

Reviewer Rubric

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| Institution: Fairmont State University |
| College/Department: |
| Degree Designation (e.g., Bachelor of Arts, Bachelor of Science): |
| Program/Major (e.g. English, History, Chemistry): |

Rubric Scale:

No/Limited Evidence: Limited or no substantive evidence or information is provided.

Some or partial evidence: Some substantive information is provided, but the description, narrative and/or other components are incomplete.

Sufficient evidence: Substantive information and/or narrative is provided on all key components.

N/A: The particular criterion is inappropriate or not applicable to the program under review, the item should be marked N/A.

| Program Mission | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score |
|--|------------------------------------|--------------------------------------|------------------------------------|------------|--------------|
| The program has established a mission unique to its program that directly aligns with the University mission and Strategic Plan. The mission is made public (e.g., program website, catalog, master course syllabi). | | | | | |
| The program contributes to general studies and/or complements, draws upon, and/or supports other programs (e.g., shared facilities, shared faculty, shared courses, general studies). | | | | | |
| <p>Score: _____ Reviewers Observations, Comments, Questions:</p> <p>Recommendations:</p> | | | | | |

| Enrollment Data and Trends | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score | | | | | | | | | |
|--|-------------------------|---------------------------|-------------------------|---------------|-------|------|---------|---|---|--|--|--|--|--|
| <p>The program meets or exceeds the WV-HEPC annual productivity standards for degrees awarded and enrollments over the past 5-years.</p> <table border="1" data-bbox="226 456 919 558"> <thead> <tr> <th><u>Degree Level</u></th> <th><u>Degree Awards</u></th> <th><u>Major Enrollment</u></th> </tr> </thead> <tbody> <tr> <td>Baccalaureate</td> <td>5</td> <td>12.5</td> </tr> <tr> <td>Masters</td> <td>3</td> <td>6</td> </tr> </tbody> </table> | <u>Degree Level</u> | <u>Degree Awards</u> | <u>Major Enrollment</u> | Baccalaureate | 5 | 12.5 | Masters | 3 | 6 | | | | | |
| <u>Degree Level</u> | <u>Degree Awards</u> | <u>Major Enrollment</u> | | | | | | | | | | | | |
| Baccalaureate | 5 | 12.5 | | | | | | | | | | | | |
| Masters | 3 | 6 | | | | | | | | | | | | |
| <p>Five-year enrollments trends reflect program vitality and sustainability.</p> | | | | | | | | | | | | | | |
| <p>Graduation rates indicate that student complete the program in a timely manner.</p> | | | | | | | | | | | | | | |
| <p>Appendix A provides data relative to program courses, enrollment, delivery mode and credit hours per course. Enrollment in program courses do not show consistent high or low enrollment, and the number of sections is adequate for University needs each semester.</p> <p><i>Note: Each department may have specific enrollment standards for specific courses dependent on the level, faculty workload, budget and other factors. The intent of information is to provide a starting point for conversation within departments/programs about using instructional resources wisely and efficiently.</i></p> | | | | | | | | | | | | | | |
| <p>Data show student success rates for all program courses. Data indicate a 70% or higher course success completion rate (note: a letter grade of C or higher is the minimum success criterion for student course completion success).</p> | | | | | | | | | | | | | | |
| <p>The program tracks its enrollment trends, has plan and ongoing activities for managing enrollment in its program, and has met or exceeded its enrollment goals. *Note: This may not be clear from the self-study and could be a question for the Department.</p> | | | | | | | | | | | | | | |

Score_____ Reviewers Observations, Comments, Questions:

Recommendations:

| Curriculum | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score |
|---|--------------------------------|----------------------------------|--------------------------------|------------|--------------|
| The curriculum is aligned with national standards. If not, there is an explanation as to why no such alignment exists. | | | | | |
| There is a summary of degree requirements, including information on (a) Program description (b) Mission, purpose, goals of the program (c) Degree program requirements | | | | | |
| The curriculum is aligned with and contributes to the program mission. * | | | | | |
| The curriculum reflects a progressive challenge to students and that depth and rigor effectively prepares students for careers or advanced study. | | | | | |
| The program provides opportunities for students to learn in ways that extend beyond the classroom. | | | | | |
| The program has developed a process to ensure courses are offered regularly and students can make timely progress towards degree completion. | | | | | |

