

# ULM – Program Review Rubric

		Beginning	Developing	Meets/Accomplished	Exceeds/Exemplary
1	<b>Program’s relationship to ULM’s mission, vision, and strategic plan</b>	Program has not articulated a formal mission statement.	Program mission is articulated, but alignment to University mission is incomplete or in-process, or the mission is not integral to strategic planning.	The mission statement is articulated and aligned to the University mission. Mission guides strategic planning. Mission is clearly communicated and published at the institution.	Mission is articulated and aligned to institutional goals; guides planning; is published widely. Program has a scheduled process for reviewing mission and its alignment to the University mission.
2	<b>Program’s contribution to general education requirements and/or support offered for other programs, including curricula in other programs and contractual obligations</b>	Program does not contribute to the general education core and/or program does not support other programs. Limited potential for collaboration with other programs on campus. <sup>1</sup>	Program contributes to the general education core. Some program courses are prerequisites for courses in other programs. Some potential for collaboration with other programs on campus, but no current collaborations with other programs.	Program contributes to the general education core. Program features courses that are prerequisites for courses in other programs. Courses in the program are required by other programs beyond the general education core contributions. Program provides courses needed by other programs for admission to professional or graduate programs. Program has some collaborations with other programs.	Program contributes to the general education core, other undergraduate programs, and other graduate or professional programs. Courses provided are required for accreditation for other programs on campus. Program provides courses necessary for admission into other professional or graduate programs on campus. Program provides courses or services to the community that the University is contractually obligated to provide. Program has current and ongoing active collaborations with other programs on campus.
3	<b>Program’s ability to recruit and retain high-quality professors and students</b>	<p><b>A-Professors*:</b> Program has challenges in filling job vacancies and has frequent turnover. Necessary credentials for faculty in program are missing. Heavy reliance on temporary or part-time faculty.</p> <p style="text-align: center;">* See Appendix A1 for detailed description</p>	<p><b>A-Professors*:</b> Strategies in place to address program shortfalls in faculty. Faculty actively engaged in ongoing efforts to improve credentials. Program requires use of temporary or part-time faculty to fill limited critical needs.</p>	<p><b>A-Professors*:</b> Faculty is stable over a 5 year period and varied in rank and experience. Vacancies are filled promptly. Faculty has all necessary credentials, meets annual evaluation criteria, and is current in specialty area. Limited temporary or part-time faculty usage.</p>	<p><b>A-Professors*:</b> Faculty is stable over a long-term period with variety of rank and experience. Vacancies are seen as competitive options for external candidates. All faculty have appropriate credentials and meet or exceed annual evaluation objectives. Some faculty are recognized experts. Sufficient faculty support to meet departmental needs with minimal use of temporary or part-time faculty.</p>

*1 When the report narrative for Criteria 2 makes clear that the program bears no expectations for contribution to general education requirements nor support for other programs, whether curricular or contractual, the evaluator may determine that Criteria 2 is not applicable to the program in lieu of assigning a “Beginning” rubric rating. This determination is only to be made by the members of the Program Review Committee assigned to evaluate the report.*

