

Program Review Quality Rubric

Component	Area	Below Expectations	Meets Expectations	Exceeds Expectations
A. Curriculum	Program Mission and Purpose	<ul style="list-style-type: none"> ❑ Functional mission statement; contains abstract language or ideas that are hard to assess but generally linked to APU mission. ❑ No demonstration of program demand. 	<ul style="list-style-type: none"> ❑ A good mission statement that is clear and contributes to the fulfillment of the APU mission. ❑ The program demonstrates its need and contribution to employees and broader society. 	<ul style="list-style-type: none"> ❑ An exceptionally well-crafted mission that is clear and contributes to the fulfillment of the APU mission. ❑ Well documented need for the program.
	Relevance of the Program (Competitor Analysis)	<ul style="list-style-type: none"> ❑ Curriculum and program requirements fall somewhat below comparable programs at other institutions. ❑ Insufficient changes proposed. 	<ul style="list-style-type: none"> ❑ Curriculum and program requirements align with comparable programs at other institutions. ❑ Appropriate changes to program are proposed in light of best practices 	<ul style="list-style-type: none"> ❑ Curriculum and program requirements exceed comparable programs at other institutions. ❑ Appropriate changes to program are proposed in light of best practices

	Program Curricular Map and Analysis of Program Learning Outcomes	<ul style="list-style-type: none"> <input type="checkbox"/> Poorly developed curriculum map <input type="checkbox"/> Program Learning Outcomes (PLOs) are not fully developed across the program, with little evidence of alignment between curriculum and PLOs. <input type="checkbox"/> Curriculum changes, if needed, are insufficient to address gaps or changes have not been assessed for effectiveness. <input type="checkbox"/> No discussion of IDEA objectives and their alignment with PLOs 	<ul style="list-style-type: none"> <input type="checkbox"/> Curriculum map contains all courses and their alignment to PLOs <input type="checkbox"/> Program Learning Outcomes (PLOs) are stated in behavioral and measurable terms, are aligned across the curriculum with program competencies, and are communicated to students. <input type="checkbox"/> Program utilizes appropriate measures to assess student learning. <input type="checkbox"/> If needed, sufficient and appropriate changes have been made to curriculum and PLOs <input type="checkbox"/> Curricular changes have been adequately assessed for effectiveness since the last program review. <input type="checkbox"/> IDEA objectives are discussed in light of PLOs 	<ul style="list-style-type: none"> <input type="checkbox"/> Well-designed curriculum map with all courses aligned to PLOs <input type="checkbox"/> Program Learning Outcomes (PLOs) are stated in behavioral and measurable terms and the curriculum map clearly indicates the progression of each outcome across the program so that students have adequate opportunities to develop and master each competency. <input type="checkbox"/> Program utilizes exceptional measures to assess student learning. <input type="checkbox"/> If needed, well-designed changes have been made <input type="checkbox"/> Changes to curriculum have been assessed for effectiveness exceptionally well since last program review. <input type="checkbox"/> IDEA objectives are aligned correctly with PLOs
	Multi-year Assessment Plans and Analysis of Measures	<ul style="list-style-type: none"> <input type="checkbox"/> No or incomplete plan <input type="checkbox"/> Not all PLOs are scheduled for assessment <input type="checkbox"/> Inadequate number of measures 	<ul style="list-style-type: none"> <input type="checkbox"/> Complete plan <input type="checkbox"/> All PLOs are scheduled <input type="checkbox"/> Plan has at least two measures, one of which is a direct measure 	<ul style="list-style-type: none"> <input type="checkbox"/> Measures for each PLO are designed to provide meaningful evidence of student achievement of the outcome

	Mapping and Inclusion of Institutional Learning Outcomes (4Cs) and Faith Integration in the Curriculum	<input type="checkbox"/> Program's curriculum does not address or minimally addresses academic faith integration. <input type="checkbox"/> Program's curriculum does not address or minimally addresses APU's 4-Cs	<input type="checkbox"/> Program's curriculum adequately addresses academic faith integration. <input type="checkbox"/> Program's curriculum appropriately addresses APU's 4-Cs	<input type="checkbox"/> Program's curriculum does an exceptional job of addressing academic faith integration. <input type="checkbox"/> Program's curriculum does an exceptional job addressing appropriate APU competencies.
	Inclusion of Other Key University Outcomes in the Curriculum - Undergraduate Programs Only (WSCUC Core Competencies, and General Education Learning Outcomes[GEL Os])	<input type="checkbox"/> Program's curriculum does not demonstrate or minimally demonstrates assessment of WSCUC Core Competencies that should logically apply. <input type="checkbox"/> Program's curriculum does not address or minimally addresses GELOs that would logically apply to the program.	<input type="checkbox"/> Program's curriculum adequately assesses WSCUC Core Competencies throughout the curriculum and suggests improvements. <input type="checkbox"/> Program's curriculum appropriately addresses GELOs throughout the curriculum and provides suggestions for improvement.	<input type="checkbox"/> Program's curriculum does an exceptional job of assessing WSCUC Core Competencies throughout the curriculum. Suggestions for improvement are given. <input type="checkbox"/> Program's curriculum does an exceptional job addressing GELOs throughout the curriculum. Suggestions for improvement are given.
B. Student Learning and Success	Faculty Involvement in Student Learning Assessment	<input type="checkbox"/> Program lacks systematic process and/or procedures to regularly evaluate student progress on PLOs findings to improve student learning. <input type="checkbox"/> Faculty fail to regularly examine outcome data	<input type="checkbox"/> Program utilizes a systematic process and/or procedures to regularly evaluate student progress on PLOs. <input type="checkbox"/> Faculty regularly examine outcome data to improve the student learning experience and have an annual plan for evaluation.	<input type="checkbox"/> Program has a well-designed and systematic processes and procedures to regularly evaluate student progress on PLOs, uses findings to improve student learning, and re-evaluates the learning on a regular

