Academic Program Review – Senate Committee Review Rubric

Program: _____

Review year: _____

Committee Chair: _____

Date: _____

Once this report is completed, please email to the Program Development and Review Coordinator (Tyler.Chamberlain@twu.ca).

Executive Summary

In the spaces below, please provide an overview of your assessment.

Program Strengths:

Areas of Growth:

Recommended/suggested Action Steps:

In the tables below, please indicate whether the program is below, at or above expectations. Please provide a rationale for your judgement and, where applicable, identify any needed changes that might help the program meet or exceed expectations.

1. Quality of Curriculum

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Program Mission and Purpose	☐ Functional mission statement; contains abstract language or ideas that are hard to assess but generally linked to TWU mission and vision. ☐ Minimal demonstration of serving people in ways consistent with TWU's core values.	☐ A good mission statement that is clear and contributes to the fulfillment of the TWU mission and vision. ☐ Adequate demonstration of serving people in ways consistent with TWU's core values.	☐ An exceptionally well-crafted mission statement that is clear and contributes to the fulfillment of the TWU mission and vision. ☐ Excellent demonstration of serving people in ways consistent with TWU's core values.
	Comment:		
Overview, including recent program changes	☐ Insufficient program changes in the last five years, given program needs. ☐ Inadequate use of unique study options, delivery methods, etc.	☐ Changes made in last five years are appropriate and responsive to program needs. ☐ Adequate use of unique study options, delivery methods, etc.	☐ Changes made in last five years are appropriate and anticipated future program needs. ☐ Exemplary use of unique study options, delivery methods, etc.
	Comment:		

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Relevance of the Program (Competitor Analysis)	☐ Curriculum and program requirements fall somewhat below comparable programs at other institutions. ☐ Insufficient changes proposed, and there is no clear path to reach the level of aspiration programs.	☐ Curriculum and program requirements align with comparable programs at other institutions. ☐ Appropriate changes to program are proposed in light of best practices and aspiration programs.	☐ Curriculum and program requirements exceed comparable programs at other institutions. ☐ Appropriate changes to program are proposed in light of best practices, with a feasible path in the direction of aspirational programs.
	Comment:		
Program Content: Faith Integration	☐ Program curriculum does not address or minimally addresses academic faith integration. ☐ Insufficient or inadequate changes have been proposed to increase or deepen faith integration.	☐ Program curriculum adequately addresses or minimally addresses academic faith integration. ☐ Adequate changes have been proposed to increase or deepen faith integration.	☐ Program curriculum does an exceptional job addressing academic faith integration. ☐ Appropriate changes have been proposed to increase or deepen faith integration, and steps are being taken to implement them.
	Comment:		
Program Content: Indigeneity	☐ Very little, or nothing, has been done to respond to the recommendations of the Truth and Reconciliation Calls to Action.	☐ Some steps have been taken to respond to the recommendations of the Truth and Reconciliation Calls to Action.	☐ Program has done an excellent job responding to all or most of the pertinent recommendations of the Truth and Reconciliation Calls to Action.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	☐ Inadequate consultation has been done with indigenous elders about the program and how indigenous ways of knowing can be incorporated into the curriculum.	☐ Meaningful consultation has been done with indigenous elders about the program and how indigenous ways of knowing can be incorporated into the curriculum.	☐ Meaningful consultation has been done with indigenous elders about the program and how indigenous ways of knowing can be incorporated into the curriculum. Strong evidence that indigenous ways of knowing are being incorporated into the curriculum.
	Comment:		
Program Content: Inclusivity	☐ Little or nothing has been done to make the program inclusive for TWU's diverse student population and fully accessible to students with disabilities. ☐ No effort to ensure that diverse voices and perspectives are represented in the curriculum. ☐ Inadequate plans for strengthening diversity in the program.	☐ Intentional efforts are in place to make the program inclusive for TWU's diverse student population and fully accessible to students with disabilities. ☐ Evidence of efforts to ensure that diverse voices and perspectives are adequately or minimally represented in the curriculum. ☐ Plans are in place to strengthen diversity in the program.	☐ The program is inclusive for TWU's diverse student population and fully or mostly accessible to students with disabilities. ☐ Diverse voices and perspectives are adequately represented in the curriculum. ☐ Plans are in place to further strengthen diversity in the program.
	Comments:		
Program Content: Globalization	☐ Little has been done to intentionally internationalize the program.	☐ Evidence of strong efforts to internationalize the program.	☐ The program is international in focus and scope.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	☐ Inadequate effort to seek out global Christian voices and perspectives. ☐ Little evidence of future plans to internationalize the program.	☐ Meaningful effort to seek out global Christian voices and perspectives. ☐ Program has begun making plans to internationalize the program.	☐ Program curriculum includes, and takes seriously, global Christian voices and perspectives. ☐ Ongoing effort to further internationalize the program, and evidence that these plans are appropriate and feasible.
	Comment:		
Program Assessment	☐ No existing plans for ongoing program assessment.	☐ Minimally satisfactory plans for ongoing program assessment.	☐ Excellent plans for ongoing program assessment.
	Comment:		

