

**Academic Program Review Rubric
2016-2017 Review Cycle**

Department Name:

Degree Programs and Certificates Offered by the Department:

Rubric Scale:

- **Absent:** No information is provided.
- **Developing:** Some information is provided, but the description and/or discussion is incomplete.
- **Developed:** Information and/or discussion is provided on all key components.

Part 1: Where is the department now?				
Part 1A. Department Overview	Rating			Comments
1. Brief history of the department	Absent	Developing	Developed	
2. Mission, goals, and strategic priorities of the department	Absent	Developing	Developed	
3. Alignment of the department's goals and priorities with college and institutional goals and priorities	Absent	Developing	Developed	
4. Summary of recommendations from previous reviews and any changes made in response	Absent	Developing	Developed	
5. Significant accomplishments, challenges, and major changes that have occurred in the past 5 years	Absent	Developing	Developed	
6. Emerging trends in the discipline and how the department is responding	Absent	Developing	Developed	
Part 1A Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1A Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 1B. Academic Program Information	Rating			Comments
1. Brief summary of each program or certificate offered by the department <ul style="list-style-type: none"> • Information on mission, location, format, student learning outcomes, program outcomes, and information on external accreditation (if applicable) is provided 	Absent	Developing	Developed	
2. Description of the curriculum for each program or certificate	Absent	Developing	Developed	
3. Contribution to general education and/or other service teaching areas (if applicable)	Absent	Developing	Developed	
4. Successes and challenges related to student recruitment, enrollment, retention, progression to degree, and graduation rates/number of degrees conferred	Absent	Developing	Developed	
Part 1B Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1B Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1C. Student Learning and Support	Rating			Comments
1. How program curricula reflect identified student learning outcomes	Absent	Developing	Developed	
2. How students are exceeding, meeting, or not meeting expectations	Absent	Developing	Developed	
3. Changes/improvements made based on assessment of student learning outcomes	Absent	Developing	Developed	
4. How the department is exceeding, meeting, or not meeting students' expectations	Absent	Developing	Developed	
5. How departmental services, activities, and education foster student success and career preparation	Absent	Developing	Developed	

6. Other initiatives undertaken to enhance the student experience	Absent	Developing	Developed	
Part 1C Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1C Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1D. Faculty and Staff Profile	Rating			Comments
1. How success/productivity is defined and communicated to faculty members	Absent	Developing	Developed	
2. How faculty are exceeding, meeting, or not meeting expectations for research, creative activity, and/or scholarly work	Absent	Developing	Developed	
3. How faculty are exceeding, meeting, or not meeting expectations for teaching/pedagogical competency	Absent	Developing	Developed	
4. Impact of new hires and departures on program quality and diversity	Absent	Developing	Developed	
5. How the department supports professional growth of faculty members	Absent	Developing	Developed	
6. How faculty expertise supports the strategic direction of the department	Absent	Developing	Developed	
7. Results of collaborative or interdisciplinary work	Absent	Developing	Developed	
8. How the department engages in outreach and contributes to the university's land-grant mission	Absent	Developing	Developed	
Part 1D Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1D Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	
Part 1E. Inclusion and Diversity	Rating			Comments

1. How the department contributes to the college's and university's strategic plans for inclusion and diversity	Absent	Developing	Developed	
2. How the department's efforts to recruit and retain underrepresented students and faculty advance the university's commitment to inclusion and diversity	Absent	Developing	Developed	
3. How the department's organizational environment acknowledges and celebrates diversity and employs inclusive practices throughout daily operations	Absent	Developing	Developed	
4. How the department's infrastructure supports progress towards achieving the goals of the college's and university's strategic plans for inclusion and diversity	Absent	Developing	Developed	
Part 1E Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 1E Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 2: Where does the department hope to be in five years?

Departmental Vision	Rating			Comments
Department presents a vision for where it would like to be in 5 years <ul style="list-style-type: none"> Vision addresses all relevant aspects, including academic programs, student learning and support, faculty and staff, research, teaching, outreach and international involvement, and diversity and inclusion 	Absent	Developing	Developed	
Department describes any gaps that exist between the department's vision for the future and where it is now	Absent	Developing	Developed	

Department describes the extent to which available resources reflect the department's capacity to achieve its desired goals <ul style="list-style-type: none"> Types of resources include personnel, financial, facilities, and technology 	Absent	Developing	Developed	
Part 2 Overall: Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Part 2 Overall: Department/program-level data or other evidence is included and supports the report narrative	Absent	Developing	Developed	

Part 3: How will the department get there?				
Improvement Strategy and Implementation Items	Rating			Comments
Department presents an overarching plan for continuous improvement over the next 5 years	Absent	Developing	Developed	
Continuous improvement plan includes 3 to 5 high-priority, actionable implementation items	Absent	Developing	Developed	
Implementation items are detailed enough to effectively guide departmental improvement efforts	Absent	Developing	Developed	
Implementation items are consistent with the department's vision for the future	Absent	Developing	Developed	
Implementation items are supported by data and trends presented in the report	Absent	Developing	Developed	
Implementation items appear to be feasible (e.g., mixing items utilizing existing resources with items requiring additional resources may be more feasible to implement than every implementation item requiring additional resources)	Absent	Developing	Developed	

Overall Self-Study Report / Academic Program Review Process

Self-Study Report	Rating			Comments
Depth of analysis/reflection (i.e., the report narrative moves beyond describing what the department has done)	Absent	Developing	Developed	
Department uses data/supporting evidence to inform improvement efforts	Absent	Developing	Developed	
Evidence of broad participation in the self-study process (e.g., multiple faculty members, staff members, current students, alumni, etc.)	Absent	Developing	Developed	

Brief Narrative Report (3-4 pages):

The review team’s narrative report should include summaries of the department’s strengths, opportunities for further reflection and action, and the review team’s face-to-face conversation with the department. The review team should focus on the department’s interpretation of data presented, depth of analysis/reflection, and resulting implementation items with a focus on alignment rather than making judgments on the overall quality of the department. The primary goal of the peer review process for Academic Program Review at Virginia Tech is to support departments’ continuous improvement efforts.