

POINT LOMA NAZARENE UNIVERSITY PROGRAM REVIEW SELF-STUDY RUBRIC

INTRODUCTION

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Previous PR Recommendations and/or Action Plan	Completely addressed and reflected on all items that had been previously identified.	Addresses and reflects on many but not all items that were previously identified.	Addresses and reflects on a few of the items from the previous program review	Does not address previous recommendations or action plan.	
Brief History, Program Development, and Expectations for the Program	Addresses history and development of the academic unit including a description and complete analysis of enrollment trends, migration to and from major, retention & graduation rates.	Brief overview of the academic unit with a discussion of the IR data packet but does not demonstrate a thorough understanding of the trends and causes.	Addresses some of the history and trends including brief discussion of the IR data packet.	Does not provide a history or an analysis of trends	

PART I – DEFINING INSTITUTIONAL PURPOSES AND ENSURING STUDENT LEARNING OUTCOMES

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Program Mission and Alignment	Program has a clear and concise mission statement that is appropriate for the academic unit, and program clearly aligns with all of the following: PLNU mission, core values, learning outcomes and external disciplinary benchmarks.	Program has a clear mission statement that is appropriate for the academic unit, and program clearly aligns with at least two of the following: PLNU mission, core values, learning outcomes and external disciplinary benchmarks.	Program mission statement is either vague or inappropriate for the academic unit, and program aligns with no more than one of the following: PLNU mission, core values, learning outcomes and external disciplinary benchmarks.	Program mission is missing and program does not align with PLNU mission, core values, learning outcomes and external disciplinary benchmarks.	
Academic Unit's Stretch Goals	Thorough statement and discussion of program outcomes, and stretch goals, including the areas of teaching, scholarship, creativity, and civic engagement. The Study addresses the national and global changes in the disciplines.	Analysis and discussion of some of the trends in the discipline including goals, but does not include a challenging vision.	Analysis is weak, and provides a cursory view of the changes in the discipline, and does not include an analysis of the national and global trends.	Does not include an in-depth analysis of the trends in the discipline or stretch goals for the academic unit.	

PART II – CORE COMMITMENT TO INSTITUTIONAL INTEGRITY, SUSTAINABILITY AND ACCOUNTABILITY

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Thoroughness of Analysis at the academic unit level and for each program and service	The self-study includes an excellent analysis of the academic unit as a whole and each part including each academic program, center, institute, General Education (?), certificate(s)/ credential(s), and supporting programs and services. There are no gaps noted.	The self-study includes and adequate analysis of the academic unit as a whole and each part including each academic program, center, institute, GE, certificate/ credentials, and supporting programs and services. There are few gaps noted.	The self-study includes a basic analysis of the academic unit as a whole and only some but not all of the academic programs, center(s), GE certificate/ credentials, and supporting programs and services. There are significant gaps noted.	The self-study inadequately analyzes the academic unit as a whole and does not include an analysis of each academic program, center(s). GE, certificate, and supporting programs and services.	
Internal and External Demand for the Program(s)	Excellent analysis of the trends and projections for both internal and external enrollment in the programs including majors, minors, GE and courses. Created a thoughtful and appropriate response to enrollment challenges and growth opportunities.	Analysis of the enrollment trends and projections for most majors, minors, GE and courses. Developed a response that gives some rationale for response to enrollment, but not clear that the response completely addresses the challenges and opportunities.	Basic analysis of the enrollment trends and projections but exhibits only a limited understanding of the challenges and opportunities. The analysis of the enrollment trends is does not clearly follow from the data.	Little analysis or understanding of the enrollment trends and the appropriate response to sustain the programs.	
Size, Scope, and Productivity of the Program(s) (Course Profile)	Well-developed and thorough analysis of the entire work flow demands and productivity of the academic unit, including faculty loads, advising, program design, high-impact practices, program evaluation, and feedback used for continuous program improvement.	Analysis of the academic unit's work flow and productivity including a basic understanding of faculty loads, advising, and program design. Program evaluation is done but not always used for program improvement.	Basic analysis of the academic unit work flow and productivity, but not a clear or complete analysis leading to program improvement.	Limited analysis or understanding of the issues leading to academic unit productivity and program improvement.	
Financial Resources and Academic Unit Costs	Financial analysis of faculty and goods and services costs; student credit-unit discussed and compared internally, and externally to comparator institutions. The budget discussion includes detailed revenues and expenditures for the program.	Financial analysis of faculty and goods and services costs; student credit-hour discussed and compared to other departments within the university. The budget discussion includes detailed revenues and expenditures for the program.	Financial analysis is presented in a very general format.	Financial analysis of the program is not included.	

