

Cal Poly Pomona

Rubrics for Qualitative Program Indicators

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The following indicators represent a composite of the ideas discussed by the Deans' Council and the Academic Affairs Divisional Budget Advisory Committee (AADBAC). Each indicator is only one of many dimensions to weigh as we consider ways to use diminishing resources most effectively to meet student needs.

These indicators may be seen as responses to the statement: "What is the _____ of the program/major?"

Departments will provide brief narratives describing their programs relative to each indicator. Their deans, in consultation with them, will provide short summaries on each indicator, as well as a rating (exceeds, meets, does not meet) expectations. If for a particular program there is no evidence on the indicator, this can simply be stated. Many indicators have multiple elements or dimensions that contribute to the overall assessment.

These qualitative indicators should be used in conjunction with the quantitative indicators already posted.

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UNIQUENESS

Expectations

- (1) The program/major provides access to an area of study that is not excessively duplicated at other CSU campuses in the region and/or the state. The data may include identifying the program/major as “1 of x number” of programs/majors to illustrate the relative level of duplication.
- (2) The difference between the program/major and others is clearly identified. There are unique, highly valued features of the program/major not found at other campuses. For example: there are degrees elsewhere with similar titles, but the CPP curriculum has enhanced learning experiences and/or different learning outcomes.

Uniqueness	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Level of duplication with other campuses.	The CPP major/program is also at CSUSB, CSUF, CSULA, and/or CSULB. (Identify which schools have the same program.)	The CPP program/major is one of a few in the region. (Identify which schools have the other programs.)	The CPP major/program is one of a few programs in the state. (Identify which schools have the other programs.)
(2) Distinguishing features	The CPP major/program is duplicative of those programs at the other CSUs. There are no unique features that cannot be found elsewhere.	Although the CPP major/program may be named the same as other programs, it includes some highly valued enhanced learning opportunities or curricular characteristics from the other programs. (Identify features)	Although the CPP major/program may be named the same as others, the unique learning outcomes and curricular features are vastly different from other programs and are highly valued.
UNIQUENESS Simple Version	Same program/major can be found at neighboring CSU schools.	A regional program/major with some differences from other CSUs.	A regional program/major with significant differences from other CSUs.

CENTRALITY TO MISSION

Expectations

There is an assumption that each program/major in the university is compatible with and supports the university mission. This indicator assesses the degree to which the program/major is critical or central to the mission of the university.

- (1) While the program/major is in alignment with the mission of the institution, it is also an important element in supporting the Academic and College Strategic Plan.
- (2) The distinguishing question comes from an evaluation of how the program/major supports/enhances/provides service to its college and/or the University. What would be the consequences if the program/option were removed?

Mission	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Alignment with strategic plans	The program/major appears unrelated to or much different from university/College/Department current/future plans.	The program/major is in alignment with College Strategic Plan and is clearly referenced in the plan.	The program/major is a clearly defined element in Academic Plan as well as the College Strategic Plan.
(2) Consequence of program/major	The program/major could be removed with little or no consequence to other College programs and/or University programs.	The program/major provides curricular and programmatic support to other programs in the College; removal would cause significant problems/issues for other programs in the College.	The program/major provides curricular and programmatic support to other programs in the College and University. Removal would cause significant problems/issues for other programs across campus.
MISSION Simple Version	Not in alignment. Removal would not impact other programs.	In alignment at college level. Removal would impact students' ability to complete other programs in a timely manner. Substitutions are possible but difficult.	In alignment at both college and university levels. Removal would significantly impact the university's ability to offer many other programs. Substitutions are impossible.

FUTURE

Expectations

- (1) The program/major is current and relevant in the discipline in both content and pedagogy.
- (2) The subject/content of the program/major is significant and relevant in the context of the changing world and not in jeopardy of becoming irrelevant within the next 10 years.
- (3) The subject/content is critical to the success of another major/program. (This is a discrete criterion that should be combined with another criterion as an alternative for programs that perform a service rather than standing independently.)
- (4) Economic projections in the field indicate that the job market will be strong in the next 10 years (Employability).

