PROGRAM REVIEW CHECKLIST RUBRIC (PIE)

Program:

	Done	Comments
Background – Program Context		
Task 1: Official program description and outcomes from the catalog	O	
Task 2: Status of the discipline, detail of emerging trends and issues, viability of program, changes in the environment	O	
Task 3: Update of action taken as a result of last five-year program review, actions taken to increase enrollment and/or distinctiveness	O	
Task 4: Additional context	O	
Task 5: Program review process -- faculty and constituency involvement	O	
Component 1 – Review of the Current Program: Curriculum		
Task 1: Map student learning outcomes • Are all intended learning outcomes covered in courses? • Does the sequencing of courses support and build upon concepts as needed for student learning? • Is the program cohesive and intentional with clear progression of student learning and courses? • Do the outcomes reflect what students should be learning to be prepared for professional and educational opportunities ahead of them? • Does the program offer a curriculum that is comprehensive, relevant, and cohesive? • Discuss any findings, especially inconsistencies. If there are inconsistencies, please provide solutions.	O	
Task 2: Review student learning outcome assessment reports from the past five years. • Provide a holistic examination of how well students are achieving program learning outcomes. • Summarize changes made as a result of previous assessment findings and illustrate the impact of those changes.	O	
Task 3: Map courses to the core competencies (UG) or GR competencies. • Describe the discipline's contribution to the liberal arts core. (UG) • Describe the program's integration of core/graduate competencies into major/program requirements.	O	
Map of curriculum and program learning outcomes	O	
Map of courses and core/program competencies	O	
Component 2 – Review of the Current Program: Faculty, Resources, and Cooperation		
Task 1: Faculty qualifications and activity • Provide a list of all faculty (full- and part-time), by rank, including tenure status, highest degree earned, graduating institution, and one or two areas of expertise or research interest. • Provide information on faculty achievements, including peer-reviewed scholarship since the last program review and describe any recent achievements, grants, awards, patents, performances, etc. For recently hired faculty, only discuss achievements since arriving at Marymount. • Discuss the current workload of the full-time faculty. Is there equitable division of teaching responsibilities? What role do overloads and course releases play in the need for adjunct faculty? • Identify any holes in the program's faculty area expertise.	O	
Task 2 -- Service and cooperation • Discuss efforts to promote civic engagement and service among students, faculty, and staff. Describe service learning opportunities and other service promoted by the program. How do faculty and staff engage with the broader public? • Describe any linkages, collaboration agreements with institutions outside the university, and courses or collaboration with other programs at Marymount. • List external grants.	O	
Task 3 -- Physical resources • Describe any relevant physical resources -- dedicated studios, labs, classrooms, etc. -- and evaluate their sufficiency.	O	

	Done	Comments
Component 3 – Benchmarking of Program		
Task 1: Identify at least three institutions with the program offering.	O	
Task 2: Conduct a benchmarking analysis • How do program requirements, course offerings, and content compare to other schools in quantity, scope, and depth? • Is the program in sync with current trends and best practices in the field? • What is unique about the Marymount program? • Based on the findings, what changes (additions or modifications) should the program consider?	O	
Component 4 – Enrollment, Graduation, and Alumni Outcomes		
Task 1: Review data provided by PIE	O	
Task 2: Analyze the data in light of external or internal forces	O	
Task 3: Address these questions: • Does the program maintain sufficient enrollment to be a sustainable major at the university? • Does the department have additional data and information on alumni employment and educational outcomes? What does that information say • Does the program adequately support and prepare its majors for employment and graduate school/continued growth and education?	O	
Component 5 – Student Input		
Task 1: Gather input. • Strengths of the program and areas where the program needs to make improvements • Extent to which program and university mission and values were explicit throughout the student's educational experience • Preparation for internship and careers; how does the program help students obtain internships, and student feedback on this process. • Special or unique features of the program • Extent to which the program outcomes were emphasized throughout the student's educational experience • Extent to which sufficient advisement was given to program majors. Describe what kinds of orientation, advising, and mentoring efforts have been carried out. • Courses students would have wanted to take	O	
Task 2: Use student input and other findings from the program review process to identify major themes regarding program strengths and areas for improvement. • Identify the strengths, weaknesses (internal to Marymount), opportunities, and threats (external to Marymount) that support or create barriers to achievement of program goals, objectives, and learning outcomes.	O	
Component 6 – Advising		
Task 1: Review data provided by PIE	O	
Task 2: Describe advising in the program	O	
Task 3: Gather input from program faculty	O	
Task 4: Identify strengths, weaknesses, and improvements needed related to student advising	O	
Component 7 – External Reviewer		
Task 3: Draft response to reviewer's report that provides clarification, additional material, or relevant information. Attach reviewer's report and program's response to the program review.	O	
Component 8 – Developing an Action Plan		
Task 1: Assess the program's engagement with and contribution to MU's mission and strategic plan. • Evaluate how well the program reflects, supports and advances to Marymount's mission and plan. • Identify changes and innovations that program will undertake over the next five years to promote the mission and plan. • Address how the program will improve or maintain its enrollment and program distinctiveness.	O	
Task 2: Develop a five-year action plan, based on the findings of the program review. • Goals – Specifically what does the program want to accomplish over the program review cycle?	O	

	Done	Comments
• Rationale for goal based on Program Review – Why were these goals selected? • Strategy to achieve goal – How will the program achieve the goals? Please give a timeline and milestones. • Resources needed to achieve goal – What resources such as funding or needed to accomplish goals? • Timeline – What is the schedule for obtaining this goal? • Indicators of success – How will the program know that it is being successful?		