RUBRIC FOR EVALUATING POSTED PROGRAM REVIEW COMPONENTS

Program Review Committee

Glossary of Terms:

Academic unit: an academic unit is a department. There are 19 academic units at Westmont.

Program: a program is defined as a major or major/concentration.

Learning outcome: student learning outcomes are the specific observable or measurable results that are expected subsequent to a learning experience. These outcomes may involve knowledge (cognitive), skills (behavioral), or attitudes (affective) that provide evidence that learning has occurred as a result of a specified course, program activity, or process. Learning outcomes are developed are developed at the institutional level (ILO), program level (PLO), and course level (CLO).

Cohesive curriculum: progression of through curriculum would allow students to be introduced, then develop, and lastly reach mastery of learning outcomes.

Note: Fractional scores are acceptable but not required

Criteria	Highly Developed (4 pts)	Developed (3 pts)	Emerging (2pts)	Initial (1 pt)
Mission	There is a clear and concise statement of purpose for the academic unit. It identifies what the academic unit does that separates it from other units.	There is a clear statement of purpose for the academic unit, but it lacks disciplinary uniqueness.	Statement of purpose for the academic unit is too general to distinguish the unit and could apply to any academic unit.	Statement of purpose for the academic unit is missing.
Program Learning Outcomes: Development	All PLOs are developed and reflect what students will know, understand or be able to do to demonstrate learning at the completion of the program.	Most PLOs are developed and reflect what students will know, understand or be able to do to demonstrate learning at the completion of the program.	One or two of PLOs identify what students will know, understand or be able to do to demonstrate learning at the completion of the program.	PLOs do not identify what students will know, understand or do to demonstrate learning.
Program Learning Outcomes: Levels of Mastery	PLOs cover multiple levels of mastery, including the highest cognitive levels (evaluating and creating).	PLOs cover several levels of mastery (applying and analyzing) but do not include the higher cognitive levels.	PLOs cover the lower levels of mastery (understanding and applying).	PLOs are primarily at the lowest cognitive level on Bloom's Taxonomy (e.g. knowledge or memorization).
Mission and PLOs Alignment	All PLOs align to the academic unit mission statement and to the	Some PLOs align to both the academic unit mission statement	PLOs do not align to either academic unit mission	PLOs do not align to the academic unit mission statement nor to

	institutional mission statement.	and institutional mission statement.	statement or the institutional mission statement.	the institutional mission statement.
Curriculum Map	Mastery levels (I, D, M) of each outcome presented in a curriculum map and progression throughout the curriculum is described leading to a cohesive curriculum.	PLOs are aligned to courses but levels of mastery (I, D, M) of each outcome do not lead to a cohesive curriculum.	All PLOs are not aligned to courses in a curriculum map. The curriculum map does not present a cohesive curriculum.	No curriculum map is posted.
Multi-Year Assessment Plan	A multi-year, sustainable assessment schedule has been developed.	A multi-year assessment schedule is included but it too difficult to sustain.	Posted is a yearly assessment schedule that is not sustainable or is incomplete.	A multi-year assessment plan is not posted.