NOTE - This indicator overlaps the Growth indicator. The focus is on the current job market as the baby-boomer generation retires. It is different from Growth in that once the baby-boomer generation retires, will the growth or demand change significantly.

FUTURE	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Relevancy of major/program	The major/program has struggled to maintain currency. It is generally acknowledged that the current curriculum requires updating.	The curriculum is current and relevant to the field. The curriculum is continuously evaluated and updated. Faculty make changes to the program/major and update the pedagogy as required.	The major/program content and pedagogy is on the cutting edge in the field --- continuously looking forward to maintain that cutting edge position. The influence of faculty engaged in teacher-scholar work is evident in the consistent reflective practice resulting in curriculum changes.
(2) Significance of major/program in next 10 years	The major/program is presenting material in such a way so as to become irrelevant. Advances in thought, perspective, and technology are forcing the program/major to cancel class, --- making it difficult for majors to complete the program.	The subject area of the major/program is significant as the university projects into the next 10 years. "Cannot do without it."	The discipline/program shows signs of significantly increased interest and importance in the next 10 years. The major/program is on the cusp of driving the future.

(3) Importance to the future of other majors/programs	There is no relationship between this program/major and almost every other program/major in the university. The program/major does not provide service courses to any other program.	The program/major provides a necessary service to other highly valued program(s). This is a service program/major for the other program(s) that cannot be done by the majors/programs being supported.	The program/major acts as a critical component to a wide array of majors/programs. The nature of the contribution to the other majors/programs is so critical that the other majors/program would not exist without this program
(4) Demand in the field for majors (Employability)	The major/program has marginal employment/recruitment history. Economic projections and demand forecasts do not show solid support for the future of graduates. Other majors/programs are duplicating critical elements of the major/program.	Data show that major/program graduates are highly sought after. Projections from employers indicate that a shortage in the field is looming –pointing to steady demand in the future.	Major/program graduates are highly sought after with multiple offers and signing incentives. Professionals/employers are wishing to support students in the field with \$ and internships.
FUTURE Simple Version	Outdated – No future in current state	Meet current needs, consistent with trends	Leading edge in pedagogy and content. Visionary

GROWTH

Expectations

- (1) The program/major has a history of sustainable growth.
- (2) There is sufficient demand both internally and externally to support the belief that the program/major will show continued growth.

NOTE - What is not present in this rubric is “planning for growth.” It may be that a program/major has been planning for an expansion that has been curtailed by the budget crisis. This rubric provides no advantage for having already planned for expansion.

GROWTH	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) History of sustained growth	When corrected for forced decreases in enrollment, the data show that enrollment has continued to decrease.	When corrected for forced decreases in enrollment, historical data shows that the program/major has had steady growth. Student demand supports the belief that the program/major should continue to grow.	While the history shows steady growth when corrected for forced decreases in enrollment, external pressures and demand data show that if left unchecked, within 5 years the program/major would double its size and continue to grow.
(2) Likelihood of sustained or continued growth	Historically, the growth data is flat. Recent data show a decrease with no mitigating factors to explain the decrease. Coupled with other factors, the likelihood is very low that growth will occur.	The student demand for the major/program shows that it is projected to have a steady growth. If a service program, the growth of the major/program being supported is very strong.	The innovations in the field show that the major/program should grow significantly to meet changing demands in the field. If a service program, the high likelihood of the linked program’s growth drives the probability of high growth in this program.
GROWTH Simple Version	Not growing. Non-positive growth trend or decreasing.	Documented positive growth pattern.	Cannot meet current demand. Impacted.

GRADUATE PLACEMENT

Expectations

- (1) Students are placed into or obtain employment in careers appropriate to their course of study.
- (2) Students are successful in applying to and being admitted into professional or graduate schools.