2. Student Learning and Success

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Characteristics of Students Enrolled in the Program	☐ There are some concerns about the demographic profile of students for this program. ☐ Student enrollment trends indicate concern about the future viability of this program. ☐ Minimal steps have been taken to encourage healthy growth and diverse representation.	☐ Student enrollment trends indicate sustainability of the program, with adequately diverse representation. ☐ Adequate steps have been taken, or are planned, to further encourage healthy growth and diverse representation.	☐ Student enrollment trends indicate a strong future for this program, with a well-articulated recruitment and retention strategy that attracts a diverse student body.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	Comment:		
Student Success	☐ Student and alumni achievements appear to be lower than expected for the program level. ☐ The program does not disaggregate their student success indicators by citizenship and sex and/or their data indicate a significant disparity in the success rates of women or international students.	☐ Students and alumni achievements appear to meet program and/or institutional expectations. ☐ The program disaggregates student success indicators by citizenship and sex and makes appropriate recommendations for improving any evident disparity.	☐ Students and alumni report high levels of preparation that exceed expectations. ☐ The program disaggregates student success indicators by citizenship and sex and there is no measurable disparity in the success rates of women or international students.
	Comment:		
Student Calling and Career Experiences	☐ Program does not appear to intentionally create and encourage opportunities for students to participate in experiences that connect their learning with possible future careers. ☐ Little or no consultation with the Centre for Calling and Career Development to ensure that graduates are "equipped for life."	☐ Students in program have access to opportunities to participate in experiences that connect their learning with possible future careers. ☐ Program engages in adequate consultation with the Centre for Calling and Career Development to ensure that graduates are "equipped for life."	☐ Program intentionally creates and encourages opportunities for students to participate in experiences that connect their learning with possible future careers. ☐ Program actively coordinates with the Centre for Calling and Career Development to ensure that graduates are "equipped for life."
	Comment:		

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Student Feedback about Learning Experiences and Program Quality	☐ Student satisfaction with learning experience and program quality is lower than the institutional average or expectations, or multiple students report similar complaints. ☐ Little demonstration that students are developing Student Learning Outcomes (SLO's) in the program. ☐ No evidence of plans in place to address shortcomings raised by students.	☐ Student satisfaction with learning experience and program quality meets institutional expectations. ☐ There are few complaints registered by multiple students. ☐ Satisfactory demonstration that students are developing Student Learning Outcomes (SLO's) in the program. ☐ Satisfactory plans appear to be in place to address shortcomings raised by students.	☐ Student satisfaction with learning experience and program quality exceeds institutional expectations. ☐ Any complaints or criticisms of the program appear to be isolated, rather than shared by multiple students. ☐ Clear evidence that students are developing Student Learning Outcomes (SLO's) in the program.
	Comment:		
Alumni Feedback about Learning Experiences and Program Quality	☐ Program is not consistently meeting alums' goals and expectations. ☐ Alums consistently are or feel underprepared for life after graduation. ☐ Patterns in alumni's career trajectory are below expectations for the program or degree level.	☐ Program meets alums' goals and expectations more often than not. ☐ Alums consistently report being or feeling prepared for life after graduation. ☐ Patterns in alumni's career trajectory meet expectations for the program or degree level.	☐ Program regularly meets or exceeds alums' goals and expectations. ☐ Alums consistently report being or feeling exceptionally well prepared for life after graduation. ☐ Patterns in alumni's career trajectory exceed expectations for the program or degree level.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	Comment:		
Constituent Feedback about Student Learning and Success (*if applicable*)	☐ Employer/Supervisor feedback (if available) indicates that students are inadequately prepared.	☐ Employer/Supervisor feedback (if available) indicates that students are adequately prepared.	☐ Employer/Supervisor feedback (if available) indicates that students are exceptionally well prepared.
	Comment:		

3. Quality of Faculty

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Faculty Qualifications	☐ Program has an ineffective student-faculty ratio, and/or an excessive number of courses taught by part-time faculty. ☐ Faculty lack sufficient preparation, expertise, or breadth to advance program quality. ☐ Faculty racial or gender diversity for this program is in need of attention.	☐ Program has effective student-faculty and part-time faculty ratios. ☐ Faculty have sufficient expertise, breadth, and preparation to advance program quality. ☐ Trends in program faculty diversity indicate progress toward improved race and gender composition.	☐ Program is able to maintain highly effective student-faculty and part-time faculty ratios. ☐ Faculty are exceptionally well-qualified to advance program quality. ☐ Faculty racial or gender diversity is appropriate for the student body composition.
	Comment:		