		<b>Beginning</b>	<b>Developing</b>	<b>Meets/Accomplished</b>	<b>Exceeds/Exemplary</b>
3	<b>Program's ability to recruit and retain high-quality professors and students</b> (Continued)	<p><b>B-Students*:</b> Enrollment and retention student data are at levels that are insufficient or unstable. Program recruiting limited to regional area and/or only attracts academically unprepared students.</p> <p>* See Appendix A2 for detailed description</p>	<p><b>B-Students*:</b> Stable enrollment and retention at levels that justify continued support of program. Program recruits actively in regional area and has attracted motivated students.</p>	<p><b>B-Students*:</b> Stable, long-term enrollment and retention for at least a 5-year period. Top 10% of majors represent academically outstanding students. Program actively recruits regionally and beyond.</p>	<p><b>B-Students*:</b> Stable and consistent enrollment and retention over a period of longer than 5 years with little fluctuation in numbers. Top 25% of majors represent academically outstanding students. Program actively and successfully recruits on a national scale.</p>
4	<b>Program's promotion and enhancement of the educational and cultural level and the general health and well-being of the surrounding region that the university serves</b>	<p>The program has potential to connect with the external public and serve as a local and regional community resource within a program's expertise; however, this program is not well-known by, engaged with, or utilized by the public. The program is in its beginning stages and has yet to provide these benefits.</p>	<p>The program is in the process of becoming a resource for information, cultural events, health/wellness clinics and/or other services that enhance the educational and cultural level and the general health and well-being of the population in the surrounding region. The program is increasing its visibility as a result of this process. The program's events/services and other extramural activities begin to be covered in local and regional media.</p>	<p>The program has well-established events and services, but these are not yet fully utilized by the public. The program's events/services are covered in local and regional media. The program has developed means to publicize its services/events at ULM recruiting events and through other venues. The program has developed processes and procedures to bring prospective students, their parents, and interested community members to campus to attend/utilize its events and services. The program begins to receive requests from external constituents for faculty to serve off-campus as clinicians, adjudicators, presenters, and for other external engagement roles and activities. Program graduates play an increasingly important and visible role in promoting the services/events.</p>	<p>The program has fully developed its potential to connect with the public and serve as a resource for information, cultural events, health/wellness clinics, and/or other services. Alumni support has become a significant asset to the program and the program's graduates have a visible presence in the region and who speak to the program's value and actively promote it. The program is regularly covered and is mentioned as an area of excellence in local and regional media. Program faculty are frequently requested by local and regional schools and other organizations as clinicians, adjudicators, presenters, and for other external engagement roles and activities. Community-focused services are fully utilized by the regional public, and sponsored events are consistently well attended.</p>
5	<b>Student placement into jobs and/or graduate and professional degree programs to meet critical workforce needs within the state and beyond</b>	<p>Little or no data reported on the placement of graduates into jobs and/or graduate and professional degree programs. Little or no evidence shown of the workforce demands for program graduates. Little or no evidence of analyzing student placement in meeting critical workforce needs.</p>	<p>Some data reported on the placement of graduates into jobs and/or graduate and professional degree programs. Some evidence shown of the workforce demands for program graduates. Some evidence of analyzing student placement in meeting critical workforce needs.</p>	<p>Data on the placement of a majority of graduates into jobs and/or graduate and professional degree programs clearly demonstrates demand for program graduates. Placements generally meet workforce needs. Evidence of analyzing student placement in meeting critical workforce needs is presented.</p>	<p>Data on the placement of all or nearly all graduates into jobs and/or graduate and professional degree programs clearly shows evidence of demand for program graduates. Placements are well aligned in meeting workforce demands. Evidence of analyzing student placement in meeting critical workforce needs is presented that clearly shows evident trends for maintained demand or growth.</p>

		<b>Beginning</b>	<b>Developing</b>	<b>Meets/Accomplished</b>	<b>Exceeds/Exemplary</b>
6	<b>Longitudinal data and trends, number of students in a major and number of graduates over at least a five-year period, number of full-time faculty equivalents, SCH production per FTE</b> (all data to be provided by ULM Computing Center)	Some data are reported but little analysis is evident. Not all required elements are present.  Number of students: Number of graduates: Number of FTE: SCH Production/FTE:	Data are reported and some rudimentary analysis is evident. Most of the required elements are present.  Number of students: Number of graduates: Number of FTE: SCH Production/FTE:	Data are displayed in tabular and graphical forms with narrative analysis of the evident trends. Most of the required elements are present.  Number of students: Number of graduates: Number of FTE: SCH Production/FTE:	Data are displayed in tabular and graphical forms with narrative analysis of the evident trends. All required elements are present.  Number of students: Number of graduates: Number of FTE: SCH Production/FTE:
7	<b>Process followed that identifies needed curriculum improvements, including examples of improvements made; evidence provided that the program is participating in the ULM assessment and evaluation processes; proof shown of "closing the loop" for curriculum improvement</b>	Little or no evidence of a systematic process of continuous improvement. Assessments are either not clearly identified or are not aligned to program outcomes. Collection of data and evaluation of results are nonexistent or informal.	A formal and systematic process of continuous improvement is being implemented and further developed; assessments are somewhat aligned to program outcomes; collection of data and reporting of results have taken place but are possibly inconsistent.	A formal, systematic, and on-going process of continuous improvement has been implemented; assessments are generally aligned to program outcomes; data is routinely collected; results are entered in the institutional system; there is evidence of curricular and/or program improvements based on assessment results.	A formal, systematic, and on-going process of continuous improvement has been implemented; assessments are directly aligned to program outcomes; data is routinely collected; results are entered in the institutional system; there is a consistent record of curricular and/or program improvements based on assessment results. Regular outcome reviews include routine input from external stakeholders.
8	<b>Excellence in scholarship activities, including but not limited to, externally-funded research, performance, exhibition, and publication, which brings recognition to the ULM</b>	Program focuses exclusively on teaching and does not encourage scholarly or creative production. Faculty occasionally present work-in-progress at conferences (or the equivalent), but this does not come into a finished form in a printed publication or a polished presentation or performance.	Some professors are independently developing scholarly or creative projects, but the program has few guidelines, nor support to guide faculty to better final products, such as publications, presentations, performances, extramural funding applications, or patent applications.	Program has clearly defined goals for scholarly research, including publications, presentations, extramural funding applications, performances, and/or other activities that are appropriate to the discipline and research expectations of the university. Support is provided to faculty to help them toward completing relevant research activities.	Faculty produces scholarly research, presentations, performances, and/or other activities that are consistent to the clearly defined goals and expectations established by the program. Undergraduate and graduate or professional students are included in the scholarly research focus of the program.
9	<b>Changes made based on previous review recommendations</b> (excludes initial program reviews)	If applicable, (the) previous review(s) has/have been consulted with the outcome of preparing a plan to work towards the implementation of the recommendations.	Review has resulted in the assignment of priorities, distribution of the work, and some progress in achieving the recommendations.	Program has met the previous review recommendations where possible, with the exceptions being where either funds or faculty numbers are inadequate. Work continues on the incomplete recommendations.	Program has completed work on all program review recommendations, and accomplished or begun work on new significant initiatives.