Score_____ Reviewer Observations, Comments, Questions:

| | | | | | |
|--|--------------------------------|----------------------------------|--------------------------------|------------|--------------|
| Recommendations: | | | | | |
| Assessment of Student Learning | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score |
| The student learning outcomes for the program are measurable and provide a description of what the student will be able to do. | | | | | |
| Student program learning outcomes include higher level thinking action verbs (e.g., apply, interpret, analyze, evaluate, create, develop, etc.). See Blooms Taxonomy in Teams space). | | | | | |
| The program has well-articulated assessment plan showing how student learning outcomes will be assessed, and how improvements based on findings will be implemented. There is clear evidence the program has collected, analyzed, and used data for improvement. | | | | | |
| The program provided a brief summary of the most relevant assessment findings from the 5-year review cycle. | | | | | |
| Score_____ Reviewer Observations, Comments, Questions: | | | | | |
| Recommendations: | | | | | |

| Faculty Contributions and Productivity | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score |
|---|-------------------------|---------------------------|-------------------------|-----|-------|
| The program has the adequate number of full-time faculty needed to meet the mission of the program (teaching, scholarship, service). | | | | | |
| Program faculty actively engage in professional development, research, and service as evidenced by publications, presentations, and other professional activities. | | | | | |
| Program has examples where faculty have been recognized by their professional organization/association/societies or on campus (unit, college, university awards or honors) for their contributions. | | | | | |
| The programs' faculty have contributed to effective teaching and/or program development (e.g., new course development, new credential, accreditation report author) over the past 5-years. | | | | | |

Score _____

Reviewer Observations, Comments, Questions:

Recommendations:

| Resources | No/Limited Evidence (1) | Some/Partial Evidence (2) | Sufficient Evidence (3) | N/A | Score |
|--|-------------------------|---------------------------|-------------------------|-----|-------|
| The program's operating budget is sufficient for the needs of the program. | | | | | |
| Provides a summary of facilities (e.g., classrooms, labs) and equipment (e.g., instructional technology, instructional equipment, library holdings) and sufficiency in meeting program needs. | | | | | |
| The number of faculty are sufficient in number to meet the needs of the program with appropriate teaching loads. If no, the program identified the additional faculty needed and Action Plan(s) for improvement. | | | | | |
| Indicated whether the department was able to support effective teaching and establish effective teaching-learning environments with the existing resources. Identified additional resources the department may need in order to support the program. | | | | | |
| Score _____ | | | | | |
| Reviewer Observations, Comments, Questions: | | | | | |
| Recommendations: | | | | | |

Undergraduate Review Council Final Report

Name of Academic Department:

Date of Report

Names and Departments of Review Team Members:

Report Summary

- A. **Introduction:** Short introductory paragraph – indicate resources reviewed and individuals or groups interviewed.
- B. **Program Strengths:** Identify strengths of the Department/program (considering viability, curriculum and assessment, students, faculty contributions and productivity, supporting resources, strategic improvement plan etc.).
- C. **Program Challenges:** Identify challenges facing the Department/program (considering at least all areas noted above, where appropriate).
- D. **Recommendations:** Provide recommendations to resolve the challenges and/or to strengthen the Department/program(s). Please consider and organize your recommendations into the two broad categories: (1) Revenue Demanding Recommendation (resources requiring additional funds); and (2) Revenue Neutral Recommendation (no additional funds required). Provide a focused one-sentence statement for each recommendation (“It is recommended that...”). Elaboration of recommendations is not needed since they should be based on information already provided in the report.
- E. **Interview:** Provide a list of interview questions the reviewers may have used in the review.

Program Review Council Recommendation

The institution is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for its recommendation:

- _____1. Continuation of the program at the current level of activity;

- _____2. Continuation of program with corrective action (for example, reducing the range of optional tracks or merging programs);

- _____3. Identification of the program for further development (for example, providing additional institutional commitment);

- _____4. Development of a cooperative program with another institution, or sharing courses, facilities, faculty, and the like;

- _____5. Discontinuation of the Program