to College mission. • Describe the market competition program faces. • Cost of similar program at other institutions. • Length of time to complete program at AWC and other institutions. 	<p>Not well organized, mentions 10 or less of the following components:</p> <ul style="list-style-type: none"> • Detailed description of program cost. • Program cost compared to national benchmarks. • Describe program cost efficiency? • Labor costs for FT faculty. • Labor costs for PT faculty. • # of student credit hours per faculty. • Average class size. • What is the market demand for the program? • Retention and graduation rates. • Describe the program relationship to College mission. • Describe the market competition program faces. • Cost of similar program at other institutions. • Length of time to complete program at AWC and other institutions.

<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Teaching Loads • Credentials • Enrollment Trends • Learning Assessment • Student Feedback 	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Describe FT faculty loads and responsibilities. • Describe PT faculty loads and responsibilities. • Discuss delivery methods of courses. • Discuss release time for FT faculty. • Describe minimum credentials to teach in program. • Discuss specializations or achievements of current faculty. • Elaborate on enrollment patterns or outliers within provided data tables. • Discuss other data collected by program. • Detailed description of types of assessment to measure student learning. • Describe course level assessments and the results since the last PR. • Report any shared assessments within the program and data gathered from those assessments. • Record any observations or trends found within student learning assessment data. • List the program benchmarks. • How has the program improved in quality? Provide evidence of the improvement. • How do faculty assure teaching, learning, and assessment is being conducted and implemented? • Provide examples of how assessment plan results have driven changes for improvements in teaching and learning. • Provide examples of how course evaluations, surveys, and other forms of student feedback are used to inform changes in teaching and learning. 	<p>Well organized with a flowing narrative that identifies 16 of the following components:</p> <ul style="list-style-type: none"> • Describe FT faculty loads and responsibilities. • Describe PT faculty loads and responsibilities. • Discuss delivery methods of courses. • Discuss release time for FT faculty. • Describe minimum credentials to teach in program. • Discuss specializations or achievements of current faculty. • Elaborate on enrollment patterns or outliers within provided data tables. • Discuss other data collected by program. • Detailed description of types of assessment to measure student learning. • Describe course level assessments and the results since the last PR. • Report any shared assessments within the program and data gathered from those assessments. • Record any observations or trends found within student learning assessment data. • List the program benchmarks. • How has the program improved in quality? Provide evidence of the improvement. • How do faculty assure teaching, learning, and assessment is being conducted and implemented? • Provide examples of how assessment plan results have driven changes for improvements in teaching and learning. • Provide examples of how course evaluations, surveys, and other forms of student feedback are used to inform changes in teaching and learning. 	<p>Uses a narrative that mentions 15 of the following components:</p> <ul style="list-style-type: none"> • Describe FT faculty loads and responsibilities. • Describe PT faculty loads and responsibilities. • Discuss delivery methods of courses. • Discuss release time for FT faculty. • Describe minimum credentials to teach in program. • Discuss specializations or achievements of current faculty. • Elaborate on enrollment patterns or outliers within provided data tables. • Discuss other data collected by program. • Detailed description of types of assessment to measure student learning. • Describe course level assessments and the results since the last PR. • Report any shared assessments within the program and data gathered from those assessments. • Record any observations or trends found within student learning assessment data. • List the program benchmarks. • How has the program improved in quality? Provide evidence of the improvement. • How do faculty assure teaching, learning, and assessment is being conducted and implemented? • Provide examples of how assessment plan results have driven changes for improvements in teaching and learning. • Provide examples of how course evaluations, surveys, and other forms of student feedback are used to inform changes in teaching and learning. 	<p>Not well organized, mentions 14 or less of the following components:</p> <ul style="list-style-type: none"> • Describe FT faculty loads and responsibilities. • Describe PT faculty loads and responsibilities. • Discuss delivery methods of courses. • Discuss release time for FT faculty. • Describe minimum credentials to teach in program. • Discuss specializations or achievements of current faculty. • Elaborate on enrollment patterns or outliers within provided data tables. • Discuss other data collected by program. • Detailed description of types of assessment to measure student learning. • Describe course level assessments and the results since the last PR. • Report any shared assessments within the program and data gathered from those assessments. • Record any observations or trends found within student learning assessment data. • List the program benchmarks. • How has the program improved in quality? Provide evidence of the improvement. • How do faculty assure teaching, learning, and assessment is being conducted and implemented? • Provide examples of how assessment plan results have driven changes for improvements in teaching and learning. • Provide examples of how course evaluations, surveys, and other forms of student feedback are used to inform changes in teaching and learning.