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Scholarly Production	☐ Program failed to set any scholarship goals. ☐ Faculty did not meet scholarship goals. ☐ Faculty research is not clearly related to TWU's strategic plan. ☐ Faculty are making inadequate use of research funding and/or the Office of Research and Graduate Studies.	☐ Program has set appropriate scholarship goals. ☐ Faculty have met scholarship goals. ☐ Faculty research is minimally or satisfactorily related to TWU's strategic plan. ☐ Faculty are making adequate use of research funding and/or the Office of Research and Graduate Studies, or have clear plans to do so in the near future.	☐ Program has set highly effective scholarship goals. ☐ Faculty have exceeded scholarship goals. ☐ Faculty research is very clearly and intentionally related to TWU's strategic plan. ☐ Faculty are making excellent use of research funding and/or the Office of Research and Graduate Studies.
	Comment:		
Teaching Effectiveness	☐ Program teaching data indicates below average effectiveness with students. ☐ Program has no or few initiatives or resources in place to promote effective teaching. ☐ Insufficient recommendations for improvement are made.	☐ Program teaching data indicates acceptable effectiveness with students. ☐ Program has some initiatives or resources in place to promote effective teaching. ☐ Appropriate recommendations for improvement are made.	☐ Program teaching data indicates exceptional effectiveness with students. ☐ Program has excellent initiatives or resources in place to promote effective teaching. ☐ Appropriate recommendations for improvement are made.
	Comment:		
Faculty Proficiency in Key Areas of Integration.	Faculty are minimally demonstrating proficiency and commitment to:	Faculty are demonstrating proficiency and commitment to:	Faculty are demonstrating high levels of proficiency and commitment to:

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	☐ Integration of faith and learning ☐ Lasting and meaningful Indigenous reconciliation ☐ Inclusive Excellence ☐ Globalization/ Internationalization ☐ Faculty do not create engaged or inclusive learning environments nor utilize innovative teaching pedagogies.	☐ Integration of faith and learning ☐ Lasting and meaningful Indigenous reconciliation ☐ Inclusive Excellence ☐ Globalization/ Internationalization ☐ Faculty create engaged or inclusive learning environments and utilize innovative teaching pedagogies.	☐ Integration of faith and learning ☐ Lasting and meaningful Indigenous reconciliation ☐ Inclusive Excellence ☐ Globalization/ Internationalization ☐ Faculty create exceptionally engaging, inclusive learning environments and utilize innovative teaching pedagogies.
	Comment:		
Faculty Advising and Mentorship of Students	☐ Inadequate or inconsistent attention given to faculty mentorship of students. ☐ Insufficient support for students at risk of academic failure.	☐ Sufficient and consistent attention given to faculty mentorship of students. ☐ Satisfactory support for students at risk of academic failure.	☐ Exemplary faculty mentorship of students. ☐ Exceptional support for students at risk of academic failure.
	Comment:		
Support for Faculty Growth and Development	☐ Program provides minimal or insufficient support to assist faculty growth and scholarship.	☐ Program provides appropriate support to assist faculty in their development.	☐ Program provides exceptional support to assist their faculty development and scholarship.
	Comment:		

Area	Below Expectations	Meets Expectations	Exceeds Expectations

4. Program Viability and Sustainability

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Resource Effectiveness	☐ Program fails to address how resources impacted program quality or has used resources ineffectively	☐ Program adequately addresses how resources have been used to advance program growth and quality.	☐ Program has demonstrated that it has used resources exceptionally well and has advanced program quality.
	Comment:		
Resource Allocation Relative to Capacity	☐ Resource acquisition, budget, and/or institutional capacities are insufficient for continued program effectiveness.	☐ Resource acquisition, budget, and/or institutional capacities appear to adequately support program effectiveness.	☐ The program has demonstrated resourcefulness and innovation in securing the sufficient resources, budget, and/or institutional capacities necessary to support program effectiveness.
	Comment:		

5. Analysis of Program Strengths, Areas for Growth, and Action Plan

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Program Strengths and Areas for Growth; Goals and Action Steps for Maintaining Growing Program Quality	☐ Program has not fully engaged in a thoughtful analysis of its strengths, areas for growth, and action steps ☐ Program needs significant improvement in order to achieve quality standards. ☐ Program has not articulated SMART goals and action steps.	☐ Program has thoughtfully analyzed its strengths, areas of growth, and necessary action steps ☐ Program is of sound quality. ☐ Program has articulated SMART goals and action steps that are satisfactorily specific and attainable.	☐ Program has done an exceptional job of analyzing its strengths, areas of growth, and action steps that will improve the quality of the program. ☐ Program is of exceptional quality and should be commended. ☐ Program has articulated SMART goals and action steps that are very specific and attainable.
	Comment:		