Program Review Rubric

Outline Section	Measure	Room for Improvement	Emerging/Effective	Developed/Exemplary
A.2.	Alignment with university mission and strategic plan	Program has no mission, or, mission is not at all aligned with the university mission and strategic plan.	Program mission is somewhat aligned with the university mission and strategic plan.	Program mission is well-aligned with the university mission and strategic plan; one or more of the goals and objectives of the strategic plan are manifested in the program.
B.1.	Program history	Program has experienc-11..24 2		
.	Program quality	Program lacks examples of recognition for quality, or distinctiveness, or provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success.	Program has some examples of recognition for quality, and has some distinctive attributes (e.g., two or more of the following: excellence in teaching, pedagogy, curricular innovation, and student success).	Program has many examples of recognition for quality, is clearly unique. Demonstrates excellence

C.2.-4. (This criterion may not be relevant to all programs)	Core and online education alignment	If applicable: Program's contributions do not adhere to the University's Core and/or HLC's distance education guidelines.	If applicable: Program's contributions adhere to the University's Core and/or the HLC's distance education guidelines.	If applicable: Program's contributions adhere to and exceed the University's Core and/or the HLC's distance education guidelines (e.g., Quality Matters certified courses or a larger presence within Core 39 since the last self-study).
C.5.	Program characteristics	Limited analysis of enrollment headcount, credit hours, and graduation trends; faculty numbers, student-faculty ratio, and average class sizes; retention rates.	Some analysis of enrollment headcount, credit hours, and graduation trends; faculty numbers, student-faculty ratio, and average class sizes; retention rates.	Detailed analysis of enrollment headcount, credit hours, and graduation trends; faculty numbers, student-faculty ratio, and average class sizes; retention rates.
C.6.	Advising	Program's advising practices and standards have not been improved since the last self-study or within the last five years.	Program's advising practices and standards have been improved since the last self-study or within the last five years.	Program's advising practices and standards have been improved since the last self-study or within the last five years, and the program's existing advising

E.1.	Faculty excellence (teaching, scholarship, service/external engagement)	Program review has no evidence or examples of faculty excellence in teaching, in scholarship in the program field, or in service/external engagement.	Program review provides some examples of faculty excellence in teaching, in scholarship in the program field, or in service/external engagement.	Program has many examples of faculty excellence in teaching, in scholarship in the program field, and in service /external engagement.
E.2.	Faculty characteristics and credentials	Number of full-time and adjunct faculty is not in alignment with program courseload and teaching expectations.	Number of full-time and adjunct faculty is in alignment with program courseload and teaching expectations. Not all departmental faculty are appropriately credentialed to teach at all levels within the curriculum (e.g., graduate faculty).	Number of full-time and adjunct faculty is in alignment with program courseload and teaching expectations. All faculty are appropriately credentialed.
E.3.-4.	Faculty contributions (Internal and External)	Faculty provide minimal contributions to the University and external stakeholders (e.g., professional associations).	Faculty provide appropriate contributions to the University and external stakeholders (e.g., professional associations).	Faculty provide exceptional contributions to the University and external stakeholders (e.g., professional associations).
F.1.	Resource allotment and utilization	Program does not demonstrate effective usage of resources for positive program impacts.	Program demonstrates adequate usage of resources for positive program impacts.	Program demonstrates effective usage of resources for positive program impacts.
F.2.	Plans for improvement	Program review does not provide details such as outcomes and associated		