<p>Quality of Program Inputs and Processes (Faculty, Professional Development, Technology, Information and Technology Resources)</p>	<p>A comprehensive analysis of Academic Unit and Program inputs and processes including faculty ratios, professional development, technology development and usage, information resources, support services such as advising, tutorial help and wellness and/or career counseling needed to support students appropriate to their degree and/or modality of delivery completed.</p>	<p>An adequate analysis of Academic Unit and Program inputs and processes including: training and development, support services such as advising, tutorial help and wellness and/or career counseling needed to support students appropriate to their degree and/or modality of delivery completed.</p>	<p>A minimal analysis of Academic Unit and Program inputs and processes, including faculty, and support services such as advising, tutorial help and wellness and/or career counseling needed to support students appropriate to their degree and/or modality of delivery completed.</p>	<p>Little or no analysis of Program inputs and processes: including faculty ratios, support services such as advising, tutorial help and wellness and/or career counseling needed to support students appropriate to their degree and/or modality of delivery completed.</p>	
<p>Criteria</p>	<p>Highly Developed</p>	<p>Developed</p>	<p>Emerging</p>	<p>Initial</p>	<p>Comments</p>
<p>Infrastructure: Resource Profile, Facilities and Staff</p>	<p>Exceptional in addressing the facilities, physical resources and in making a strong case for improvements where needed.</p>	<p>Adequately addresses academic unit facilities, resources, and makes a case for improvements.</p>	<p>Minimally addresses the facilities, resources, and staff and provides a basic plan for improvement.</p>	<p>Little or no analysis of physical resources and no plan for improvement.</p>	
<p>Student Profile</p>	<p>Excellent analysis of the students (including major, minor and GE demographics): recruitment, graduation, retention, financial needs of students, skills, remediation, and academics. Includes a student success plan.</p>	<p>Adequate analysis of the student profile with an analysis of student needs and a basic student success plan.</p>	<p>Minimal review of the student profile with basic analysis of student needs and plan for success.</p>	<p>Little or no analysis of the student profile and understanding of the student needs.</p>	

PART III – CORE COMMITMENT TO STUDENT LEARNING AND SUCCESS

The following assessment criterion are Imported from the Institutional Effectiveness Committee

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Assessment Wheel (IE Committee Report and Score)	Excellent assessment program in all aspects with few areas needing improvement.	Strong assessment program with some areas needing further development.	Building of assessment program begun, but needs significant improvement.	Have made very little progress on building out the assessment structure for the program.	
Score <u> </u>	4.0	3.0	2.0	1.0	
Program Assessment (1...2...3...) A different criteria row for each of the academic programs	Excellent assessment documentation and evidence for Program (1) with few areas needing improvement.	Strong assessment documentation and evidence for Program (1) with few areas needing improvement.	Building of the assessment for Program (1) documentation and evidence has begun, but needs significant improvement.	Have made very little progress on building out the assessment structure and evidence for Program (1).	
Score <u> </u>	4.0	3.0	2.0	1.0	

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Curriculum (Structure and Coherence of Instructional Program)	Thorough and excellent analysis of the appropriateness, rigor, quality, currency, comprehensiveness of the curriculum and pedagogy including national discipline specific standards and program assessment. Includes an excellent plan for curriculum improvement and innovation.	Adequate analysis of the curriculum, program design, pedagogy, discipline standards and program assessment. Includes an adequate plan for curriculum and program improvement.	Minimum analysis of the curriculum and program design, discipline standards, appropriate pedagogy. A basic plan for curriculum and program improvement.	Little or no analysis of the curriculum and program without a clear plan for improvement.	

Program Faculty	Excellent description and analysis of the program faculty and how the faculty enhance the program's mission, assessment of learning, and goals. Thorough analysis and plan for development of faculty effectiveness in teaching and learning.	Adequate description and analysis of the program faculty and how they enhance the program, assessment of learning and program goals. Adequate analysis and plan for development of faculty effectiveness.	Minimum description and analysis of the program faculty and how they enhance the program. Analysis and plan do not clearly identify a faculty development plan for teaching effectiveness.	Little or no description or analysis of the program faculty and how they enhance the program. No or little plan for the development of faculty for improving teaching effectiveness.	
Compliance: Credit Hour, Core Competencies, and PLNU Policies	Full, complete report and analysis of the program compliance processes to Federal, Accreditation and PLNU policies.	Adequate report and discussion of the program compliance with Federal, Accreditation and PLNU policies.	Minimum discussion or reporting on the compliance with standards and policies.	Little or no discussion and reporting of compliance.	
Graduate Placement, Graduate School and Alumni Satisfaction	Excellent analysis and data regarding post-graduation outcomes, including a well-developed alumni survey with a discussion on how data will be used for program improvement.	Adequate analysis and data about post-graduation outcomes, including an alumni survey with analysis.	Minimal analysis and knowledge of post-graduation outcomes based on a basic alumni survey.	Little or no discussion or analysis of post-graduation and no alumni survey.	
External support: Advisory Council, Professional, Academic Guild Standards, and Community Engagement	Excellent description and analysis of student opportunities for internships, employment placement, high impact practices, community engagement. The academic unit has a fully engaged Advisory Council including external stakeholders committed to program improvement.	Adequate description and analysis of student opportunities and high impact practices. The academic unit has an Advisory Council that is engaged in advising the academic unit.	Minimal description with some analysis of student opportunities and high impact practices. The academic unit does not have an Advisory Council that is engaged in program improvement.	Little or no description or analysis of student program opportunities or high impact practices. The academic unit does not have an Advisory Council.	
Student Evaluation Feedback (Aggregate for Program...Not for Individual Professors)	Exceptional student feedback on the quality of Instruction, the curriculum and academic advising is included and considered as part of Program Review.	Adequate student feedback on the quality of Instruction, the curriculum and academic advising is included and considered as part of Program Review.	Minimal student feedback on the quality of Instruction, the curriculum and academic advising is included and considered as part of Program Review.	Key student feedback on the quality of Instruction, the curriculum and academic advising is not included or considered as part of Program Review.	