NOTE - This indicator is not useful in some programs but is relevant in majors. Many programs do not track their students after graduation and many do not prepare students for specific careers. In such cases do not rank the program/major on this indicator. The element of success in the career is not currently obtained and difficult to assess.

Graduate Placement	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Career placement	Though the goal of the program/major is to prepare students for specific careers, there is little evidence that students in the program/major enter into those careers.	There is documented evidence that many students in the program/major enter and remain in careers appropriate to the field of study.	There is documented evidence that most students in the program/major enter into, remain, and succeed in careers appropriate to the field
(2) Graduate school	Few students go on to professional or graduate schools, though opportunities exist in this field.	Some students go on to professional or graduate schools.	Many students go on to professional or graduate schools.
Graduate Placement (simple version)	Little appropriate placement in positions or graduate school.	Significant placement in appropriate employment or graduate school.	Most students are successfully employed in the field or attend graduate school.

EXTERNAL RECOGNITION

Expectations

- (1) Program/major has received external awards or other major honors from recognized bodies in the discipline or the community.
- (2) The program/major has earned accreditation by an appropriate national professional association.
- (3) The program/major is recognized because of the engagement of the students and faculty in community service.

This indicator overlaps other indicators, including External Funding and Faculty Scholarship, but differs from those in being focused more on recognition of the program/major as a whole than on individuals.

External Recognition	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Awards	The program/major has not received any significant awards from external professional and/or community organizations.	The program/major has received occasional recognition, such as awards or other major honors, from recognized communities and/or bodies in the discipline.	The program/major has achieved national standing as evidenced by major recognition by the community and recognized bodies in the discipline.
(2) Accreditation	The program/major would not qualify for accreditation by a national association.	The program/major has achieved national accreditation.	The program/major has achieved national accreditation with distinction
(3) Service	The program/major has no significant outreach to the community, though possibilities exist	The program/major engages in some service to the community.	The program/major is highly engaged in the community, providing major service; the program/major uses the outcomes to inform its academic programs.
External Recognition (simple version)	Little external recognition and little or no community involvement.	Some external recognition and community involvement.	Major external recognition and involvement.

ASSESSMENT SYSTEM

Expectations

The program/major has an academic assessment system that is an ongoing process focusing on understanding and improving learning and teaching. The program/major has:

- (1) Documented student learning outcomes (SLOs).
- (2) Documented where student-learning outcomes are addressed in the curriculum through a curriculum map.
- (3) Learning outcomes that are aligned with CPP learning outcomes (<http://www.csupomona.edu/learningoutcomes.php>).
- (4) Created assessment procedures, methods, and strategies and a timeline for employing them.
- (5) Collected and analyzed evidence obtained through the data collection procedure described above.
- (6) Utilized findings from the collection and analysis of data for continual program/major improvement. These improvements are implemented and documented.
- (7) Disseminated the results of assessment to internal and external constituencies, sought feedback, and incorporated suggestions in the improvement of the program/major.

NOTE: Because CPP programs/majors are inconsistent in their implementation of an assessment system that encompasses the elements of an effective assessment system, the rubric below is more in the form of a checklist with the definitions deleted.

ACADEMIC ASSESSMENT		Does Not Meet Expectations NO √	Meets Expectations YES √	Exceeds Expectations DESCRIBE HOW EXCEPTIONAL
(1) Documented student learning outcomes				
(2) SLOs are mapped to curriculum				
(3) Program/Major SLOs are mapped to university LOs				
(4) Developed assessment procedures, methods, strategies, and timelines				
(5) Collected and analyzed data using #4				
(6) Documented evidence of use of data to improve program				
(7) Disseminated results to external audiences				
ASSESSMENT (Simple Version)	Some tools have been developed but no evidence has been collected or analyzed.	Some evidence has been collected and analyzed and results have been used to improve program.	Evidence is systematically collected and used to continually improve program/major, and has been disseminated to internal and external constituencies	

FACULTY CREATIVE/SCHOLARLY PRODUCTIVITY

NOTE – The department and the college determine the definition of faculty productivity. Below is a draft placeholder.

