Administrative 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** goals and objectives, highlights program's salient characteristics and capacity, briefly describes **all** the indicators and assessment procedures, summarizes **major** findings identifying deficits, and lists **all** the action recommendations **tied** to the findings in order of priority	Organized **well** using a narrative that mentions **most** goals and objectives, identifies **some** program characteristics and capacity, briefly highlights **most** of the indicators or 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** goals and objectives and **few** program characteristics, highlights only **some** of the indicators or 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 bullets, **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. Goals, Objectives and/or Learning Outcomes	**All** goals, objectives and/or learning outcomes are **specific**, phrased using **action words** in **measurable** terms, and **include** stakeholder satisfaction	**All** goals, objectives and/or learning outcomes are **fairly** specific, are phrased using **action words** with **some exceptions,** are stated in **measurable** terms, and **include** stakeholder satisfaction	**Most** goals are **fairly** specific, but **few** are phrased using **action words, few** are stated in measurable terms, and do **not include** stakeholder satisfaction	Most goals are stated in **general terms lacking specifics**, are phrased using **non-action words, few are stated in measurable** terms, and do **not include** stakeholder satisfaction
C. Capacity and Program Description	Program's capacity is **very well** described and documented with **evidence**, identifies staffing and personnel **with** an organizational chart and turnover issues, **describes and evaluates** the resources and facilities, and **trends** the budget	Program's capacity is **adequately** described and documented with **evidence**, identifies staffing and personnel **with** an organizational chart and turnover issues, and **merely describes** the resources and facilities, and **trends** the budget	Program's capacity is **adequately** described but **lacks documentation**, identifies staffing **without** an organizational chart and **merely mentions** the adequacy or lack of resources and facilities, and provides the **last** budget without trending	Program's capacity is **inadequately** described and **lacks documentation**, mentions adequacy or lack of staffing, and **merely mentions** the adequacy or lack of resources and facilities
D. Indicators and Assessment Procedures	**Several direct and indirect performance measures** or indicators are used, address **all** goals and objectives, and input from external and internal **stakeholders** are obtained with surveys and/or focus groups	At **least one direct and one indirect performance measure** or indicator is used, address all goals and objectives, and input from external **stakeholders** are obtained with surveys and/or focus groups	**No direct performance measures** or indicators are used, and input from **stakeholders are** obtained **anecdotally**	**No direct performance measures** or indicators are used, and input from **stakeholders 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 goals, objectives and/or learning outcomes, degree of attainment of each is **correctly inferred from the data**, and all areas of strengths as well as **deficits** 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 goals, objectives and/or learning outcomes, degree of attainment of each 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 goals, objectives and/or learning outcomes, degree of attainment of each 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 goals, objectives and/or 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 resources and functions are **targeted for improvement** with accompanying **action plans with timelines**	**All** recommendations are **evidence based**, and areas of **deficit** in 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** are **not targeted** for improvement	**Most** recommendations are **not evidence based** and sound like **a wish list for resources**, and **most areas of deficit** 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