

**Program Review:** Certificate and Associate Programs

**Institution:** \_\_\_\_\_

Academic Program: \_\_\_\_\_

Award: \_\_\_\_\_ CIP: \_\_\_\_\_

Embedded Certificates: \_\_\_\_\_

**Instructions for External Reviewer(s)**

In accordance with the 2020-25 Quality Assurance Program Funding guidelines of the Tennessee Higher Education Commission (THEC), each non-accreditable certificate and associate program undergoes either an academic audit or external peer review according to a pre-approved review cycle. If the program under review contains embedded technical certificates, the names of each certificate should be included above. The review of embedded certificates must be included as part of the review of the program in which they are embedded. Embedded certificates do not require a separate *Program Review Rubric*.

The criteria used to evaluate a program appear in the following *Program Review Rubric*. The *Program Review Rubric* lists 30 criteria grouped into seven categories. THEC will use these criteria to assess standards and distribute points to certificate and associate programs. The five criteria noted with an asterisk are excluded from the point calculation but will be used by the institution in their overall assessment.

For each criterion within a standard, the academic program has provided evidence in the form of a *Self Study*. Supporting documents will be available for review as specified in the *Self Study*. As the external reviewer, you should evaluate this evidence and any other evidence observed during the site visit to determine whether each criterion within a standard has been met. Please check the appropriate box to indicate whether the program currently exhibits poor, fair, good, or excellent in meeting the criterion. If a particular criterion is inappropriate or not applicable to the program under review, the item should be marked NA.

This evaluation becomes a part of the record of the academic program review. The rubric will be shared with the department, college and central administration, as well as the Tennessee Higher Education Commission. When combined with the written report, prepared by the entire program review committee, the *Program Review Rubric* will facilitate development of a program action plan to ensure continuous quality improvement.

Your judgment of the criteria will be used in allocating state funds for the community college's budget.

**Institutional Affiliation of Reviewer(s)**

<b>Name:</b> _____	<b>Name:</b> _____
<b>Title:</b> _____	<b>Title:</b> _____
<b>Institution:</b> _____	<b>Institution:</b> _____
<b>Signature:</b> _____	<b>Signature:</b> _____
<b>Date:</b> _____	<b>Date:</b> _____

**Program Review Rubric  
Certificate and Associate Programs**

**Directions:** Please rate the quality of the academic program by marking the appropriate box to indicate whether the program currently exhibits poor, fair, good or excellent evidence of meeting the criterion.

<b>1. Learning Outcomes</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>1.1</b>	Program and student learning outcomes are clearly identified and measurable.					
<b>1.2</b>	The program uses appropriate indicators to evaluate achievement of program and student learning outcomes.					
<b>1.3</b>	The program makes uses of information from its evaluation of program and student learning outcomes and uses the results for continuous improvement.					
<b>1.4</b>	The program directly aligns with the institution's mission.					
<b>2. Curriculum</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>2.1</b>	The curriculum content and organization are reviewed regularly and the results are used for curriculum improvement.					
<b>2.2</b>	The program has developed a process to ensure courses are offered regularly and that students can make timely progress towards their degree.					
<b>2.3</b>	The program incorporates appropriate pedagogical and/or technological innovations that enhance student learning into the curriculum.					
<b>2.4</b>	The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in 1.1.					
<b>2.5</b>	The curricular content of the program reflects current standards, practices, and issues in the discipline.					
<b>2.6</b>	The curriculum fosters analytical and critical thinking and problem-solving.					
<b>2.7</b>	The design of degree program specific courses provides students with a solid foundation.					
<b>2.8</b>	The curriculum is appropriate to the level and purpose of the program.					
<b>3. Student Experience</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>3.1</b>	The program provides students with the opportunity to apply what they have learned to situations outside the classroom.					
<b>3.2</b>	The program provides students with the opportunity to regularly evaluate faculty relative to the quality of their teaching effectiveness.					
<b>3.3</b>	The program ensures students are exposed to professional and career opportunities appropriate to the field.					
<b>3.4</b>	Students have access to appropriate academic support services.					

<b>4. Faculty (Full-time and Part-time)</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>4.1</b>	All faculty, full time and part-time, meet the high standards set by the program and expected SACSCOC guidelines for credentials.					
<b>4.2</b>	The faculty are adequate in number to meet the needs of the program with appropriate teaching loads.					
<b>4.3*</b>	The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as appropriate to the demographics of the discipline.					
<b>4.3</b>	The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching, scholarly and creative activities, and service.					
<b>4.4</b>	The faculty engage in regular professional development that enhances their teaching, scholarship, and practice.					
<b>4.5</b>	The faculty are actively engaged in planning, evaluation and improvement processes that measure and advance student success.					
<b>5. Learning Resources</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>5.1*</b>	The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.					
<b>5.2</b>	The program has access to learning and information resources that are appropriate to support teaching and learning.					
<b>6. Economic Development</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>6.1</b>	For transfer programs: The program provides and promotes clear transfer pathways supported by curricular maps, advising and other means to support student articulation.					
<b>6.2*</b>	For transfer programs: Graduates who transfer to baccalaureate programs in a related area are successful.					
<b>6.3</b>	For career programs: The program demonstrates responsiveness to local and regional workforce needs through an advisory committee, partnerships with industry and/or other means.					
<b>6.4</b>	For career programs: The program identifies applicable workforce trends and uses the information to improve the program.					
<b>7. Support</b>		<b>N/A</b>	<b>Poor</b>	<b>Fair</b>	<b>Good</b>	<b>Excellent</b>
<b>7.1*</b>	The program's operating budget is consistent with the needs of the program.					
<b>7.2*</b>	The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.					

\*Criteria not scored as part of Quality Assurance Funding.