



Academic Program Review – External Reviewer Rubric

Program: _____

External Reviewers:

Date: _____

Review year: _____

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
<p>Program Mission and Purpose</p>	<p><input type="checkbox"/> Functional mission statement; contains abstract language or ideas that are hard to assess but generally linked to TWU mission and vision.</p> <p><input type="checkbox"/> Minimal demonstration of serving people in ways consistent with TWU's core values.</p>	<p><input type="checkbox"/> A good mission statement that is clear and contributes to the fulfillment of the TWU mission and vision.</p> <p><input type="checkbox"/> Adequate demonstration of serving people in ways consistent with TWU's core values.</p>	<p><input type="checkbox"/> An exceptionally well-crafted mission statement that is clear and contributes to the fulfillment of the TWU mission and vision.</p> <p><input type="checkbox"/> Excellent demonstration of serving people in ways consistent with TWU's core values.</p>
	<p>Comment:</p>		
<p>Overview, including recent program changes</p>	<p><input type="checkbox"/> Insufficient program changes in the last five years, given program needs.</p> <p><input type="checkbox"/> Inadequate use of unique study options, delivery methods, etc.</p>	<p><input type="checkbox"/> Changes made in last five years are appropriate and responsive to program needs.</p> <p><input type="checkbox"/> Adequate use of unique study options, delivery methods, etc.</p>	<p><input type="checkbox"/> Changes made in last five years are appropriate and anticipated future program needs.</p> <p><input type="checkbox"/> Exemplary use of unique study options, delivery methods, etc.</p>
	<p>Comment:</p>		
<p>Relevance of the Program</p>	<p><input type="checkbox"/> Curriculum and program requirements fall somewhat</p>	<p><input type="checkbox"/> Curriculum and program requirements align with</p>	<p><input type="checkbox"/> Curriculum and program requirements exceed</p>

Area	Below Expectations	Meets Expectations	Exceeds Expectations
(Competitor Analysis)	<p>below comparable programs at other institutions.</p> <input type="checkbox"/> Insufficient changes proposed, and there is no clear path to reach the level of aspiration programs.	<p>comparable programs at other institutions.</p> <input type="checkbox"/> Appropriate changes to program are proposed in light of best practices and aspiration programs.	<p>comparable programs at other institutions.</p> <input type="checkbox"/> 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	<input type="checkbox"/> Program curriculum does not address or minimally addresses academic faith integration. <input type="checkbox"/> Insufficient or inadequate changes have been proposed to increase or deepen faith integration.	<input type="checkbox"/> Program curriculum adequately addresses or minimally addresses academic faith integration. <input type="checkbox"/> Adequate changes have been proposed to increase or deepen faith integration.	<input type="checkbox"/> Program curriculum does an exceptional job addressing academic faith integration. <input type="checkbox"/> Appropriate changes have been proposed to increase or deepen faith integration, and steps are being taken to implement them.
	Comment:		
Program Content: Indigeneity	<input type="checkbox"/> Very little, or nothing, has been done to respond to the recommendations of the Truth and Reconciliation Calls to Action. <input type="checkbox"/> Inadequate consultation has been done with indigenous elders about the program and how indigenous ways of knowing can be incorporated into the curriculum.	<input type="checkbox"/> Some steps have been taken to respond to the recommendations of the Truth and Reconciliation Calls to Action. <input type="checkbox"/> Meaningful consultation has been done with indigenous elders about the program and how indigenous ways of knowing can be incorporated into the curriculum.	<input type="checkbox"/> Program has done an excellent job responding to all or most of the pertinent recommendations of the Truth and Reconciliation Calls to Action. <input type="checkbox"/> 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

