

# Academic Program Review Rubric

Program Name

Biochemistry and Molecular Biology

Review Date:

5/29/2014

APR Committee Reviewers:

Paul Gorman, Joanne Noone, Margaret Scharf

## 1. INTRODUCTION

**1. Early Development:**

Process is incomplete, omitted dates of meetings or voting record; self-study compiled primarily by program head or a senior faculty member; little faculty and staff input; no input from students or other stakeholders.

**2. Developing:**

Process is complete, with dates of meetings and record of faculty vote; but engagement of stakeholders is narrow.

**3. Highly Developed:**

Process is complete, with dates of meetings and voting record; engagement of faculty, staff, students and other stakeholders is broad and collaborative.

Reviewer's Comments:

**Commendation:** Evidence of monthly faculty meetings.

**Recommendation:** Demonstrate more stakeholder engagement. Once student lunch sessions were canceled, what method were implemented to insure student feedback is being collected.

## 2. OVERVIEW

**1. Early Development:**

Overview is incomplete; program has not created MPGs or MPGs are not aligned with university MPGs.

**2. Developing:**

Program has established its own set of MPGs unique to the program, but MPGs are not aligned with university MPGs.

**3. Highly Developed:**

Program has established its own set of MPGs unique to the program, AND are aligned with university MPGs and stated clearly and concisely.

Reviewer's Comments:

**Commendation:** Strong evidence that the program is dedicated to rigor and producing 'thinking' graduates; program outcomes match well to core competencies.

**Recommendation:** Provide a purpose statement; goals need to be more explicit for the degree.

Comment: The committee is aware of the Graduate Studies endeavor to create and adopt uniform SLO's across all PhD programs, is there a way within those uniform SLO's to illustrate more program-specific outcomes?

## 3. FACULTY AND STAFF RESOURCES

**1. Early Development:**

No discussion of faculty trends that affect program development and faculty diversity; no succession planning (recruitment, retention, retirement, needs) is evident. Temporary/adjunct faculty teach majority of the courses in the curriculum. Program does not avail itself of academic and student services.

**2. Developing:**

Discussion of faculty trends; preliminary planning for program development, faculty diversity recruitment and retention. All courses are taught by highly qualified faculty. Program uses academic program services to a limited extent.

**3. Highly Developed:**

Explicit planning for program development based on faculty diversity and recruitment/retention needs. Supporting data used in planning. All courses taught by high quality faculty current in the field. Program draws upon relevant academic and student services to increase program effectiveness.

*Reviewer's Comments:*

**Commendation:** Narrative indicates a highly qualified faculty

**Recommendation:** Complete the faculty tables (3.1 and 3.3) to provide more detail information about faculty qualifications and duties; identify issues and/or resource constraints faculty are facing, if any, and if not, state that.

#### 4. ENROLLMENT/DEGREE PRODUCTION

**1. Early Development:**

No analysis of program enrollment and degree production in the context of program development, capacity and sustainability. No discussion of student diversity and plans to increase student diversity to achieve core theme objectives. Static curriculum unreflective of changes in the field. Courses are not integrated into a coherent whole and do not reflect student needs. No discussion of curriculum to reflect current practice in the field, changing student needs or changing employment conditions.

**2. Developing:**

Curriculum appears to reflect current practice in the discipline. Uses some rudimentary analysis of trends in enrollment and degree production in the context of program quality and sustainability. No discussion of employment projections or prospects for program graduates. Some discussion about student diversity and planning for recruitment.

**3. Highly Developed:**

Innovative, dynamic curriculum; program development based on data about student performance and developmental needs. Well-developed and successful plans for student diversity recruitment, retention and success. Data analysis reflects trends and understanding of both internal and external forces. Informed by comparison to peer universities.

*Reviewer's Comments:*

**Commendation:** Graduate outcomes and professional post-program placements are strong.

**Recommendation:** Work on creating a more articulate plan for recruitment participation within the PMCB structure; provide more data and analysis in this section.

#### 5. OTHER RESOURCES

**1. Early Development:**

No discussion about resource adequacy. No 5-year planning for resources. Does not identify needs or priorities. Does not identify important contextual factors or extenuating circumstances related to resource planning.

**2. Developing:**

Preliminary discussion of the adequacy of resources; no resource planning for or identification of potential new revenue streams for the next 5 years. Identifies needs or sets priorities, but not linked to data. Limited discussion of context and

extenuating circumstances affecting resource planning.

**3. Highly Developed:**

Detailed analysis of resource adequacy for the 5-year period; uses data to identify program needs and priorities. Developed understanding of unique program circumstances affecting resource needs. Informed by comparison to peer universities.

*Reviewer's Comments:*

**Commendation:** Critical insight into program's reliance on sophisticated instrumentation.

**Recommendation:** Create a 5-year plan for resources identifying revenue sources and diversification, and where resources are likely to become scarce.

## 6. STUDENT LEARNING OUTCOMES AND ASSESSMENT

**1. Early Development:** Program-level student learning outcomes vague and not measurable; courses or experiences required for the degree/certificate are listed but not linked to the SLOs; assessment methods are not identified; no evidence of faculty engagement in the discussion of assessment results to improve curriculum, academic support services, faculty development and the like.

**2. Developing:**

Program-level student learning outcomes clear and measurable, reflecting three learning domains (Bloom's taxonomy) indirect and direct measures of learning are used; faculty committee discusses assessment results and uses results to improve curriculum and results; evidence of administrative support for assessment and resources for regular data collection. Some students are aware of the findings.

**3. Highly Developed:**

Program-level student learning outcomes are clear and measurable; uses direct measures of learning; courses listed and linked to SLOs (curriculum mapping); defined levels of learning; assessment results regularly discussed by faculty committee; evidence of administrative support, use of technology and regular data collection to support assessment. Most students are aware of the findings.

*Reviewer's Comments:*

**Commendation:** Publication rate per student is consistent.

**Recommendation:** Include the whole assessment plan to demonstrate how outcomes are measured and/or map student activities to outcomes; consider linking mandatory authorship to an SLO, to criteria for program completion; provide examples of intermediate level evaluation.

## 7. OTHER INFORMATION (OPTIONAL FOR PROGRAMS)

**1. Early Development:**

Additional information provided about the program did not contribute to the reviewers' understanding of the program and its effectiveness.

**2. Developing:**

Additional information was relevant, but did not contribute significantly to the reviewers' evaluation of program effectiveness.

**3. Highly Developed:**

Additional information enhanced the discussion of specific actions or changes to be taken in the next 5 years.

*Reviewer's Comments:*

N/A

## 8. ANALYSIS AND CONCLUSIONS

**1. Early Development:**

Discussion of strengths, accomplishments and improvements needed are superficial and not likely to lead to needed improvements over the next 5 years. Neither selected indicators for improvement, nor set targets; plan does not address curricular or program challenges ahead.

**2. Developing:**

Reflects spirit of continuous improvement; directions for next 5 years are reasonably developed; selected one indicator for improvement and set a realistic target; Core Themes considered.

**3. Highly Developed:**

Reflects spirit of continuous improvement and self-reflection; selected more than one indicator for improvement, but not more than three. Set reasonable 5-year targets for each; specific program/curricular changes are discussed and based on evidence and trends; Core Themes are directly addressed.

*Reviewer's Comments:*

**Commendation:** Identification of six targets to address over the next five years.

**Recommendation:** Create a five year plan and identify specific ways to address target areas.

## 9. RESPONSE TO PREVIOUS PROGRAM REVIEWS

**1. Early Development:**

Program did not address or implement recommendations, nor give an explanation for not doing so.

**2. Developing:**

Program implemented some recommendations. Provides explanation for not addressing all.

**3. Highly Developed:**

Program effectively addressed most, if not all, recommendations or incorporated them into its current 5-year plan.

*Reviewer's Comments:*

N/A

## 10. OVERALL RECOMMENDATIONS

*Total Score (the sum of each section, totaling 9 - 27):*

10

*Does the sub-committee believe the program meets OHSU academic standards?*

Yes  No

*Additional comments for Faculty Senate consideration.*

Overall the committee was impressed by the number of publications per student and the clear commitment to ensuring graduates are strong thinkers. The committee noted a general lack of analysis in the report and a sense of 'apathy'. Below are some specific recommendations for the program to consider moving forward:

- Utilize faculty in the report development
- Review a well-written APR report to better understand the spirit of process;
- Consider developing specific SLO's/modifying uniform SLO's and more clearly link learning to those SLO's
- Articulate the vision for the program's future

- Illustrate that the program is paying attention to the changing research environment