## APPENDIX A1: More Detailed Guidance on Assessment of Ability to Recruit and Retain High-Quality Professors

### Hallmarks of a Beginning Program - Faculty

- Recruiting and hiring essential and well-credentialed faculty has proven challenging, or program-compromising turnover has been a chronic problem; and, no faculty who are demonstrably capable of serving in mentoring and program-building roles are currently employed within, or actively engaged by, the program; but, strategies have been devised, and resource commitments secured, for changing this situation. **OR:** (a) The faculty includes a subjectively reasonable representation at multiple experience levels (i.e., instructor, assistant, associate levels), with a majority of faculty being terminal-degreed in program-pertinent disciplines, and no more than 40% of SCHs handled by individuals having only adjunct or temporary status. (b) Program-compromising vacancies have not remained unfilled for longer than would be reasonably regarded as “timely replacement”, whether for reasons of inability to recruit or failure to fund, during the past 3 years. (c) External or temporary faculty members who are clearly credentialed for service in mentoring and program-development capacities, and also well-credentialed individuals in the program’s intended area(s) of emphasis, have been attracted on a fee-for-service (or voluntary, if private-sector) basis and consistently retained in such positions long enough to show demonstrable impact in beginning to further develop the program; or, the current faculty complement includes at least one or two well-credentialed professors (associate or full) having at least academic-year appointments and who are demonstrably capable of serving in mentoring and program-building roles (i.e., so as to enable the program to progress from “Beginning” towards “Meets/accomplished” status).
- The current faculty complement is adequate (though perhaps barely so) to handle current program-associated workload, and needed expansions (perhaps with well-reasoned use of part-time, adjunct, or temporary faculty) are reasonably anticipated to be possible as student numbers increase and the program continues to develop.
- The breadth of faculty expertise is not yet consistent with mature programs of a similar nature (benchmarking nationally to similar institutions); among specifics of terminal degrees and/or other credentials held by program faculty, key areas are lacking, but a believable strategic plan exists to remedy this situation in a reasonably timely manner.
- Program-associated faculty provide currency in their fields of expertise, and evidence indicates a mindset of nimbleness and progressiveness consistent with evolutions in program-pertinent disciplines; the program is developing in ways that will generate competitive graduates for the foreseeable future, meeting anticipated needs for attributes and skill-sets of program graduates.
- No known steep trend-lines exist that suggest rapidly increasing difficulty in filling future faculty vacancies (permanent or part-time, or temporary if necessary) consistent with the development plan.
- A strategic plan has been created to assure that program faculty will gain competitive levels of educational effectiveness in due course.
- A strategic plan is in place, or in development, to increase and advance faculty engagement with external constituencies in ways that elevate program visibility and collect actionable guidance for program development.

