**Instructional Program Review Template Evaluation Rubric**

| **Template Items** | **Evaluation Criteria and Description** | **Excellent** | **Meets the Standard** | **Needs Some Improvement to Meet the Standard** | **Needs Major Improvement to Meet the Standard** |
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| **Mission Statement** | **Criteria**  The mission statement   1. clearly states the purpose of the program 2. indicates the primary function 3. Indicates the activities of the program 4. describes the programs’ aspirational goals for the future and what the program hopes to achieve 5. reflects the program’s priorities and values 6. indicates who the students and/or stakeholders are 7. is aligned to the college mission statement 8. is clear and concise   **Definitions**  The program mission statement is a concise statement of the general values and principles which guide the curriculum. It sets a tone and a philosophical position from which follow a program’s goals and objectives. The program mission statement should define the broad purposes the program is aiming to achieve, describe the community the program is designed to serve, and state the values and guiding principles which define its standards.  The mission statement is a public declaration that community colleges use to describe their founding purpose and major organizational commitments (i.e., what they do and why they do it). It may describe a school’s day-to-day operational objectives, its instructional values, or its public commitments to its students and community.  Define Distinctive -  (<https://www.edglossary.org/mission-and-vision/>; <https://assessment.uconn.edu/wp-content/uploads/sites/1804/2016/06/HowToWriteMission.pdf>; also based on material from the UCF Academic Program Assessment Handbook and material from the University of San Diego) | Exceeds expectations for all 8 criteria | Addresses all 8 criteria | Addresses 4 to 7 of the criteria | Addresses fewer than 4 of the criteria |
| **Program Learning Outcomes**  **(PLO)** | 1. **Measurable Learning Outcomes -** All PLOs are stated in terms of measurable knowledge, skills, or behaviors 2. **PLO statements reflect levels of learning –** All PLOs show evidence of building towards higher order thinking skills 3. **Student-Centered** - All learning outcomes should focus on the student 4. **Uses language that is easily understood by students** – PLO statements are clear and easily understood by the student 5. **PLOs are Actionable** – the PLOs can be used for program improvement   **DEFINITIONS & EXPLANATIONS**  PLOs encompass what students should be able to know, think, or do across all courses within a curriculum; course student learning outcomes are more specific and describe achievement expected in a particular course.  **Measurable Learning Outcomes**   * PLOs are often too broad to be measurable or too narrow to be of much use for program improvement. * Avoid using verbs that are vague or cannot be objectively assessed   **PLO statements reflect levels of learning**   * Depending on the course and program goals, PLOs may target a range of skills or cognitive processes. Bloom’s (1956) taxonomy of educational objectives differentiates between three domains of learning: cognitive, affective, and psychomotor.   **Student-Centered**   * Effective PLOs will explain expectations for student behavior, performance, or understanding * A common misapplication of objectives is for the teacher/presenter to state what he/she is going to do (e.g., “My plan this morning is to talk about…”), rather than what the student is expected to be able to do (e.g., “After this session, you should be able to…”).   **Uses language that is easily understood by students**   * Uses language that is easily understood by students in clear language while avoiding jargon * For instance, students in an entry-level of classes within their program need to have a clear idea of what they will get out of the classes that make up their certificate or degree (e.g., by the end of the program) * Learning objectives tell students what is important. * PLOs should be used to assess their learning progress as they work through the courses within their certificate or degree   **PLOs are Actionable**   * PLOs that are actionable will provide departments with feedback and help to understand how to better facilitate student learning across the course within a degree or certificate * Actionable PLOs help instructors within the program practice good course design.   **PLOs should align with the ILOs** (website ILO go here)  (<https://web.uri.edu/assessment/course-level-outcomes/>; <https://academicprograms.calpoly.edu/program-learning-outcomes>; <http://ccoe.rbhs.rutgers.edu/forms/pdf/EffectiveUseofLearningObjectives.pdf>; <https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/>) | Exceeds expectations for all 5 criteria | Addresses all 5 criteria | Addresses 3 to 4 of the criteria | Addresses 2 or fewer of the criteria |