		to improve the student learning experience.		<p>basis.</p> <ul style="list-style-type: none"> ❑ Faculty have an exceptional process by which they examine outcome data to improve the student learning experience.
	Annual Student Learning Assessment Reports and Analysis of Student Learning in the Program	<ul style="list-style-type: none"> ❑ Students are not making adequate progress on program learning outcomes nor does the program suggest improvements. ❑ <i>If program has a culminating project (as defined in program review template):</i> Program fails to analyze samples of student work. 	<ul style="list-style-type: none"> ❑ Students are making adequate progress on program learning outcomes ❑ <i>If program has a culminating project (as defined in program review template):</i> Program supplies appropriate rubric or criteria for culminating project and provides adequate analysis of student achievement. 	<ul style="list-style-type: none"> ❑ Students are making substantial progress and/or exceeding most program learning outcomes. ❑ <i>If program has a culminating project (as defined in program review template):</i> Program supplies well-designed rubric and provides exceptional analysis of student achievement.
	Analysis of Student Achievement of Institutional Learning Outcomes (ILOS)	<ul style="list-style-type: none"> ❑ Students demonstrate minimal proficiency in ILOs (APU's 4 Cs). 	<ul style="list-style-type: none"> ❑ Students demonstrate adequate proficiency in ILOs (APU's 4 Cs). 	<ul style="list-style-type: none"> ❑ Students demonstrate above average proficiency in ILOs (APU's 4 Cs).
	Analysis of Student Learning in Faith	<ul style="list-style-type: none"> ❑ Students demonstrate minimal proficiency in academic faith integration 	<ul style="list-style-type: none"> ❑ Students demonstrate adequate proficiency in academic faith integration. 	<ul style="list-style-type: none"> ❑ Students demonstrate above average proficiency in academic faith integration.

	Integration			
	<i>For Undergraduate Programs:</i> Analysis of Student Achievement of WSCUC Core Competencies	<input type="checkbox"/> Students demonstrate minimal proficiency in WSCUC Core Competencies.	<input type="checkbox"/> Students demonstrate adequate proficiency in WSCUC Core Competencies.	<input type="checkbox"/> Students demonstrate above average proficiency in WSCUC Core Competencies.
	<i>For Undergraduate Programs:</i> Analysis of Student Achievement of General Education Learning Outcomes (GELOs)	<input type="checkbox"/> Students demonstrate minimal proficiency in APU's GELOs.	<input type="checkbox"/> Students demonstrate adequate proficiency in APU's GELOs.	<input type="checkbox"/> Students demonstrate above average proficiency in APU's GELOs.
	Characteristics of Students Enrolled in Program and Student Success Indicators	<input type="checkbox"/> There are some concerns about the demographic profile of students for this program. <input type="checkbox"/> Student enrollment trends indicate concern about the future viability of this program. <input type="checkbox"/> Retention and graduation rates indicate lower levels of student success and timely completion than is desired by the	<input type="checkbox"/> Student enrollment trends indicate sustainability of the program, with adequately diverse representation. <input type="checkbox"/> Retention and graduation rates appear appropriate for program level or institutional selectivity. <input type="checkbox"/> The program disaggregates student success indicators by race and gender and makes appropriate recommendations for improving any evident disparity.	<input type="checkbox"/> Student enrollment trends indicate a strong future for this program, with a well-articulated recruitment and retention strategy that attracts a diverse student. <input type="checkbox"/> Retention and graduation rates indicate students are experiencing high levels of success and timely degree completion. <input type="checkbox"/> Students from underrepresented