### Hallmarks of a Developing Program - Faculty

- Recruiting and hiring essential and well-credentialed faculty has proven challenging, or program-compromising turnover has been a chronic problem; the breadth of faculty expertise is not yet consistent with a mature program, benchmarking nationally to similar institutions; among specifics of terminal degrees and/or other credentials held by program faculty, key areas are lacking; but, a believable strategic plan exists to remedy this situation, and resources for this have been made available, or soon will be. **OR:** (a) The faculty includes a subjectively reasonable representation at multiple experience levels (i.e., instructor, assistant, associate), with a majority of faculty being terminal-degreed in program-pertinent disciplines, no more than 25% of SCHs handled by individuals having only adjunct or temporary status, and at least one full professor, or alternatively, a well-credentialed associate professor showing reasonable expectation of promotion within a 3–5-year time-frame, having at least an academic-year (9-month) appointment. (b) If the program has been in operation for <6 years, no more than moderate (50%) faculty turnover has occurred since the inception of the program, excepting adjunct or temporary faculty. (c) Program-compromising vacancies have not happened repeatedly, nor remained unfilled for longer than would be reasonably regarded as “timely replacement”, whether for reasons of inability to recruit or failure to fund, during the past 6 years. (d) Consistent success was achieved in attracting well-qualified candidates (applicants for an advertized position) representative of the array of disciplines needed by the program (see below), and vacant positions could be filled with solidly credentialed faculty members in a timely manner.
- Temporary or adjunct faculty members are being used to fill gaps, enabling program development to continue.
- Faculty members clearly credentialed for service in mentoring and program-development capacities have been attracted and employed (regular, temporary, or adjunct), so as to enable the program to progress from “Developing” towards “Meets/accomplished” status.
- The faculty complement is adequate to handle program-associated workload, though redundancy may be scant or absent, and workload may temporarily surpass levels considered by program faculty to be indefinitely sustainable.
- Adequate evidence suggests that program-associated faculty remain current in their disciplines and fields of expertise.
- Evidence indicates a mindset of nimbleness and progressiveness consistent with evolutions in program-pertinent disciplines; the program is proactively developing in ways that will meet anticipated needs for attributes and skill-sets of program graduates, thereby generating market-competitive graduates for the foreseeable future.
- No known steep trend-lines exist that suggest rapidly increasing difficulty in filling future faculty vacancies consistent with the development plan.
- Objective and subjective measures support that educational effectiveness of program faculty is progressing (e.g., evidence of rigor, positive assessments of graduates in their subsequent roles). A strategic plan is in place for all program-participating faculty members to reach competitive educational effectiveness levels.
- Faculty engagement with external constituencies may be limited due to resource and manpower constraints, but strategically targeted efforts have occurred and/or are planned.

### Hallmarks of Meets/Accomplished Program - Faculty

- The faculty has been stable for 5 years or longer, with program-appropriate representation at instructor, assistant, associate, and full professor levels; vacancies, especially in crucial (i.e., potentially program-compromising) areas have been consistently filled with well-credentialed faculty members in a timely manner. **OR:** (a) No more than moderate faculty turnover (<30%/year, *excepting* planned (un-incentivized) retirements) has occurred during the past 5 years; (b) the faculty complement includes a reasonable representation at instructor, assistant, associate, and full professor levels; (c) any vacancies in crucial (i.e., potentially program-compromising) areas that occurred during the past 5 years were successfully filled using orderly recruiting and hiring processes that cast "a wide net"; (d) consistent success was achieved in attracting candidates (applicants) and in filling vacant positions with solidly credentialed faculty members in a timely manner.
- The faculty complement is entirely adequate to handle program-associated workload, though redundancy may be scant or absent (and may include appropriate use of part-time or adjunct faculty).
- The breadth of faculty expertise is reasonably consistent with a mature program, benchmarking nationally to similar institutions. Specifics of credentials held by program faculty support this contention.
- Adequate evidence suggests that program-associated faculty remain current in their disciplines and fields of expertise.
- Evidence indicates a mindset of nimbleness and progressiveness consistent with evolutions in program-pertinent disciplines, so that market-competitive graduates can be produced for the foreseeable future.
- No known steep trend-lines exist that suggest rapidly increasing difficulty in filling future faculty vacancies.
- Objective and subjective measures support collective educational effectiveness of program faculty (e.g., evidence of rigor, positive assessments of graduates in their subsequent roles, sustained or increased demand for program graduates).
- Faculty members engage in ways (public or community service or otherwise) that enhance valuation of the program by external constituents.

