**Tennessee Higher Education Commission**

**2020-25 Quality Assurance Funding**

Standard 3: Academic Programs

**Program Review:** Baccalaureate Programs

The following may be used to map the previous THEC 2020-25 QAF rubric to the new 2025-2030 Undergraduate Rubric. Please note that the order of the categories has changed. Additionally, there are three criteria from the 2020-2025 rubric that do not directly map to the new 2025-2030 rubric. There are also four new criteria in three categories that are new. Your Self-Study must follow the new order of categories. The Final Report also must follow the new 2025-2030 rubric.

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| **Program Review Rubric Baccalaureate Programs** | | | |
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| **1. Learning Outcomes** | |  | |
| **1.1** | Program and student learning outcomes are clearly  identified and measurable. |  | **LO1** |
| **1.2** | The program uses appropriate evidence to evaluate  achievement of program and student learning outcomes. |  | **LO2** |
| **1.3** | The program makes use of information from its evaluation  of program and student learning outcomes and uses the results for continuous improvement. |  | **LO3** |
| **1.4** | The program directly aligns with the institution's mission. |  | **LO4** |
| **2. Curriculum** | |  |  |
| **2.1** | The curriculum content and organization are reviewed  regularly and results are used for curricular improvement. |  | **C1** |
| **2.2** | The program has developed a process to ensure courses are offered regularly and that students can make timely  progress towards their degree. |  | **C2** |
| **2.3** | The program incorporates appropriate pedagogical and/or  technological innovations that enhance student learning into the curriculum. |  | **C3** |
| **2.4** | The curriculum is aligned with and contributes to mastery  of program and student learning outcomes identified in 1.1. |  | **C4** |
| **2.5** | The curricular content of the program reflects current  standards, practices, and issues in the discipline. |  | **C5** |
| **2.6** | The curriculum fosters analytical and critical thinking and  problem-solving. |  | No direct mapping |
| **2.7** | The design of degree program specific courses provides  students with a solid foundation. |  | No direct mapping |
| **2.8** | The curriculum reflects a progressive challenge to  students and that depth and rigor effectively prepares students for careers or advanced study. |  | **C6** |
| **2.9** | The curriculum encourages the development of and the presentation of results and ideas effectively and clearly in  both written and oral discourse. |  | **C7** |
| **2.10** | The curriculum exposes students to discipline-specific  research strategies from the program area. |  | **C8** |
| **3. Student Experience** | |  |  |
| **3.1** | The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to  the quality of their teaching effectiveness. |  | **SE1** |
| **3.2** | The program ensures students are exposed to  professional and career opportunities appropriate to the field. |  | **SE2** |

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| **3. Student Experience** | |  |
| **3.3** | The program provides students with the opportunity to apply what they have learned to situations outside the  classroom. | **SE5** |
| **3.4** | The program seeks to include diverse perspectives and  experiences through curricular and extracurricular activities. | **SE4** |
| **3.5** | Students have access to appropriate academic support  services. | **SE3** |
| **4. Faculty (Full-time and Part-time)** | |  |
| **4.1** | All faculty, full time and part-time, meet the high standards  set by the program and expected SACSCOC guidelines for credentials. | **F1** |
| **4.2** | The faculty are adequate in number to meet the needs of  the program with appropriate teaching loads. | **F2** |
| **4.3\*** | The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as  appropriate to the demographics of the discipline. | No direct mapping |
| **4.4** | The program uses an appropriate process to incorporate  the faculty evaluation system to improve teaching, scholarly and creative activities, and service. | **F3** |
| **4.5** | The faculty engages in regular professional development  that enhances their teaching, scholarship and practice. | **F4** |
| **4.6** | The faculty is actively engaged in planning, evaluation and  improvement processes that measure and advance student success. | **F5** |
| **5. Learning Resources** | |  |
| **5.1** | The program regularly evaluates its equipment and  facilities, encouraging necessary improvements within the context of overall institutional resources. | **LR2** |
| **5.2** | The program has access to learning and information resources that are appropriate to support teaching and  learning. | **LR1** |
| **6. Support** | |  |
| **6.1** | The program's operating budget is consistent with the  needs of the program. | **EDPS5** |
| **6.2** | The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-  effectiveness. | **EDPS4** |
| **6.3** | The program is responsive to local, state, regional, and  national needs. | **EDPS1** |

**New criteria that do not map to the old rubric are: LR3, EDPS2, EDPS 3, and C9. Please note that the order of the categories has changed for the 2025-2030 Rubric and Report.**