		<p>institution and/or the program.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The program does not disaggregate their student success indicators by race and gender and/or their data indicate a significant disparity in the success rates of women or ethnic minorities. 		<p>populations experience success at or above the rates of majority students in the program.</p>
	Constituent Feedback about Student Learning and Success	<ul style="list-style-type: none"> <input type="checkbox"/> Student and alumni achievements appear to be lower than expected for the program level. <input type="checkbox"/> Employer/Supervisor feedback (if available) indicates that students are inadequately prepared. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students and alumni report achievements meet program and/or institutional expectations. <input type="checkbox"/> Employer/Supervisor feedback (if available) indicates that students are adequately prepared. 	<ul style="list-style-type: none"> <input type="checkbox"/> Students and alumni report high levels of preparation that exceed expectations. <input type="checkbox"/> Employer/Supervisor feedback (if available) indicates that students are exceptionally well prepared.
C. Quality of Faculty	Analysis of Faculty Qualifications	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty racial or gender diversity for this program is in need of attention. <input type="checkbox"/> Program has an ineffective student-faculty ratio, and/or an excessive number of courses taught by adjuncts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Trends in program faculty diversity indicate progress toward improved race and gender composition. <input type="checkbox"/> Program has an effective student-faculty and adjunct ratio. <input type="checkbox"/> Faculty have sufficient expertise and preparation to advance program quality. 	<ul style="list-style-type: none"> <input type="checkbox"/> Faculty racial or gender diversity is appropriate for the student body composition. <input type="checkbox"/> Program is able to maintain a highly effective student-faculty ratio. <input type="checkbox"/> Faculty are exceptionally well-qualified to advance

		<input type="checkbox"/> Faculty lack sufficient preparation or expertise to advance program quality.		program quality.
	Scholarly Production	<input type="checkbox"/> Program failed to set any scholarship goals. <input type="checkbox"/> Faculty did not meet scholarship goals.	<input type="checkbox"/> Program has set appropriate scholarship goals. <input type="checkbox"/> Faculty have met scholarship goals.	<input type="checkbox"/> Program has set highly effective scholarship goals. <input type="checkbox"/> Faculty have exceeded scholarship goals. .
	Teaching Effectiveness	<input type="checkbox"/> Program teaching data indicates below average effectiveness with students. <input type="checkbox"/> Insufficient recommendations for improvement are made.	<input type="checkbox"/> Program teaching data indicates acceptable effectiveness with students. <input type="checkbox"/> Appropriate recommendations for improvement are made.	<input type="checkbox"/> Program teaching data indicates exceptional effectiveness with students. <input type="checkbox"/> Appropriate recommendations for improvement are made.
	Faculty Proficiency in Academic Faith Integration, Inclusive Pedagogy, and Innovative Teaching	<input type="checkbox"/> Faculty are minimally demonstrating proficiency and commitment to academic faith integration. <input type="checkbox"/> Faculty do not create engaged or inclusive learning environments nor utilize innovative teaching pedagogies.	<input type="checkbox"/> Faculty are demonstrating proficiency and commitment to academic faith integration. <input type="checkbox"/> Faculty create engaged or inclusive learning environments and utilize innovative teaching pedagogies.	<input type="checkbox"/> Faculty are demonstrating high levels of proficiency and commitment to academic faith integration. <input type="checkbox"/> Faculty create exceptionally engaging, inclusive learning environments and utilize innovative teaching pedagogies.
	Support for Faculty Growth and Development	<input type="checkbox"/> Program provides minimal or insufficient support to assist faculty growth and scholarship.	<input type="checkbox"/> Program provides appropriate support to assist faculty in their development.	<input type="checkbox"/> Program provides exceptional support to assist their faculty development and scholarship.

D. Analysis of Program Viability and Sustainability	Analysis of Resources and Resource Allocation Relative to Capacity	<input type="checkbox"/> Program fails to address how resources impacted program quality or has used resources ineffectively <input type="checkbox"/> Resource acquisition, budget, and/or institutional capacities are insufficient for continued program effectiveness.	<input type="checkbox"/> Program adequately addresses how resources have been used to advance program growth and quality. <input type="checkbox"/> Resource acquisition, budget, and/or institutional capacities appear to adequately support program effectiveness.	<input type="checkbox"/> Program has demonstrated that it has used resources exceptionally well and has advanced program quality. <input type="checkbox"/> The program has demonstrated resourcefulness and innovation in securing the sufficient resources, budget, and/or institutional capacities necessary to support program effectiveness.
E. Program Strengths, Areas for Growth, Action Plan	Program Strengths and Areas for Growth; Goals and Action Steps for Maintaining Growing Program Quality	<input type="checkbox"/> Program has not fully engaged in a thoughtful analysis of its strengths, areas for growth, and action steps <input type="checkbox"/> Program needs significant improvement in order to achieve quality standards.	<input type="checkbox"/> Program has thoughtfully analyzed its strengths, areas of growth, and necessary action steps <input type="checkbox"/> Program is of sound quality. <input type="checkbox"/>	<input type="checkbox"/> Program has done an exceptional job of analyzing its strengths, areas of growth, and action steps that will improve the quality of the program. <input type="checkbox"/> Program is of exceptional quality and should be commended. <input type="checkbox"/>