### Hallmarks of Exceeds/Exemplary Program - Faculty

- The faculty has been stable for 5 years or longer, with program-appropriate representation at instructor, assistant, associate, and full professor levels; vacancies, especially in crucial (i.e., potentially program-compromising) areas have been consistently filled with well-credentialed faculty members in a timely manner. **OR:** (a) Minimal faculty turnover (<10%/year, *excepting* planned (un-incentivized) retirements) has occurred during the past 5 years; (b) the faculty complement includes a reasonable representation at instructor, assistant, associate, and full professor levels; (c) any vacancies in crucial (i.e., potentially program-compromising) areas that occurred during the past 5 years have been filled using orderly recruiting and hiring processes that cast "a wide net"; (c) vacant positions have been filled at targeted levels (i.e., instructor, assistant, and associate), and filled with solidly credentialed faculty members at any of these levels, in a timely manner.
- The faculty complement is entirely adequate to handle program-associated workload, with redundancy enough to cover most single-position vacancies.
- The breadth of faculty expertise is consistent with programs of a similar nature, benchmarking nationally, but exceeding those benchmarks in one or more areas. Specifics of terminal degrees and/or other credentials held by program faculty support this contention.
- Ample evidence suggests that program-associated faculty remain current in their disciplines and fields of expertise.
- Evidence indicates a mindset of nimbleness and progressiveness consistent with evolutions in program-pertinent disciplines, so that competitive graduates can be produced for the foreseeable future.
- Evidence shows external recognition of program faculty in ways that increase program profile and external valuation.
- No known steep trend-lines exist that suggest rapidly increasing difficulty in filling future faculty vacancies.
- Objective and subjective measures support collective educational effectiveness of program faculty (e.g., evidence of rigor, positive assessments of graduates in their subsequent roles, sustained or increased demand for program graduates).
- Faculty members engage extramurally in ways that enhance valuation of the program by external constituents.

## APPENDIX A2: More Detailed Guidance on Assessment of Ability to Recruit and Retain High-Quality Students

### Hallmarks of a Beginning Program - Students

- (a) Student demand shows solid promise, as evidenced by enrollments during the past 3 years that have **reached**—or are increasing with clear approach to—the number needed to operationally or financially justify the existence of the program. (b) Since program inception (new programs) or during the past 3 years, fewer than 50% of students have changed to a different program or have indicated their intent to leave the program (survey mandatory) after achieving junior-level status or equivalent. (c) The number of program enrollees has not declined more than 50% from one year to the next year in either of the past two fall semesters.
- The program has not yet consistently attracted a sustainably high proportion of students entering the program who have demonstrable “motivation and retention-proneness,” but has developed a believable strategic plan for achieving this goal.

### Hallmarks of a Developing Program - Students

- (a) Enrollment has remained stable over the past 3 years, with a decline of no more than 30% during this time period (linearized). (b) During the past 3 years, fewer than 40% of students changed programs after achieving junior-level status or equivalent (formal major status, for programs having a pre-major phase). (c) The number of program enrollees has not declined more than 50% from one year to the next year in either of the past two fall semesters.
- The program has not yet consistently attracted a sustainably high proportion of students entering the program who have demonstrable “motivation and retention-proneness,” but has developed a believable strategic plan for achieving this goal.

### Hallmarks of a Meets/Accomplished Program - Students

- (a) Enrollment has remained stable for 5 years or longer, with a decline of no more than 20% over the past 5 years (linearized). (b) During the past 4 years, fewer than 30% of students changed programs after achieving junior-level status or equivalent (formal major status, for programs having a pre-major phase). (c) The number of program enrollees has not declined more than 30% from one year to the next year in either of the past two fall semesters.
- The selectivity profile of the top 10% of the students entering the program consistently (year-by-year) indicates adequate and sustainable “motivation and retention-proneness.”

### Hallmarks of an Exceeds/Exemplary Program - Students

- a) Enrollment has remained stable for 5 years or longer, with a decline of no more than 10% over the past 5 years (linearized). (b) During the past 4 years, fewer than 20% of students changed programs after achieving junior-level status or equivalent (formal major status, for programs having a pre-major phase). (c) The number of program enrollees has not declined more than 20% from one year to the next year in either of the past two fall semesters.
- The selectivity profile of the top 25% of the students entering the program consistently (year-by-year) indicates a high level of “motivation and retention-proneness,” and evidence shows that students seek out the program because of its recognized competitiveness.