

Central Texas College Program Review Rubric

Periodic program review is a critical component of Central Texas College's commitment to continuous improvement and alignment of its mission and strategic plan with its curricular and co-curricular programs. In the periodic review, programs and departments are reviewed every three years. Program review follows the adoption of the Strategic Plan and provides each department with the opportunity to reflect on its programs; review its internal methods for assessment and program improvement; review trends in enrollment, graduation, and resources; and outline plans for the upcoming years.

Each department will submit the program review document, which will be reviewed in the following manner using the rubrics below.

1. Each academic program within the unit will be reviewed using the program assessment rubric.
2. The department will be reviewed using the results of the program assessment reviews and the department level data in the program review template.

The resulting analysis will be provided to the Deans, and the Deputy Chancellors to assist them in strategic decision making and resource allocation. The results will also be made available to the college community.

Program Assessment Rubric

Ref #	Criteria/Measure	Initial	Evolving	Established
1A.1	Alignment with the college mission and strategic plan	Program has no mission, or, mission is not at all aligned with the college mission and strategic plan	Program mission is somewhat aligned with the college mission and strategic plan	Program mission is well-aligned with the college mission and strategic plan; many of the goals and the objectives of the strategic plan are manifest in the program
1B.1	Program quality, distinctiveness, and recognition	Program lacks examples of recognition for quality; is not uniquely distinct	Program has some examples of recognition for quality, and has distinct elements	Program has many examples of recognition for quality and is clearly unique and distinct
1C.1	Comprehensive List of Student Learning Outcomes and Assessment	Program has not articulated clear program learning outcomes. The list of outcomes is problematic: e.g., incomplete, inappropriate, overly detailed, and disorganized. It may include only discipline-specific learning, ignoring relevant institution-wide learning.	Program has learning outcomes but has not yet defined assessment or has not acquired assessment data	Program has learning outcomes, a plan for assessment, has gathered data, and has used the data to improve the program
1D.1	Program relevance (curricular updates, graduate placement, employment prospects)	Program has not been updated in past 5 years; does not have data or failed to place graduates; and is not aligned with employment projections	Program has had some curricular updates; has some data on graduate placement; and has some alignment with employment projections	Program has many innovative curricular updates, data showing excellent graduate placement, and is well aligned with employment projections

1E.1	Faculty excellence (teaching and research)	Program has no evidence or examples of faculty excellence	Program has some evidence, examples of faculty excellence	Program has many examples of faculty excellence
1F.1	Capacity for growth and enhancement	Program is unable to justify need for growth or enhancement	Program has some reasons justifying need or opportunity to grow program	Program has ample reasons why program should have resources to grow or enhance
1G.1	Program enrollment and graduation	Enrollment and graduation are trending downward	Enrollment and graduation are stable	Enrollment and graduation are trending upward

Department Assessment Rubric

Resources

Ref #	Measure	May need fewer resources	Resources adequate	May need more resources to meet need or to expand
1H	Faculty numbers	Faculty numbers are trending upwards	Faculty numbers are stable	Faculty numbers are decreasing
1I	Student FTE/Faculty FTE ratio	Ratio is decreasing; student FTEs are falling while faculty stay the same or increase	Ratio is stable; faculty hires are keeping pace with student FTEs	Ratio is increasing; faculty hires are needed to keep pace with student FTEs
1J	Average class size	Class sizes are trending downwards	Class sizes are stable	Class sizes are trending upwards

1K	Total student credit hours	Student credit hours are trending downwards	Student credit hours are stable	Student credit hours are trending upwards
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Success

Ref #	Measure	Room for improvement	Adequate	Exemplary
1L	Course completions	Course completions are trending downward	Course completions are stable	Course completions are trending upward
1M	Total enrollment: majors and intending	Enrollment is trending downward	Enrollment is stable	Enrollment is trending upward
1N	Total graduates	Number of graduates is trending downward	Number of graduates is stable	Number of graduates is trending upward

Ref #	Measure	Room for improvement	Adequate	Effective	Exemplary
1A.2	Alignment with College Mission and Program Goals	Few or none of the department's programs are aligned with the college mission or strategic plan	Some of the department's programs are aligned with the college mission or strategic plan	Most of the department's programs are aligned with the college mission and strategic plan	All of the department's programs are well aligned with the college mission and strategic plan
1B.2	Program quality, distinctiveness, and recognition	Few or none of the programs in the department have provided examples of recognition for quality or uniqueness	Some programs in the department have provided examples of recognition for quality or uniqueness	Most programs in the department have provided examples of recognition for quality or uniqueness	All programs in the department have provided examples of recognition for quality or uniqueness
1C.2	Academic Assessment	Few programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Some programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	Most programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement	All programs have active assessment programs to document student achievement of specified learning outcomes and use this information for continuous improvement
1E.2	Quality Teaching	Department provided no examples to demonstrate excellence in teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing examples in one or two of the following: teaching, pedagogy, curricular innovation, or student success	Department demonstrates excellence by providing some examples in more than two of the following: teaching, pedagogy, curricular innovation, and student success	Department demonstrates excellence by providing multiple examples in each of the following: teaching, pedagogy, curricular innovation, and student success

1F.2	Enrollment trends (degree and credential seeking students)	Enrollment is generally decreasing	Enrollment is flat	Enrollment is generally increasing in the department but is below college average enrollment trends	Enrollment is up in most programs and departmental enrollment growth is above college average enrollment trends
1G.2	Plans for growth and improvement	The department does not provide a plan for growth and improvement	The department provides a plan for growth or improvement	The department provides a plan with a specific timeline and outcomes for growth and improvement	The department provides a plan for growth and improvement based on the review and aligns it to the College Strategic Plan