Rubric for Assessing the Quality of Academic Program Reviews

Criterion	Initial	Emerging	Developed	Highly Developed
Program Summary	Does not align with college mission; little evidence of dialogue related to reviewing the program	Program provides links to college mission or strategic goals; little evidence of dialogue related to reviewing the program	Program has clear links to the college mission, with some evidence of dialogue about reviewing the program	Program responds to needs of the community, with extensive dialogue related to improving the program
Assessment Summary	Outcome statements do not identify what students can do to demonstrate learning. Assessment plan is not described.	Most of the outcomes indicate how students can demonstrate their learning. Description of assessment procedure is vague, incomplete or not practical.	Assessment plans are clearly described; outcomes describe how students can demonstrate learning (e.g., "Graduates can write reports in APA style").	Assessments are regularly reviewed with a focus on the results of learning or participating in the program. Faculty have agreed on criteria, such as rubrics, and have identified examples of student performance at varying levels for each outcome.
Program Trends	An analysis of program demographics and impacts is not included.	Some analysis of program demographics and impacts is included.	Clear analysis of program demographics and impacts is included.	Detailed analysis of program demographics and impacts is included.
Planning Summary - Goals	A plan for improvement of the program or student learning was not articulated.	Some indication of a need for improvement; plans not provided or overly generalized.	Actionable plans for improvement provided, and appear to be responsive to needs identified in the analysis of assessment results	Actionable and insightful plans for improvement are provided clearly aligned to mission or responsive to specific needs identified in the analysis of assessment results. Identifies a timeline and a person or group responsible for carrying out the steps.
Planning Summary – Resource Allocations	Requests minimally contribute to improved instructional program offerings	Requests demonstrate a limited or weak rationale for impacting or strengthening student success	Requests are related to assessments, student success, and planned goals. Requests contribute to improved instructional program offerings.	Resource requested is responsive to identified needs and linked with planned goal, student success or the college's strategic plan. Requests provide strong evidence of multiple stakeholders' needs across different areas.