

This rubric was used at Governors State University during the Illinois budget impasse (2015-2017). Please see *Leading Academic Change: Vision, Strategy, Transformation* (Stylus 2018) for context.

Scoring Rubric

Note: Each program option will receive a score based on the enrollment, graduation, market trends and costs reports in addition to program reports submitted to APRC. Additional data will be made available to the committee as needed.

Program Name: _____ Concentration/Strand: _____

I. Mission and Vision (15%)

(4)	(3)	(2)	(1)
The program curricular and co-curricular features strongly support the mission and vision of Governors State University.	The program curricular and co-curricular features adequately support the mission and vision of Governors State University.	The program curricular and co-curricular features minimally support the mission and vision of Governors State University.	The program curricular and co-curricular features provide little to no support the mission and vision of Governors State University.

II. Internal and External Demand (25%)

(4)	(3)	(2)	(1)
Enrollment in the program is high relative to other GSU programs and meets the IBHE requirement of an average of 40 majors over the past three years for UG and 10 or more majors for graduate programs (master's and doctoral levels)	Enrollment in the program is moderate relative to other GSU programs and is slightly below the IBHE three-year average enrollment numbers.	Enrollment in the program is low relative to other GSU programs and is below the IBHE three-year average enrollment numbers.	Enrollment in the program is very low relative to other GSU programs and is significantly below the IBHE three-year average enrollment numbers.
All courses offered in this program have enrollments of 15 or more students for UG and 10 or more students for G. (Crosslisted courses enrollments are counted individually by level.)	The majority of courses offered in this program have enrollments of 15 or more students for UG and 10 or more students for G. (Crosslisted courses enrollments are counted individually by level.)	Some courses offered in this program have enrollments of 15 or more students for UG and 10 or more students for G. (Crosslisted courses enrollments are counted individually by level.)	Few or none of the courses offered in this program have enrollments of 15 or more students for UG and 10 or more students for G. (Crosslisted courses enrollments are counted individually by level.)

<p>The program meets the IBHE requirements for the average number of graduates (9 or more degrees conferred over a 3-year average – UG; 5 degrees conferred over a 3-year average – Master's; 2 degrees conferred over a 3-year average - doctoral)</p>			<p>The program does not meet the IBHE requirements for the average number of graduates.</p>
<p>The program course work includes graduation requirements needed by a number of other units.</p>	<p>The program course work includes graduation requirements needed by only a few other units.</p>	<p>The program coursework includes graduation requirements needed by a few other units, but none of which could not also be offered through other units on campus.</p>	<p>The program coursework is not needed to support other academic programs or university graduation requirements.</p>
<p>The program attracts and retains a highly diverse student population relative to diversity at GSU.</p>	<p>The program attracts and retains a moderately diverse student population relative to diversity at GSU.</p>	<p>The program attracts and retains few diverse students relative to diversity at GSU.</p>	<p>The program does not attract and/or retain a sufficiently diverse student population relative to diversity at GSU.</p>
<p>Current trends (labor market and economic projections) and employer feedback indicate that external demand for graduates from this program will increase over time.</p>	<p>Current trends (labor market and economic projections) indicate that external demand for graduates from this program will remain constant over time.</p>	<p>Current trends (labor market and economic projections) indicate that external demands for graduates from this program will decrease over time.</p>	<p>Current trends (labor market and economic projections) indicate that remaining external demand for graduates from this program will shift to other academic areas.</p>

III. Program Quality (30%)

(4)	(3)	(2)	(1)
Students participate in a variety of disciplinerelated scholarship/creative activities and service and recognition for their achievements (e.g., academic competitions, peer-reviewed professional conferences/publications, academic awards/scholarships)	Students participate in some discipline-related scholarship/creative activities and service and recognition for their achievements.	Students have limited access to disciplinerelated scholarship/creative activities and service and recognition for their achievements.	There is little or no evidence that students participate in disciplinerelated scholarship/creative activities and service.
The program has established and implemented a set of learning outcomes and accountability measures and has used the process to make improvements in the program.	The program has established and implemented a set of learning outcomes and accountability measures and is using the process to analyze the program.	The program has established and implemented a set of learning outcomes and accountability measures and is beginning to use the process to analyze the program.	The program has not yet established or implemented a set of learning outcomes and accountability measures.
All program faculty regularly engage in professional and reflective activities to strengthen their effectiveness in the classroom (e.g., SEIs, midterm evaluations, professional development workshops).	Most program faculty regularly engage in professional and reflective activities to strengthen their effectiveness in the classroom.	Some program faculty regularly engage in professional and reflective activities to strengthen their effectiveness in the classroom.	Very few program faculty regularly engage in professional and reflective activities to strengthen their effectiveness in the classroom.
All program faculty are regularly engaged in professional scholarship and creative activities.	Most program faculty are regularly engaged in professional scholarship and creative activities.	Some program faculty are regularly engaged in professional scholarship and creative activities.	Very few program faculty are regularly engaged in professional scholarship and creative activities.

IV. Revenues (20%)

(4)	(3)	(2)	(1)
The program is operating at a high level of efficiency as measured by the student-faculty ratio, program costs and generated revenues.	The program is operating at a moderate level of efficiency as measured by the student-faculty ratio, program costs and generated revenues.	The program needs to improve the level of efficiency as measured by the student-faculty ratio, program costs and generated revenues.	The program is inefficient as measured by the student-faculty ratio, program costs and generated revenues.
The program requires a low level of resources (specialized facilities, equipment, staff)	The program requires a moderate level of resources (specialized facilities, equipment, support staff)	The program requires a high level of resources (specialized facilities, equipment, support staff)	The program requires a significantly higher level of resources (specialized facilities, equipment, support staff)
The program generates significant additional resources (external grants and other revenues) that help offset program costs per major.	The program generates some additional resources (external grants and other revenues) that help offset program costs per major.	The program generates few additional resources (external grants and other revenues) that help offset program costs per major.	The program does not generate any additional resources (external grants and other revenues) that help offset program costs per major.

V. Potential (10%)

(4)	(3)	(2)	(1)
The program has the ability to grow with no new resources.	The program has the ability to grow with some additional resources.	The program needs significant resources in order to grow.	The program shows no promise for growth.
Investment in the program will result in innovation (delivery mode, curriculum, interdisciplinary opportunities) and the advancement of the mission of the university.	Investment in the program will result in some innovation (delivery mode, curriculum, interdisciplinary opportunities) and support of the mission of the university.	Investment in the program will result in limited innovation (delivery mode, curriculum, interdisciplinary opportunities) and support of the overall mission of the university.	Investment in the program will not result in innovation (delivery mode, curriculum, interdisciplinary opportunities) and support of the overall mission of the university.

Adapted from: (1) Dickeson, R.C. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, Revised and Updated*. Jossey-Bass. (2) Humboldt State University Academic Program Prioritization (2009).

Scores:

Mission/Vision: _____/4 15% _____

Demand: _____/4 25% _____

Program Quality: _____/4 30% _____

Revenue: _____/4 20% _____

Potential: _____/4 10% _____

Total Score: _____/4

Program Name: _____ Concentration/Strand: _____

Criteria	Average Committee Score	Comments
Mission/Vision		
Internal and External Demand		
Program Quality		
Revenues		
Potential		
Overall Total		
Summary Statement/Rationale		

Additional Recommendations for Reorganization and Restructuring of Units/Programs: