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| Section | **Does not meet expectations** | **Partially Meets Expectations** | **Meets expectations** | NA | Rating | Comments |
| 1. Response to Previous Recommendations | Program neglects to include recommendations. | Program includes recommendations but fails to include actions. | Program includes recommendations *and* actions. |  |  |  |
| 1. Program Overview | Program neglects to provide descriptions of requirements, delivery modes, and collaborations. | Program provides incomplete description of requirements, delivery modes, and any collaborations. | Program provides complete description of requirements, delivery modes, and any collaborations. |  |  |  |
| 1. Achievement of Student Learning Outcomes (SLOs) | Program students consistently fail to achieve SLOs. | Program adequately demonstrates that students achieve SLOs. | Program clearly demonstrates that students exceed learning outcomes. |  |  |  |
| 1. Assessment for Improvement | Program neglects to use assessment of SLOs as pathway to improvement. | Program acknowledges areas for improvement based on assessment of SLOs. | Program describes program improvements based on assessment of SLOs. |  |  |  |
| 1. Curriculum Map | Program does not include a curriculum map. | Program includes a curriculum map. | Program includes a detailed, effective curriculum map. |  |  |  |
| 1. Assessment Reports | Program does not include assessment report. | Program includes assessment reports | Program includes detailed, effective assessment reports. |  |  |  |
| 1. Program Enrollment   UG : 25 | Program does not meet threshold. | Program meets threshold. | Program exceeds threshold. |  |  |  |
| 1. Program Enrollment Trend | Enrollment is trending negatively. | Enrollment is trending flat. | Enrollment is trending positively. |  |  |  |
| 1. Student Recruitment Planning | Program does not have a student recruitment plan. | Program has begun a student recruitment plan. | Program is acting on a detailed student recruitment plan and shows positive results. |  |  |  |
| 1. Clear Advising Process, Materials, and Rationale | Program’s advising process, materials, and rationale are unclear. | Program provides a clear advising process, materials, and rationale. | Program provides a clear, effective advising process, materials, and rationale. |  |  |  |
| 1. Orientation and Welcome of Students | Program has an incomplete description of orientation, retention, and welcoming efforts. | Program describes efforts to welcome, orient, and retain students. | Program fully describes effective and inclusive efforts to welcome, orient, and retain students. |  |  |  |
| 1. Faculty Diversity Efforts | Program makes no effort to diversify faculty. | Program describes efforts to diversify faculty. | Program has an effective diversity plan that shows positive results. |  |  |  |
| 1. Program Diversity Efforts | Program provides no evidence of creating an inclusive environment. | Program describes efforts to make environment more inclusive. | Program describes efforts to create a more inclusive environment with positive outcomes. |  |  |  |
| 1. PD Opportunities and Resources for Students | Program provides minimal evidence of professionalizing students. | Program describes reasonable efforts to professionalize students (including, for example, internships, practica, etc.). | Program describes robust efforts to professionalize students and provides sufficient resources for students(including, for example, internships, practica, etc.). |  |  |  |
| 1. Time to Degree Trend | Program is trending negatively. | Program is trending flat. | Program is trending positively. |  |  |  |
| 1. Retention Rate Trend | Retention is trending negatively. | Retention is trending flat. | Retention is trending positively. |  |  |  |
| 1. Graduation Rate   UG: 40% | Graduation rate is below threshold. | Graduation rate meets threshold. | Graduation rate exceeds threshold. |  |  |  |
| 1. Graduation Rate Trend | Graduation rate is trending negatively. | Graduation rate is trending flat or positively. | Graduation rate is trending positively. |  |  |  |
| 1. Degrees Awarded   UG: 9 | Degrees awarded is below the threshold. | Degrees awarded meets the threshold. | Degrees awarded exceeds the threshold |  |  |  |
| 1. Degrees Awarded Trend | Degrees awarded is trending negatively. | Degrees awarded is trending flat. | Degrees awarded is trending positively |  |  |  |
| 1. Degree Completion Efforts | Program has minimal plan to improve degree completion and time to degree. | Program describes a plan to improve degree completion and time to degree. | Program describes successful efforts to improve degree completion and time to degree. |  |  |  |
| 1. Employment Outcomes | Program does not clearly describe results or plans to improve outcomes. | Program describes plans and results to improve outcomes. | Program provides detailed results and in-depth plans to improve outcomes. |  |  |  |
| 1. Workload   % SCHP taught by FT Faculty  UG: 60%  Average SCHP/Full-time Faculty Member  UG: 250 | Program does not clearly address workload and utilization. | Program addresses workload and utilization, as well as changes for improvement. | Program provides detailed narrative regarding both the positive and negative impact of workload and utilization, as well as specific changes for improvement. |  |  |  |
| 1. Research/Creative Activity and Service | Program does not clearly address scholarly productivity and/or service outcomes. | Program addresses scholarly productivity and service outcomes, as well as changes for improvement. | Program provides detailed narrative regarding the positive and negative impact of scholarly productivity and service outcomes, as well as changes for improvement. |  |  |  |
| 1. Facilities | Program does not evaluate the quality of facillities | Program evaluates the quality of facilities. | Program evaluates the quality of facilities and explains their impact on the program. |  |  |  |
| 1. Alignment with WKU Mission/Strategic Plan | Program does not demonstrate alignment with mission/strategic plan. | Program adequately demonstrates alignment with mission/strategic plan. | Program fully demonstrates alignment with mission/strategic plan |  |  |  |
| 1. Alignment with CPE/KY Mission/Strategic Plan | Program does not demonstrate alignment with mission/strategic plan. | Program adequately demonstrates alignment with mission/strategic plan. | Program fully demonstrates alignment with mission/strategic plan. |  |  |  |
| 1. \*\*\*Colonnade | Program weakly contributes to Colonnade (or is not necessary to its success), and/or does not discuss evaluation of past courses, enrollments, efficiencies, and planned changes. | Program contributes to Colonnade and discusses evaluation of past courses, enrollments, efficiencies, and planned changes. | Program strongly contributes to Colonnade (or is critical to its success), and includes detailed narrative that discusses evaluation of past courses, enrollments, efficiencies, and planned changes. |  |  |  |
| 1. Goals, metrics, and targets | Program identifies short- and medium- term goals but the measures for success are not clear. | Program identifies short- and medium-term goals and the metrics and targets used to measure success. | Program clearly identifies realistic but aspirational short- and medium-term goals and metrics and targets to measure success |  |  |  |
| 1. Analysis & Reflection | Program does not provide a clear reflection or recommendations regarding the program's future. | Program offers a reflection and some recommendations regarding the program’s future. | Program offers thoughtful reflection and detailed recommendations regarding program’s future. |  |  |  |