



## Program Review Rubric Graduate Programs

**Directions:** Please rate the quality of the academic program by placing a checkmark in the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.

1. Learning Outcomes		N/A	Poor	Fair	Good	Excellent
1.1	Program and student learning outcomes are clearly identified and measurable.					✓
1.2	The program uses appropriate evidence to evaluate achievement of program and student learning outcomes.					✓
1.3	The program makes use of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.					✓
1.4	The program directly aligns with the institution's mission.					✓
2. Curriculum		N/A	Poor	Fair	Good	Excellent
2.1	The curriculum content and organization is reviewed regularly and the results are used for curricular improvement.					✓
2.2	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.			✓		
2.3	The program reflects progressively more advanced in academic content than its related undergraduate programs.			✓		
2.4	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					✓
2.5	The curriculum is structured to include knowledge of the literature of the discipline.					✓
2.6	The curriculum strives to offer ongoing student engagement in research and/or appropriate professional practice and training experiences.					✓
2.7	Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent to on-campus programs.	✓				
2.8	The program incorporates appropriate pedagogical and/or technological innovations that advance student learning into the curriculum.					✓

<b>3. Student Experience</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>3.1</b>	The program ensures a critical mass of students to ensure an appropriate group of peers.			✓		
<b>3.2</b>	The program provides students with the opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.					✓
<b>3.3</b>	The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for publication.					✓
<b>3.4</b>	The program provides adequate enrichment opportunities, such as lecture series, to promote a scholarly environment.					✓
<b>3.5</b>	The program seeks to include diverse perspectives and experiences through curricular and extracurricular activities.			✓		
<b>3.6</b>	Students have access to appropriate academic support services.					✓
<b>4. Faculty</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>4.1</b>	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.					✓
<b>4.2</b>	The faculty teaching loads are aligned with the highly individualized nature of graduate instruction, especially the direction of theses or dissertations.				✓	
<b>4.3*</b>	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.			✓		
<b>4.4</b>	The faculty engages in regular professional development that enhances their teaching, scholarship and practice.					✓
<b>4.5</b>	The faculty is actively engaged in planning, evaluation and improvement processes that measure and advance student success.					✓
<b>4.6</b>	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.					✓

<b>5. Learning Resources</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>5.1*</b>	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.				✓	
<b>5.2</b>	The program has access to learning and information resources that are appropriate to support teaching and learning.					✓
<b>5.3</b>	The program provides adequate materials and support staff to encourage research and publication.					✓
<b>6. Support</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>6.1*</b>	The program's operating budget is consistent with the needs of the program.			✓		
<b>6.2*</b>	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.			✓		
<b>6.3</b>	The program is responsive to local, state, regional, and national needs.					✓
<b>6.4</b>	The program regularly and systematically collects data on graduating students and evaluates placement of graduates.					✓
<b>6.5</b>	The program's procedures are regularly reviewed to ensure alignment to institutional policies and mission.					✓

*\*Criteria not scored as part of Quality Assurance Funding.*

## **PART 4 – Graduate Faculty Quality**

***Are the faculty competencies/qualifications those needed by the program and by UTC? Do all graduate faculty meet the standards set by the program and expected SACSCOC faculty credentials?***

- Do faculty hold terminal degrees in the appropriate discipline?
- Do faculty specialties correspond to program needs and to the concentrations in which they teach?
- If faculty need additional/different competencies/qualifications, how might these needs be addressed?

***Are faculty teaching loads sufficiently reasonable and equitable to accommodate the highly individualized nature of a graduate program, especially the direction of theses or dissertations?***

***With respect to ethnicity, gender, and academic background, is faculty diversity appropriate for the program? Does the program student and faculty diversity mirror the demographics of the discipline?***

***Do the faculty have regular opportunities for professional development such as travel and participation in professional organizations, workshops, and other learning experiences? Do faculty take advantage of the opportunities provided?***

***Are faculty engaged in the planning, assessment, and improvement processes that measure and advance student success?***

***Does the program use assessment data, etc. to improve teaching, scholarship and creative activity and service? How does this work? Are the processes effective?***

## **PART 5 – Learning Resources**

***Does the program regularly evaluate its equipment and facilities and pursue necessary improvements?***

- Has the program requested/encouraged necessary improvements of its equipment and facilities through appropriate internal mechanisms? Through appropriate external mechanisms?
- Does it appear that the program's resources are appropriate within the context of overall college resources?
- How should needs of the program be prioritized? Could savings be realized from current program operations to fund any new budgetary needs?

***Are library holdings and other learning and information resources current and adequate to support the teaching and learning needs of the discipline? Are there resources adequate to support the research and publication needs of the faculty and staff?***