PART IV – CORE COMMITMENT TO QUALITY AND CONTINUOUS IMPROVEMENT

Criteria	Highly Developed	Developed	Emerging	Initial	Comments
Comparator and Aspirant Programs, Best Practices in the Discipline, and Unique Features	Excellent selection rationale and analysis of comparator and aspirant universities. Best practices, and unique features with comparative data of size, demographics, FTE, faculty ratios, and other metrics.	Adequate selection and analysis of comparator and aspirant schools with comparative metrics.	Minimal analysis of comparator and aspirant schools with insufficient metrics for adequate comparison.	Inadequate rationale and analysis of comparator and aspirant schools with insufficient or no metrics.	
Action Plan for Improvement	Action items exceptionally address the findings of the self-study and are appropriately placed in timeline for next six years.	Action items adequately address the findings of the self-study but may not be realistically planned or sequenced	Action items flow from findings but don't fully address findings	Action items are missing, or those identified do not flow from findings of the self-study	

PART V – INTERNAL STRENGTHS-WEAKNESSES AND EXTERNAL OPPORTUNITIES-THREATS (SWOT ANALYSIS)

Internal Capability: Impact, Justification, and Overall Essentiality of the Program(s) (Internal to the Academic Unit)	Excellent analysis of the internal strengths and weaknesses of the academic unit and program(s) as well as the benefits to the university for retaining, building or redesigning the program(s). Identified ways to build on the strengths and how they will address or mitigate the program(s) weaknesses.	Adequate analysis of the internal strengths and weaknesses of the academic unit and program(s). Adequate discussion on the benefits of the academic unit and its program(s), to the University mission and makes a case for the value the academic unit and its program(s) provide the University.	Basic analysis of the internal strengths and weaknesses of the academic unit and program(s). Some discussion and basic understanding of the benefits of the program(s) to the University. Does not make a strong case for the value the academic unit and programs add to the University.	No analysis or understanding of the internal strengths and weaknesses of the program. Does not make a case for the value the academic unit and program(s) add to the University.	
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SW (internal)/ OT (external)	External Situations (future direction and vision): Opportunity Analysis of the Program(s) (External to the University)	Identified innovative opportunities that will strengthen the program(s) future direction of the academic field and preparing students for the future. External threats were thoroughly identified and how these might - threaten the sustainability of the program(s).	Adequate discussion of ideas that will strengthen the program(s) and better prepare students for the future. Adequately addresses the external threats to the academic unit and program(s) and posits some ideas that may mitigate the threat.	Basic analysis of some of the threats and opportunities that may impact the future of the academic unit and program(s). Seems to have a basic understanding of how the external environment may provide opportunities and threats.	No analysis or understanding of the impact of the external environment on the future opportunities or threats of the program(s).	
	Analysis Linking Strengths/ Weaknesses to Threats/ Opportunities	In-depth analysis matching the academic unit's internal strengths and weaknesses with key external opportunities and threats	Analysis of some of the academic unit's SW matched to some of the key external OT	Analysis of some of the academic unit's SW but are not clearly linked to the external TO	No analysis provided	
PART VI – PROGRAM REVIEW THEMES FOR FUTURE INQUIRY						
Themes for Future Inquiry	Thorough analysis that leads to future lines of inquiry for continuous improvement. These future lines of inquiry have the potential of adding significant value to the student's education and the academic unit.	Adequate analysis that leads to future lines of inquiry for continuous improvement. These future lines of inquiry have the potential of adding some value to the student's education and the academic unit.	Analysis does not clearly lead to future lines of inquiry for continuous improvement. These future lines of inquiry have do not appear to add value to the student's education and/or the academic unit.	Future lines of inquiry are not included in the self-study.		

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