Area	Below Expectations	Meets Expectations	Exceeds Expectations
			incorporated into the curriculum.
Comment:			
Program Content: Inclusivity	<input type="checkbox"/> Little or nothing has been done to make the program inclusive for TWU's diverse student population and fully accessible to students with disabilities. <input type="checkbox"/> No effort to ensure that diverse voices and perspectives are represented in the curriculum. <input type="checkbox"/> Inadequate plans for strengthening diversity in the program.	<input type="checkbox"/> Intentional efforts are in place to make the program inclusive for TWU's diverse student population and fully accessible to students with disabilities. <input type="checkbox"/> Evidence of efforts to ensure that diverse voices and perspectives are adequately or minimally represented in the curriculum. <input type="checkbox"/> Plans are in place to strengthen diversity in the program.	<input type="checkbox"/> The program is inclusive for TWU's diverse student population and fully or mostly accessible to students with disabilities. <input type="checkbox"/> Diverse voices and perspectives are adequately represented in the curriculum. <input type="checkbox"/> Plans are in place to further strengthen diversity in the program.
Comments:			
Program Content: Globalization	<input type="checkbox"/> Little has been done to intentionally internationalize the program. <input type="checkbox"/> Inadequate effort to seek out global Christian voices and perspectives. <input type="checkbox"/> Little evidence of future plans to internationalize the program.	<input type="checkbox"/> Evidence of strong efforts to internationalize the program. <input type="checkbox"/> Meaningful effort to seek out global Christian voices and perspectives. <input type="checkbox"/> Program has begun making plans to internationalize the program.	<input type="checkbox"/> The program is international in focus and scope. <input type="checkbox"/> Program curriculum includes, and takes seriously, global Christian voices and perspectives. <input type="checkbox"/> Ongoing effort to further internationalize the program, and evidence that these plans are appropriate and feasible.
Comment:			

