

Academic Program Review Rubric

Categories	Accomplished 4	Developed 3	Developing 2	Undeveloped 1
I. Overview:	Very well organized with a flowing narrative that identifies all of the following components: the description of program, the members of the committee, the process used to conduct the review, and the Internal/external program operation	Organized well using a narrative that mentions 3 of the following components: the description of program, the members of the committee, the process used to conduct the review, and the Internal/external program operation	Uses a narrative that mentions 2 of the following components: the description of program, the members of the committee, the process used to conduct the review, and the Internal/external program operation	Not well organized, perhaps using bullets, skips around and misses significant elements of the review, does not mention any of the following components: the description of program, the members of the committee, the process used to conduct the review, and the Internal/external program operation
II. Mission/Purpose:	Mission Statement is accurate and is linked to the college mission statement; includes supporting statements/examples.	Mission statement is accurate and mentions relationship to the college mission.	Mission Statement accurately describes the program in question.	No mission statement included or statement does not describe program.
III. Quality Assurance: a).Focus on the Department Program(s)				

<p>III. Quality Assurance: b).Focus On Assessment</p>	<p>All outcomes and/or goals are specific, phrased using action words in measurable terms, and include several institution-wide learning outcomes. SLO results are provided with the projected targets and benchmarks; Alumni and/or stakeholder surveys addressing learning outcomes was administered (to other than students) and the results are provided</p>	<p>All outcomes and goals are fairly specific, are phrased using action words with some exceptions, are stated in measurable terms, and include at least one institution-wide learning outcome At least two SLO results are provided with the projected targets and benchmarks; Alumni and/or stakeholder survey addressing learning outcomes was administered (to other than students) and the results are provided</p>	<p>Most outcomes and goals are fairly specific, but few are phrased using action words, few are stated in measurable terms, and do not include institution-wide learning outcomes One SLO result is provided with the projected target and benchmark; Alumni and/or stakeholder survey was administered (to other than students) but did not address SLOs</p>	<p>Most outcomes and goals are stated in general terms lacking specifics, are phrased using non-action words, few are stated in measurable terms, and do not include institution-wide learning outcomes No direct measure of learning outcomes No survey of alumni or stakeholders other than students</p>
<p>III. Quality Assurance: c). Focus On Students</p>	<p>Students are encouraged and/or provided opportunities to showcase their work; Surveys are administered to collect student feedback regarding course offerings, faculty access- data provided</p>	<p>Students are encouraged to showcase their work; Surveys are administered to collect student feedback regarding course offerings, faculty access – data provided</p>	<p>Surveys are administered to collect student feedback – no data provided</p>	<p>No mention of student involvement or surveys</p>
<p>III. Quality Assurance: d). Focus On Faculty/Staff/Support Staff</p>	<p>Identifies the roles and qualifications of full-time and adjunct faculty, describes and evaluates the advising, scheduling and rotation of courses, and describes and evaluates the resources and facilities Reflects on the support issues related to this department – to what degree are they met, where are there kudos to be given, changes that have taken place, improvements to be made, etc.</p>	<p>Identifies the roles and qualifications of full-time faculty and mentions use of adjunct faculty, describes and evaluates the advising, scheduling and rotation of courses, and describes and evaluates the resources and facilities Reflects on the support issues related to this department – to what degree are they met, changes that have taken place, improvements to be made, etc.</p>	<p>Identifies the roles and qualifications of full-time faculty; does not mention use of adjunct faculty; briefly mentions advising, scheduling and rotation of courses, merely mentions the adequacy or lack of resources and facilities Reflects on the support issues related to this department – changes that have taken place, improvements to be made, etc.</p>	<p>Identifies full-time faculty without qualifications; does not mention use of adjunct faculty, does not mention the advising, scheduling and rotation of courses; mentions the adequacy or lack of resources and facilities Reflects on the support issues related to this department –, improvements to be made, etc.</p>

III. Quality Assurance: f). Focus On Community Engagement and Service	Stakeholders are surveyed on a regular basis of program SLO's; advisory board of community partners meet at annually; program faculty are engaged in community activities; community events are held to educate community of program	Stakeholders are sent surveys occasionally regarding program SLO's; advisory board of community partners meet once every two years; program faculty are engaged in community activities; community events are held to educate community of program	Stakeholders are surveyed for a program review; advisory board of community partners meet once every 4 years; program faculty are engaged in community activities;	Stakeholders are not surveyed; no advisory board; little or no program faculty are engaged in community activities;
V. Summary of significant developments since the last program review	Identifies the significant developments since the last program review (5 or more of the following): surveys, assessment, faculty focus, student focus, outreach, curriculum, statistics.	Identifies the significant developments since the last program review (3-4 of the following): surveys, assessment, faculty focus, student focus, outreach, curriculum, statistics.	Identifies the significant developments since the last program review (2 of the following): surveys, assessment, faculty focus, student focus, outreach, curriculum, statistics.	Does not mention the significant developments since the last program review.
VI. Program Data/Findings	Data are presented in easy to read format and narrative that explicitly address each of the learning outcomes, degree of attainment of each learning outcome is correctly inferred from the data, and all areas of deficit that need improvement are clearly and explicitly identified	Data are presented in easy to read format and narrative that address each of the learning outcomes, degree of attainment of each learning outcome is correctly inferred from the data, and areas of deficit that need improvement are identified in general terms	Data are presented with minimal narrative, and superficially address each of the learning outcomes, degree of attainment of each learning outcome is mentioned in general terms, and areas of deficit that need improvement are identified in general terms	Data are presented with almost no narrative, and fails to relate the findings specifically to the learning outcomes, degree of attainment of each learning outcome is mentioned in general terms, and areas of deficit that need improvement are not mentioned
VII. Action Recommendations	All recommendations are evidence based, and areas of deficit in student learning outcomes, curriculum, resources and functions are targeted for improvement with accompanying action plans with timelines	All recommendations are evidence based, and areas of deficit in student learning outcomes, curriculum, resources and functions are targeted for improvement- no action plan or timeline	Most recommendations are evidence based, but several sound like wishes not supported by evidence, and several areas of deficit in student learning outcomes are not targeted for improvement	Most recommendations are not evidence based and sound like a wish list for resources, and most areas of deficit in student learning outcomes are not targeted for improvement
VIII. Appendices	All appendices are labeled clearly, add value to the text and are appropriately referred to in the text	All appendices are labeled clearly and are appropriately referred to in the text	Most appendices are labeled clearly but not all are appropriately referred to in the text	Appendices are not labeled, seem like an afterthought, and most are not referred to in the text