| **FTES - Enrollment Trends** | What does the FTES data trend indicate? | FTES has improved over the time span | The FTES has decreased over the time span no more than 10% | FTES has decreased over the time span by 10% to 30% | FTES has decreased over the time span by greater than 30% |
| **FTES – Narrative Explanation** | **Narrative Criteria**  Narrative demonstrates…   1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control 4. Explained in the context of the size of the program (i.e., number of students, number of sections)   **Definitions, Examples and Explanations**  Narrative reasons could reflect:   * Culturally relevant pedagogy and/or curriculum * The curriculum and course materials are current * Scheduling * Instructional modality of the program course(s) delivery * CTE labor market data * Industry trends | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 4 of the criteria | The narrative includes 3 of the criteria | The narrative includes fewer than 3 of the criteria |
| **FTES – Action Narrative** (if needed) | **Narrative Criteria**  Proposed actions in the narrative demonstrates…   1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable (what are the deliverables) 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 5 of the criteria | The narrative includes 4 of the criteria | The narrative includes fewer than 4 of the criteria |
| **Sections - Enrollment Trends** | What does the data trend indicate about the number of sections offered? | This data trend is not evaluated | | | |
| **Sections – Narrative Explanation**  **Increase or decrease in sections explanation** | **Narrative Criteria**  Narrative demonstrates…   1. An understanding of the trend 2. Reason for the trend(s) are provided 3. Reasons include items within department control 4. Explained in the context of the size of the program (i.e., number of students, seat counts)   **Definitions, Examples and Explanations**  Narrative reasons could reflect:   1. Scheduling 2. Instructional modality of the program course(s) delivery 3. Increase in FTEF 4. Changes in accreditation requirements or labor market trends 5. Degree/certificates requirements 6. Changes in state policy | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 4 of the criteria | The narrative includes 3 of the criteria | The narrative includes fewer than 3 of the criteria |
| **Sections – Narrative Explanation**  **Increase or decrease in sections explanation** | **Narrative Criteria**  Narrative demonstrates…   1. An understanding of the trend 2. Reasons for the trend(s) are provided 3. Reasons include items within department control   **Definitions, Examples and Explanations**  Narrative reasons could reflect:   * Scheduling * Instructional modality of the program course(s) delivery * Increase in FTEF * Changes in accreditation requirements or labor market trends * Degree/certificates requirements   Changes in state policy | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 3 of the criteria | The narrative includes 2 of the criteria | The narrative includes fewer than 2 of the criteria |
| **Productivity - Enrollment Trends** | What does the data indicate about the productivity trend? | The program productivity trend has increased | The program productivity is flat | The program productivity is has not decrease by more than 5% | The program productivity has decreased by more than 5% |
| **Productivity – Narrative Explanation** | **Narrative Criteria**  Narrative demonstrates…   1. An understanding of the trend 2. Reasons for the trend(s) are provided 3. Reasons include items within department control   **Definitions, Examples and Explanations**  Narrative reasons could reflect:   * Scheduling –   + Courses in the program are scheduled for efficiency   + Sequenced to allow for program completion   + Is student driven (e.g., when most students want to take class) * Instructional modality of the program course(s) delivery * Enrollment data from day one to census | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 3 of the criteria | The narrative includes 2 of the criteria | The narrative includes fewer than 2 of the criteria |
| **Productivity – Action Narrative** (if needed) | **Narrative Criteria**  Proposed actions in the narrative demonstrates…   1. Actions are informed by data 2. Actions are within department control 3. Actions are demonstrable 4. Outcomes are measureable 5. Possible to accomplish including short term, as well as long term (e.g., aspirational and practical) | The narrative Exceeds expectations – the narrative could be used as an exemplar | The narrative includes all 5 of the criteria | The narrative includes 4 of the criteria | The narrative includes fewer than 4 of the criteria |