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Program Assessment	<input type="checkbox"/> No existing plans for ongoing program assessment.	<input type="checkbox"/> Minimally satisfactory plans for ongoing program assessment.	<input type="checkbox"/> 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	<input type="checkbox"/> There are some concerns about the demographic profile of students for this program. <input type="checkbox"/> Student enrollment trends indicate concern about the future viability of this program. <input type="checkbox"/> Minimal steps have been taken to encourage healthy growth and diverse representation.	<input type="checkbox"/> Student enrollment trends indicate sustainability of the program, with adequately diverse representation. <input type="checkbox"/> Adequate steps have been taken, or are planned, to further encourage healthy growth and diverse representation.	<input type="checkbox"/> Student enrollment trends indicate a strong future for this program, with a well-articulated recruitment and retention strategy that attracts a diverse student body.
	Comment:		
Student Success	<input type="checkbox"/> Student and alumni achievements appear to be lower than expected for the program level. <input type="checkbox"/> 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	<input type="checkbox"/> Students and alumni achievements appear to meet program and/or institutional expectations. <input type="checkbox"/> The program disaggregates student success indicators by citizenship and sex and makes appropriate recommendations for improving any evident disparity.	<input type="checkbox"/> Students and alumni report high levels of preparation that exceed expectations. <input type="checkbox"/> 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.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	women or international students.		
	Comment:		
Student Calling and Career Experiences	<input type="checkbox"/> Program does not appear to intentionally create and encourage opportunities for students to participate in experiences that connect their learning with possible future careers. <input type="checkbox"/> Little or no consultation with the Centre for Calling and Career Development to ensure that graduates are “equipped for life.”	<input type="checkbox"/> Students in program have access to opportunities to participate in experiences that connect their learning with possible future careers. <input type="checkbox"/> Program engages in adequate consultation with the Centre for Calling and Career Development to ensure that graduates are “equipped for life.”	<input type="checkbox"/> Program intentionally creates and encourages opportunities for students to participate in experiences that connect their learning with possible future careers. <input type="checkbox"/> Program actively coordinates with the Centre for Calling and Career Development to ensure that graduates are “equipped for life.”
	Comment:		
Student Feedback about Learning Experiences and Program Quality	<input type="checkbox"/> Student satisfaction with learning experience and program quality is lower than the institutional average or expectations, or multiple students report similar complaints. <input type="checkbox"/> Little demonstration that students are developing Student Learning Outcomes (SLO’s) in the program. <input type="checkbox"/> No evidence of plans in place to address shortcomings raised by students.	<input type="checkbox"/> Student satisfaction with learning experience and program quality meets institutional expectations. <input type="checkbox"/> There are few complaints registered by multiple students. <input type="checkbox"/> Satisfactory demonstration that students are developing Student Learning Outcomes (SLO’s) in the program. <input type="checkbox"/> Satisfactory plans appear to be in place to address shortcomings raised by students.	<input type="checkbox"/> Student satisfaction with learning experience and program quality exceeds institutional expectations. <input type="checkbox"/> Any complaints or criticisms of the program appear to be isolated, rather than shared by multiple students. <input type="checkbox"/> Clear evidence that students are developing Student Learning Outcomes (SLO’s) in the program.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	Comment:		
Alumni Feedback about Learning Experiences and Program Quality	<input type="checkbox"/> Program is not consistently meeting alums' goals and expectations. <input type="checkbox"/> Alums consistently are or feel underprepared for life after graduation. <input type="checkbox"/> Patterns in alumni's career trajectory are below expectations for the program or degree level.	<input type="checkbox"/> Program meets alums' goals and expectations more often than not. <input type="checkbox"/> Alums consistently report being or feeling prepared for life after graduation. <input type="checkbox"/> Patterns in alumni's career trajectory meet expectations for the program or degree level.	<input type="checkbox"/> Program regularly meets or exceeds alums' goals and expectations. <input type="checkbox"/> Alums consistently report being or feeling exceptionally well prepared for life after graduation. <input type="checkbox"/> Patterns in alumni's career trajectory exceed expectations for the program or degree level.
	Comment:		
Constituent Feedback about Student Learning and Success (if applicable)	<input type="checkbox"/> Employer/Supervisor feedback (if available) indicates that students are inadequately prepared.	<input type="checkbox"/> Employer/Supervisor feedback (if available) indicates that students are adequately prepared.	<input type="checkbox"/> 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	<input type="checkbox"/> Program has an ineffective student-faculty ratio, and/or an excessive number of courses taught by part-time faculty.	<input type="checkbox"/> Program has effective student-faculty and part-time faculty ratios. <input type="checkbox"/> Faculty have sufficient expertise, breadth, and	<input type="checkbox"/> Program is able to maintain highly effective student-faculty and part-time faculty ratios.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/> Faculty lack sufficient preparation, expertise, or breadth to advance program quality. <input type="checkbox"/> Faculty racial or gender diversity for this program is in need of attention.	preparation to advance program quality. <input type="checkbox"/> Trends in program faculty diversity indicate progress toward improved race and gender composition.	<input type="checkbox"/> Faculty are exceptionally well-qualified to advance program quality. <input type="checkbox"/> Faculty racial or gender diversity is appropriate for the student body composition.
	Comment:		
Scholarly Production	<input type="checkbox"/> Program failed to set any scholarship goals. <input type="checkbox"/> Faculty did not meet scholarship goals. <input type="checkbox"/> Faculty research is not clearly related to TWU's strategic plan. <input type="checkbox"/> Faculty are making inadequate use of research funding and/or the Office of Research and Graduate Studies.	<input type="checkbox"/> Program has set appropriate scholarship goals. <input type="checkbox"/> Faculty have met scholarship goals. <input type="checkbox"/> Faculty research is minimally or satisfactorily related to TWU's strategic plan. <input type="checkbox"/> 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.	<input type="checkbox"/> Program has set highly effective scholarship goals. <input type="checkbox"/> Faculty have exceeded scholarship goals. <input type="checkbox"/> Faculty research is very clearly and intentionally related to TWU's strategic plan. <input type="checkbox"/> Faculty are making excellent use of research funding and/or the Office of Research and Graduate Studies.
	Comment:		
Teaching Effectiveness	<input type="checkbox"/> Program teaching data indicates below average effectiveness with students. <input type="checkbox"/> Program has no or few initiatives or resources in place to promote effective teaching. <input type="checkbox"/> Insufficient recommendations for improvement are made.	<input type="checkbox"/> Program teaching data indicates acceptable effectiveness with students. <input type="checkbox"/> Program has some initiatives or resources in place to promote effective teaching. <input type="checkbox"/> Appropriate recommendations for improvement are made.	<input type="checkbox"/> Program teaching data indicates exceptional effectiveness with students. <input type="checkbox"/> Program has excellent initiatives or resources in place to promote effective teaching. <input type="checkbox"/> Appropriate recommendations for improvement are made.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	Comment:		
Faculty Proficiency in Key Areas of Integration	Faculty are minimally demonstrating proficiency and commitment to: <ul style="list-style-type: none"> <input type="checkbox"/> Integration of faith and learning <input type="checkbox"/> Lasting and meaningful Indigenous reconciliation <input type="checkbox"/> Inclusive Excellence <input type="checkbox"/> Globalization/ Internationalization <input type="checkbox"/> Faculty do not create engaged or inclusive learning environments nor utilize innovative teaching pedagogies. 	Faculty are demonstrating proficiency and commitment to: <ul style="list-style-type: none"> <input type="checkbox"/> Integration of faith and learning <input type="checkbox"/> Lasting and meaningful Indigenous reconciliation <input type="checkbox"/> Inclusive Excellence <input type="checkbox"/> Globalization/ Internationalization <input type="checkbox"/> Faculty create engaged or inclusive learning environments and utilize innovative teaching pedagogies. 	Faculty are demonstrating high levels of proficiency and commitment to: <ul style="list-style-type: none"> <input type="checkbox"/> Integration of faith and learning <input type="checkbox"/> Lasting and meaningful Indigenous reconciliation <input type="checkbox"/> Inclusive Excellence <input type="checkbox"/> Globalization/ Internationalization <input type="checkbox"/> Faculty create exceptionally engaging, inclusive learning environments and utilize innovative teaching pedagogies.
	Comment:		
Faculty Advising and Mentorship of Students	<ul style="list-style-type: none"> <input type="checkbox"/> Inadequate or inconsistent attention given to faculty advising and mentorship of students. <input type="checkbox"/> Insufficient support for students at risk of academic failure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Sufficient and consistent attention given to faculty advising and mentorship of students. <input type="checkbox"/> Satisfactory support for students at risk of academic failure. 	<ul style="list-style-type: none"> <input type="checkbox"/> Exemplary faculty advising and mentorship of students. <input type="checkbox"/> Exceptional support for students at risk of academic failure.
	Comment:		
Support for Faculty Growth and Development	<ul style="list-style-type: none"> <input type="checkbox"/> Program provides minimal or insufficient support to assist faculty growth and scholarship. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program provides appropriate support to assist faculty in their development. 	<ul style="list-style-type: none"> <input type="checkbox"/> Program provides exceptional support to assist their faculty development and scholarship.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
	Comment:		

