

Academic Program Review Rubric
University of La Verne
5/18/2011

Categories	Accomplished 4	Developed 3	Developing 2	Undeveloped 1
A. Executive Summary	Very well organized with a flowing narrative that identifies all learning outcomes, highlights program's salient characteristics and capacity, briefly describes all the assessment procedures, summarizes major the findings identifying deficits, and lists all the action recommendations tied to the findings in order of priority	Organized well using a narrative that mentions learning outcomes, identifies some program characteristics and capacity, briefly highlights most of the assessment procedures, summarizes the major findings, and identifies most of the action recommendations tied to the findings without priority	Uses a narrative that mentions several learning outcomes and few program characteristics, highlights only some of the assessment procedures in general term, mentions some of the findings without specifics , and identifies few of the action recommendations with unclear ties to findings	Not well organized, perhaps using bulletts, skips around and misses significant elements of the review, does not mention specific assessment procedures or findings, and recommendations sound like a wish list with unclear ties to findings
B. Learning Outcomes and Program Goals	All outcomes and goals are specific , phrased using action words in measurable terms, and include several institution-wide (University Values/critical skills) learning outcomes	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	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	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
C. Capacity and Program Description	Program's capacity is very well described and documented with evidence , identifies the roles and qualifications of full-time and adjunct faculty, tracks enrollment patterns, majors, graduates and FTE students served, describes and evaluates the advising, scheduling and rotation of courses, demonstrates the alignment of learning outcomes with courses (curriculum map), and describes and evaluates the resources and facilities	Program's capacity is adequately described and documented with evidence , identifies the roles and qualifications of full-time faculty and mentions use of adjunct faculty, tracks enrollment patterns, majors, graduates and FTE students served, describes and evaluates the advising, scheduling and rotation of courses, demonstrates the alignment of learning outcomes with courses (curriculum map), and merely describes the resources and facilities	Program's capacity is adequately described but lacks documentation , identifies the roles and qualifications of full-time faculty and does not mentions use of adjunct faculty, tracks no more than one student trend such as enrollment patterns of majors, graduates and FTE students served, describes the advising , scheduling and rotation of courses, mentions but does not demonstrates the alignment of learning outcomes with courses (curriculum map), and merely mentions the adequacy or lack of resources and facilities	Program's capacity is inadequately described and lacks documentation , identifies full-time faculty without qualifications and does not mention use of adjunct faculty, does not tracks student trends , does not describes the advising, scheduling and rotation of courses, does not demonstrates the alignment of learning outcomes with the curriculum, and merely mentions the adequacy or lack of resources and facilities

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D. Assessment Procedures of Learning outcomes	Several direct performance measures of learning outcomes are used, senior and alumni surveys that address all learning outcomes and capacity issues are administered, as well as input from stakeholders other than students are obtained using objective and/or qualitative measures	At least one direct performance measure of learning outcomes is used, senior and alumni surveys that address all learning outcomes and capacity issues are administered, as well as input from stakeholders other than students are obtained using objective or qualitative measures	No direct performance measure of learning outcomes is used, senior and alumni surveys that address most of the learning outcomes with minimal reference to capacity issues are administered, input from stakeholders other than students are obtained anecdotally	No direct performance measure of learning outcomes is used, senior and alumni surveys that address few of the learning outcomes with no reference to capacity issues are administered, input from stakeholders other than students are not obtained
E. Findings	Data are presented in easy to read format (Tables and graphs and narrative that explicitly and systematically 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 (Tables and graphs) 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 in tables and graphs 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 in tables and graphs 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
F. 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 with action plans to be developed or not mentioned	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
G. 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