



**COMPREHENSIVE ACADEMIC PROGRAM EVALUATION**  
**SCORING RUBRIC**  
**09 January 2019**

Evaluators should utilize the data and reference materials provided, as well as the narratives developed by the program coordinator and faculty, to evaluate each program using the set of rubrics below. Ratings criteria are intended to guide evaluation and promote intra- and inter-rater reliability, but are not intended to establish strict conditions for scoring the program at a given level; the evaluation process ultimately has a subjective component.

<b>Program Productivity</b>				
	<b>Strong (4)</b>	<b>Moderate (3)</b>	<b>Marginal (2)</b>	<b>Poor (1)</b>
Enrollments and Conferrals	Number of majors and degrees is high.	Number of majors and degrees is solid.	Number of majors and degrees is limited.	Number of majors and degrees is low.
Enrollment and Conferrals Trend	Enrollments and/or degrees are growing substantially.	Enrollments and/or degrees are stable.	Enrollments and/or degrees are showing some decline.	Enrollments and/or degrees are in substantial decline.
SCHP	Program courses generate substantial student credit hour production.	Program courses generate a moderate level of student credit hour production.	Student credit hour production by program courses is limited, and/or in decline.	Student credit hour production by program courses is low, and/or declining substantially.
Contribution to Other Areas	Program contributes critically to other academic areas.	Program contributes meaningfully to other academic areas.	Program contributes somewhat to other academic areas.	Program has limited if any involvement with other academic areas.

<b>Success of Students</b>				
	<b>Strong (4)</b>	<b>Moderate (3)</b>	<b>Marginal (2)</b>	<b>Poor (1)</b>
Persistence and Completion	Retention/completion rates are high. Students complete degrees in a timely manner, within or outside program.	Retention/completion rates are above university average. Students complete degrees within a reasonable time.	Retention/completion rates are below university average. Students have difficulty completing on-time.	Retention/completion rates are low. Time-to-degree is high and/or program inhibits students' degree flexibility.
Student Learning	SLOs and assessments are well-designed/appropriate. Clear example of closing-the-loop efforts to improve program.	SLOs and assessments are acceptable. Evidence of closing-the-loop efforts to improve program.	SLOs and assessments are weak. Linkage of assessments to closing-the-loop efforts to improve program is unclear.	SLOs and assessments are poorly-designed. Little evidence of closing-the-loop efforts to improve program.
Success of Graduates	Data are consistently tracked; a high number of graduates gain employment in the field/graduate school acceptance.	Data are consistently tracked; a solid number of graduates gain employment in the field/graduate school acceptance.	Data are anecdotal, and/or a limited number of graduates gain employment in the field/graduate school acceptance.	No data exist, and/or few graduates gain employment in the field/graduate school acceptance.
Career Alignment	Clear evidence the program is aligned with needed employability skills in response to external feedback.	Program is aligned with needed employability skills and shows responsiveness to external feedback.	Program alignment with needed employability skills is limited, or data are strictly anecdotal.	Program is not well-aligned with needed employability skills, or no data exist.

Cost, Revenue and Efficiency				
	Strong (4)	Moderate (3)	Marginal (2)	Poor (1)
Delivery Cost	Full-time faculty are appropriate, but inadequate to program needs. Investment in faculty hires is critical.	Full-time faculty are largely adequate. Strategic hiring can address issues that may arise.	Full-time faculty are somewhat more than needed to meet program needs.	Full-time faculty are excessive relative to program needs.
Faculty Efficiency by Department	SCHP per FTF is high, and a high percentage of credit hours are delivered by full-time faculty.	SCHP per FTF is adequate, and a reasonable percentage of credit hours are delivered by full-time faculty.	SCHP per FTF is marginal, and/or the program relies heavily on part-time faculty to deliver credits.	SCHP per FTF is low, and the program relies heavily on part-time faculty to deliver credit hours.
Class Size by Level	Median class sizes are consistently high relative to program pedagogy, and a small percentage of classes are under-enrolled.	Median class sizes are generally adequate/appropriate to program pedagogy, with a limited percentage of sections under-enrolled.	Median class sizes are generally low relative to program pedagogy, and many class sections are under-enrolled.	Median class sizes are low, and the majority of class sections are under-enrolled.
External Revenue Potential	Program has strong revenue potential through grants, contracts, philanthropy, partnerships, or other means.	Program has some capacity for revenue potential through grants, contracts, philanthropy, partnerships, or other means.	Program has limited revenue potential through grants, contracts, philanthropy, partnerships, or other means.	Program has little to no revenue potential through grants, contracts, philanthropy, partnerships, or other means.

Program Alignment and Distinctiveness				
	Strong (4)	Moderate (3)	Marginal (2)	Poor (1)
Institutional Mission	Program is strongly aligned with institutional mission and directly addresses strategic priorities/metrics.	Program is consistent with institutional mission and contributes to strategic priorities/metrics.	Program is not inconsistent with institutional mission, but contributes minimally to strategic priorities/metrics.	Program is not well-aligned with institutional mission and does not directly contribute to strategic priorities/metrics.
CPE Strategic Agenda	Program is strongly aligned with CPE strategic agenda and directly addresses policy objectives/metrics.	Program is consistent with CPE strategic agenda and contributes policy objectives/metrics.	Program is not inconsistent with CPE strategic agenda, but contributes minimally to policy objectives/metrics.	Program is not well-aligned with CPE strategic agenda and does not directly contribute to policy objectives/metrics.
Workforce/Profession	Program directly addresses key workforce needs and/or demand in the profession.	Program contributes to workforce needs and/or demand in the profession.	Program has limited connection to workforce needs and/or demand in the profession.	Program is not well-aligned with workforce needs and/or demand in the profession.
Distinctiveness	Program is noteworthy in design/delivery or reputation, both within and beyond WKU. Brings distinction to WKU.	Program has distinctive components and/or is well-regarded. Advances WKU's comprehensive mission.	Program is traditional in design/delivery and shows elements of overlap with other programs at WKU or statewide.	Program is largely redundant to other programs at WKU or statewide. May not align with WKU's comprehensive mission.