4. Program Viability and Sustainability

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Resource Effectiveness	<input type="checkbox"/> Program fails to address how resources impacted program quality or has used resources ineffectively	<input type="checkbox"/> Program adequately addresses how resources have been used to advance program growth and quality.	<input type="checkbox"/> Program has demonstrated that it has used resources exceptionally well and has advanced program quality.
	Comment:		
Resource Allocation Relative to Capacity	<input type="checkbox"/> Resource acquisition, budget, and/or institutional capacities are insufficient for continued program effectiveness.	<input type="checkbox"/> Resource acquisition, budget, and/or institutional capacities appear to adequately support program effectiveness.	<input type="checkbox"/> 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	<input type="checkbox"/> Program has not fully engaged in a thoughtful analysis of its strengths, areas for growth, and action steps	<input type="checkbox"/> Program has thoughtfully analyzed its strengths, areas of growth, and necessary action steps	<input type="checkbox"/> Program has done an exceptional job of analyzing its strengths, areas of growth, and action steps that will improve the quality of the program.

Area	Below Expectations	Meets Expectations	Exceeds Expectations
Maintaining Growing Program Quality	<input type="checkbox"/> Program needs significant improvement in order to achieve quality standards. <input type="checkbox"/> Program has not articulated SMART goals and action steps.	<input type="checkbox"/> Program is of sound quality. <input type="checkbox"/> Program has articulated SMART goals and action steps that are satisfactorily specific and attainable.	<input type="checkbox"/> Program is of exceptional quality and should be commended. <input type="checkbox"/> Program has articulated SMART goals and action steps that are very specific and attainable.
	Comment:		