DONNELLY COLLEGE

# Academic Program Review Rubric[1]

**Program:** _____ **Due Date** _____

| Topics | 1<br>Early Development | 2<br>Developing | 3<br>Highly Developed | Score |
|---|---|---|---|---|
| Overview: Mission and Goals | • Overview is incomplete; program has not created mission or goals. Or, mission and goals are not aligned with College mission and goals. | • Program has established its own set of mission and goals unique to the program, but mission and goals are not aligned with College mission and goals. | • Program has established its own set of mission and goals unique to the program AND are aligned with College mission and goals and stated clearly and concisely. | |
| Faculty and Staff Resources | • Adjunct faculty teach majority of the courses in the curriculum.<br>• Program does not use/refer to academic and student support services.<br>• Faculty credentialing missing<br>• Teaching loads missing | • All courses are taught by qualified faculty.<br>• Program uses/refers to academic and student support services to a limited extend.<br>• Limited faculty scholarship/research trends or plans.<br>• Incomplete faculty credentialing<br>• Incomplete faculty loads | • All courses taught by qualified faculty in the academic discipline.<br>• Program draws upon relevant academic and student services to increase program effectiveness.<br>• Widespread faculty scholarship/research portfolios across the program.<br>• Program taught by fully credentialed full time faculty and adjuncts. | |
| Enrollment and Recruitment | • No analysis of program enrollment and degree production in the context of program development, capacity and sustainability.<br>• No discussion of student diversity and plans to increase student diversity through recruitment. | • Uses some rudimentary analysis of trends in enrollment and degree production in the context of program quality and sustainability.<br>• No discussion of employment projections or prospects for program graduates.<br>• Some discussion about student diversity and planning for recruitment. | • Well-developed and successful plans for student recruitment, retention and success.<br>• Data analysis reflects trends and understanding of both internal and external forces. | |
| Curriculum | • Static curriculum unreflective of changes in the academic discipline.<br>• Courses are not integrated into a coherent whole and do not reflect student needs.<br>• No discussion of curriculum to reflect current practice in the academic discipline, changing student needs or changing employment conditions.<br>• Curriculum mapping missing<br>• Plan does not address curricular or program challenges ahead. | • Curriculum appears to reflect current practice in the discipline.<br>• Curriculum mapping for some courses included.<br>• Curriculum changes are noted<br>• Specific program/curricular changes are discussed and based on evidence and trends. | • Innovative, dynamic curriculum; program development based on data about student performance and developmental needs.<br>• Curriculum mapping complete<br>• Specific program/curricular changes are discussed and based on evidence and trends | |

[1] Adapted from Saint Louis University.

| Topics | 1<br>Early Development | 2<br>Developing | 3<br>Highly Developed | Score |
|---|---|---|---|---|
| Student Learning Outcomes and Assessment | • Program-level student learning outcomes not present or vague or not measurable.<br>• Courses or experiences required for the degree/certificate are listed but not linked to the SLOs.<br>• Assessment methods are not identified; no evidence of use of assessment results to improve curriculum, academic support services, faculty development, etc. | • Program-level student learning outcomes clear and measurable, indirect and direct measures of learning are used.<br>• Program uses results to improve curriculum, academic support services, and faculty development.<br>• Evidence of administrative support for assessment and resources for regular data collection. | • Program-level student learning outcomes are clear and measurable with indirect and direct measures of learning.<br>• Courses listed and linked to SLOs (curriculum mapping).<br>• Program uses results to improve curriculum, academic support services, and faculty development.<br>• Evidence of administrative support, use of regular data collection to support assessment. | |
| Analysis and Conclusions | • Discussion of strengths, accomplishments and improvements needed are not supported in review. | • Reflects spirit of continuous improvement.<br>• One-year plan identified with one area targeted for improvement.<br>• Goals supported in review document. | • Reflects spirit of continuous improvement and self-reflection.<br>• One-year plan identified with two or more areas targeted for improvement.<br>• Realistic goals supported in review. | |
| Response to Previous Program Reviews | • Program did not address or implement recommendations nor explain for not doing so. | • Program implemented some recommendations.<br>• Provides explanation for not addressing all. | • Program effectively addressed most, if not all, recommendations or incorporated them into its current plan. | |
| | | | **Total Score** | **/21** |

□ 1st Review □ 2nd Review □ 3rd Review

Additional Comments: