

Rubric For Interdepartmental Program Review

	Needs Improvement	Meets Standard	Strong
<p>Contribution <i>How does program contribute to the fulfillment of University objectives?</i></p>	<ul style="list-style-type: none"> Opportunities for research and experiential learning are infrequently utilized by students 	<ul style="list-style-type: none"> Opportunities for research, experiential learning and engagement with faculty are available 	<ul style="list-style-type: none"> Learning goals are closely aligned with those of the “Framework for our Future” (research collaborations with faculty and experiential learning opportunities are promoted) Course offerings are academically rigorous and strengthen the curricula of other majors and minors Course offerings provide many DEIS-US/DJW options for the Brandeis Core
<p>Curriculum Structure/Academic Rigor <i>Aspects to be considered are the Program’s pre-requisites (if any), the Program’s requirements, the frequency with which required courses and electives are offered, the representation of different departments and Schools in the Program’s offerings, and the nature of the Program’s “capstone” course (if any)</i></p>	<ul style="list-style-type: none"> Courses often scheduled in conflict with one another; infrequent offerings Content and materials are infrequently reviewed by faculty Content is not clearly aligned with learning goals Insufficient attention to student learning 	<ul style="list-style-type: none"> Core course goals are articulated and appropriate for curriculum Elective content is current and appropriate for program Program requirements are drawn from three or more disciplines Clear standards for evaluating the quality of student learning and understanding 	<ul style="list-style-type: none"> Core course offered annually; several elective options every semester Courses goals are well-articulated, high quality, and clearly connected to program Foundational literacy requirements for majors are not difficult to complete Capstone experience, if required, is effective Standards for evaluating student understanding are connected to program or curriculum expectations, or use authentic assessments Efforts to support learning in all students Quality of learning supports success in other contexts (e.g., subsequent courses or non-classroom venues), or is increasing over successive offerings
<p>Climate and Student Perceptions <i>What are the students’ views of their learning, co-curricular, and advising experience? How has student feedback informed the program’s planning?</i></p>	<ul style="list-style-type: none"> Climate does not encourage student motivation and engagement Negative student reports of faculty accessibility and interaction Little attempt to address concerns voiced by students 	<ul style="list-style-type: none"> Evidence of student engagement Some evidence of effective advising and mentoring Program faculty and chair articulate some lessons learned through student feedback Students in the program have opportunities to meet and get to know one another and faculty 	<ul style="list-style-type: none"> Evidence that climate is respectful, cooperative, and encourages motivation and engagement Student feedback on teacher accessibility, interaction skills is positive Evidence of exceptional quality and time commitment to advising and mentoring Students perceive that they are learning important skills or knowledge Chair/program faculty regularly gather and are responsive to student feedback
<p>Faculty Governance/Engagement</p>	<ul style="list-style-type: none"> Chair is the only person involved in advising, programming Faculty committee is not consulted No rotation of chair in last ten years 	<ul style="list-style-type: none"> Faculty committee meets once per semester and is engaged in substantive decision-making about the program More than one person is willing to chair the program, and has done so in last ten years 	<ul style="list-style-type: none"> Faculty committee meets frequently; makes group decisions about programming/curriculum Chair is routinely rotated, and faculty committee plans for transitions in chairs Several program faculty attend one to two program events each semester/academic year
<p>Co-curricular Contribution to University / Activities <i>In what ways has the program contributed to the broader University community?</i></p>	<ul style="list-style-type: none"> Enrollments in course and program are consistently small One event per year with small numbers of students and faculty attending 	<ul style="list-style-type: none"> Enrollments in program are small to medium, steady or growing; enrollments in courses are medium to large At least one co-curricular event per semester (e.g. guest speakers, film, special seminars, etc.) 	<ul style="list-style-type: none"> Consistently healthy enrollments in program and in its courses Frequent, well-attended special events sponsored by the program (e.g. guest speakers, films, special seminars, group advising, etc.)
<p>Relation to other University Activities / Costs <i>How are other programs/departments affected by the existence of this program? Is there duplication of effort between this program and other programs/departments? What course offerings are necessitated by the program?</i></p>	<ul style="list-style-type: none"> Difficult to maintain Program Committee due to other faculty commitments Core course is hard to staff due to other faculty commitments/departures Faculty are unable to support capstone experience due to other commitments Program enrollments are small in relation to faculty effort to sustain the program 	<ul style="list-style-type: none"> Faculty committee is not difficult to constitute Core courses and electives would be taught even if program did not exist 	<ul style="list-style-type: none"> Core courses and electives introduce students to disciplines in which they take additional courses Faculty have expertise research/teaching expertise in the program topic and want to teach courses in the program Faculty are attracted to the university by the existence of the program