

## Purdue University Northwest Academic Program Review Rubric

Program Name \_\_\_\_\_ Evaluator \_\_\_\_\_

	<b>Exemplary/Exceeds (4)</b>	<b>Meets (3)</b>	<b>Developing (2)</b>	<b>Lacks Evidence (1)</b>	<b>Comments</b>
Program History, Mission, Fit with other PNW programs	Mission is aligned to the institutional goals; Program has a scheduled process for reviewing mission and its alignment to the university mission; Program demonstrates how it fits/aligns with other PNW programs.	Mission is articulated and aligned to the University mission; Mission guides planning and curriculum development; Program cites its fit with other PNW programming.	Program mission is articulated, but alignment to University mission is incomplete or in process OR the mission is not integral to strategic planning; Program is aware of its need to fit with other PNW programming.	Program does not articulate a mission, OR does not cite any use of it in planning; Program shows little to no awareness of its place in PNW programming, or the need to fit.	
Strategic Plan/Goals for next five years Progress towards goals since last review	Program uses data and broad-based input from stakeholder groups, accreditors, and peers to develop strategic goals; program shows substantial and demonstrable progress, and is building on those successes to formulate new goals.	Program uses data and input from a broad range of groups to develop strategic goals; program shows demonstrable progress in meeting stated goals.	Program has formulated strategic goals but the methodology used and data to inform them is unclear; program has made some progress in meeting stated goals, but work still needs to be done.	Program does not cite any strategic goals for the next five years; program does not cite any substantial progress in meeting stated goals OR does not have any existing stated goals.	
Curriculum: <ul style="list-style-type: none"> <li>• Reviewed regularly</li> <li>• Current</li> <li>• Relevant</li> <li>• Tied to strategic plan</li> </ul>	All courses (including electives) are organized to scaffold students' developing knowledge and skills; the entire faculty regularly reviews the curriculum using input from advisory boards, and national accrediting standards, to align with emerging trends and the strategic plan; clear, exit outcomes are written at the appropriate level of generality; outcomes are published in TaskStream.	Required courses are organized to scaffold students' developing knowledge and skills; the curriculum is reviewed regularly to align with national trends and the strategic plan; clear, exit outcomes are written at the appropriate level of generality	Course outcomes are aligned haphazardly or inconsistently with program exit outcomes; reviews of the curriculum are done only sporadically; skills or content are not intentionally developed to align with trends or the strategic plan.	Individual course outcomes are not aligned to program and/or degree exit outcomes; the process used to review the curriculum is not cited.	

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<p>Student Academic Achievement / Program Quality Activities</p> <ul style="list-style-type: none"> <li>Measures used</li> <li>Improvement plan</li> <li>Determining teaching effectiveness</li> </ul>	<p>Complete program outcomes exist and appropriate measures are used to assess them; outcomes and results are published in TaskStream; gaps in student learning are noted and improvement plans have been formulated/implemented; a clearly defined process is systematically followed for frequent, formal review of instructional effectiveness of all instructors.</p>	<p>Program outcomes include knowledge and skills; outcomes are assessed and results are published in TaskStream; the program notes gaps in student learning and is aware of the need for / is working on an improvement plan; A clearly defined process for the evaluation of teaching is systematically followed.</p>	<p>Learning outcomes are identified, but outcomes are unclear and/or incomplete; assessment results are incomplete or unclear; no mention of improvement plans; review of the teaching quality of program instructors is erratic, incomplete or informal.</p>	<p>Degree and program learning outcomes are not articulated OR not assessed; review of the instructional quality of adjuncts and tenure-track faculty is haphazard or nonexistent.</p>	
Quality of Faculty Credentials/Activity	All faculty have required credentials, extensive research/scholarly/ engagement records, and participate nationally and regionally in professional organizations.	All faculty have required credentials, appropriate research/scholarly/ engagement records, and participate in professional organizations.	Faculty have required credentials, and research/scholarly/ engagement records.	Faculty have required credentials, but no or little evidence of other markers of professional excellence.	
Competitive Advantage Measures	Program is positioned very well, with little to no competition in [the review area] and a strong job market offering many good employment opportunities for graduates of the program.	Program is positioned well, with only some competition in [the review area] and a good job market offering good employment opportunities for graduates of the program.	Program is not positioned well, with a fair amount of competition in [the review area] and a mediocre job market offering only some good employment opportunities for graduates of the program.	Program is not positioned well, with a great deal of competition in [the review area] and a weak job market which does not offer good employment opportunities for graduates of the program.	
How Program uses performance measures for improvement	Clearly defined process exists for the periodic review of performance measures to ensure alignment with the institution; scheduled reviews are integrated into long-range planning; the entire faculty can explain how program review data are used for improvement.	Clearly defined process exists for the periodic review of performance measures to ensure alignment with the institution; program effectiveness data is used to revise policies and plans for improvement.	Performance measure reviews are erratic, episodic or informal; improvement discussions rarely include alignment with institutional policies and mission; program effectiveness data are not systematically reviewed. and revised as part of ongoing program review.	Performance measure reviews are strictly episodic, driven by events rather than established processes; instructional policies are developed independently from program review data.	

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Program's overall summary; future plans	The program demonstrates a strong record of continuous improvement, with systematic, structured planning and assessment activities which are utilized for data-informed planning.	The program demonstrates a record of continuous improvement, with systematic planning and assessment activities which are utilized for planning.	The program presents a record of non-structured planning and assessment activities which are utilized for planning.	The program does not present a record of planning and assessment activities; no processes for improvement are cited.	