Expectations

- (1) The sum of creative work of the faculty in the program/major demonstrate that the faculty members are active in their professional communities.
- (2) The productivity as measured by presentations and publications are spread among the faculty, thus demonstrating the collective and distributed productivity of the faculty group.
- (3) Senior faculty members continue to be active scholars and contributors to the professional community. (It is assumed that untenured faculty members are active scholars as they work toward tenure).

Scholarly	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Number of presentations/publications	Fewer than 80% of program faculty producing (x-2) documented creative works in local venues; or (x -2) books, peer- reviewed articles, invited presentations.	80% of program faculty producing (x -2) documented creative works in local venues; (x -2) books, peer-reviewed articles; invited presentations.	All department faculty producing x or more documented creative works in major venues with public review; or x or more books, peer- reviewed articles; invited presentations.
(2) Distribution of presentations/publications across faculty	A few active faculty members carry the scholar productivity load for the program/major. Most faculty members are not active scholars.	Presentations and publications are spread among 80% of the faculty, thus demonstrating the collective and distributed productivity of the faculty group.	All of the faculty members are active scholars in their field of study. Faculty members publish and present both individually and collaboratively.
(3) Activity of senior faculty in discipline	Very few faculty members continue to be active scholars and contributors to the professional community	Most senior faculty members continue to be active scholars and contributors to the professional community	All senior faculty members continue to be active scholars and contributors to the professional community
SCHOLARLY (Simple version)	Less than 80% of the faculty members are active scholars.	80% of faculty members are active scholars.	All of the faculty members are active scholars.

EXTERNAL FUNDING

Expectations

A program/major is successful in this indicator when it can demonstrate increased financial independence of its state supported budget, having increasingly acquired external funding to support scholarship and research.

- (1) There is evidence that the program/major has demonstrated growth in the area of external financial self-support.
- (2) There is evidence that the program/major has a sustainable external funding source.
- (3) There is evidence that the program/major has become less susceptible to operational change due to decreases in state support.
- (4) The program/major generates external funding to support scholarships or research

External Funding	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
(1) Growth in external financial support.	The program/major does not receive any documented external funding.	The program/major receives external funding equivalent to 10-50% of its total annual budget.	The program/major receives external funding equivalent to >50% of its total annual budget.
(2) Sustainable external funding source.	The program/major does not have an ongoing external funding source.	The program/major has shorter-term grants and contracts, and/or a constant endowment corpus	The program/major has longer-term grants and contracts, and/or a growing endowment corpus.
(3) Susceptibility to operational change due to decreases in state support.	The program/major is highly susceptible to operational fluctuation when confronted with decreases in state supported funding.	External funding produces a modest (5% -20%) financial reserve for the program.	External funding produces a significant (>20%) financial reserve for the program.
(4) External funding of scholarship or research	Program/major is in an area where funds are available, but does not generate significant funding	Program/major generates some external funding of scholarship or research	Program/major generates considerable external funding of scholarship or research
EXTERNAL FUNDING (Simple Version)	Little or no external funding support	Documented positive external funding support	Documented extremely positive external funding support.

OTHER QUALITATIVE INDICATORS

Expectations

This indicator provides an opportunity for programs to describe other distinguishing indicators that are not covered by others in the table. The program/major should clearly describe the indicator. Below are a few unfinished examples.

Other	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
Innovative		Documented innovative program/major of local or regional scope	Documented innovative program/major of broad impact
Extra-curricular learning opportunities		Documented significant out-of-classroom learning opportunities at a local or regional level	Documented significant out-of-classroom learning opportunities at a national or international level
Interdisciplinarity		Documented interdisciplinary connections of limited scope	Documented interdisciplinary connections of broad scope
Wild card		Significant characteristic not covered in other indicators	Major characteristic not covered in other indicators
OTHER (Simple Version)	No special features	Modestly special features	Very special features