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<p>Analysis and Reflection</p> <ul style="list-style-type: none"> • SWC Analysis • Previous PR Results and Developments 	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Describe internal strengths of the program (provide evidence). • Describe internal weaknesses of the program (provide evidence). • Describe program opportunities. • Describe program challenges, internally and externally. • Discuss challenges for students completing a degree or cert. • List recommendations from previous PR and elaborate on actions taken. • List recommendations from Program Advisory group and elaborate on actions taken. 	<p>Well organized with a flowing narrative that identifies 6 of the following components:</p> <ul style="list-style-type: none"> • Describe internal strengths of the program (provide evidence). • Describe internal weaknesses of the program (provide evidence). • Describe program opportunities. • Describe program challenges, internally and externally. • Discuss challenges for students completing a degree or cert. • List recommendations from previous PR and elaborate on actions taken. <p>List recommendations from Program Advisory group and elaborate on actions taken.</p>	<p>Uses a narrative that mentions 5 of the following components:</p> <ul style="list-style-type: none"> • Describe internal strengths of the program (provide evidence). • Describe internal weaknesses of the program (provide evidence). • Describe program opportunities. • Describe program challenges, internally and externally. • Discuss challenges for students completing a degree or cert. • List recommendations from previous PR and elaborate on actions taken. <p>List recommendations from Program Advisory group and elaborate on actions taken.</p>	<p>Not well organized, mentions 4 or less of the following components:</p> <ul style="list-style-type: none"> • Describe internal strengths of the program (provide evidence). • Describe internal weaknesses of the program (provide evidence). • Describe program opportunities. • Describe program challenges, internally and externally. • Discuss challenges for students completing a degree or cert. • List recommendations from previous PR and elaborate on actions taken. <p>List recommendations from Program Advisory group and elaborate on actions taken.</p>
<p>Recommendations</p> <ul style="list-style-type: none"> • Five Year Plan 	<p>Very well organized with a flowing narrative that identifies all of the following components:</p> <ul style="list-style-type: none"> • Recommendations for needed interventions and development. • Describe where the program will be in five years. • How and where can the quality of the program be improved? • Who will work on improving the quality of the program? • What is the time frame for each recommendation for improvement? 	<p>Well organized with a flowing narrative that identifies 4 of the following components:</p> <ul style="list-style-type: none"> • Recommendations for needed interventions and development. • Describe where the program will be in five years. • How and where can the quality of the program be improved? • Who will work on improving the quality of the program? <p>What is the time frame for each recommendation for improvement?</p>	<p>Uses a narrative that mentions 3 of the following components:</p> <ul style="list-style-type: none"> • Recommendations for needed interventions and development. • Describe where the program will be in five years. • How and where can the quality of the program be improved? • Who will work on improving the quality of the program? <p>What is the time frame for each recommendation for improvement?</p>	<p>Not well organized, mentions 2 or less of the following components:</p> <ul style="list-style-type: none"> • Recommendations for needed interventions and development. • Describe where the program will be in five years. • How and where can the quality of the program be improved? • Who will work on improving the quality of the program? <p>What is the time frame for each recommendation for improvement?</p>

Action Plan	<p>Action items listed in order of priority and includes all 5 components for each item:</p> <ul style="list-style-type: none"> • Action item # • Anticipated date of completion • List of potential student benefits to student success • Status update • Last reviewed date 	<p>Action items listed in order of priority and includes 4 components for each item:</p> <ul style="list-style-type: none"> • Action item # • Anticipated date of completion • List of potential student benefits to student success • Status update • Last reviewed date 	<p>Action items listed and includes all 3 or more components for each item:</p> <ul style="list-style-type: none"> • Action item # • Anticipated date of completion • List of potential student benefits to student success • Status update • Last reviewed date 	<p>Action items listed and includes 2 or less components for each item:</p> <ul style="list-style-type: none"> • Action item # • Anticipated date of completion • List of potential student benefits to student success • Status update • Last reviewed date
Appendices	<p>All appendices are labeled clearly, add value to the text and are appropriately referred to in the text</p>	<p>All appendices are labeled clearly and are appropriately referred to in the text</p>	<p>Most appendices are labeled clearly but not all are appropriately referred to in the text</p>	<p>Appendices are not labeled, seem like an afterthought, and most are not referred to in the text</p>