**Tennessee Higher Education Commission**

**2025-2030 Quality Assurance Funding**

Standard 3: Academic Programs

**Program Review:** Graduate Programs

The following may be used to map the previous THEC 2020-25 QAF rubric to the new 2025-2030 Graduate QAF Rubric. Please note that the order of the categories has changed. Additionally, there is not a one-to-one match for all criteria under the categories. This document is designed to assist you in making comparisons from the previous rubric to the new 2025-2030 rubric that will be utilized going forward. Your Self-Study must follow the new order of categories. The Final Report also must follow the new 2025-2030 rubric.

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| **Program Review Rubric****Graduate 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. |
| **1. Learning Outcomes** |  **2025-2030** |
| **1.1** | Program and student learning outcomes are clearlyidentified and measurable. | **LO1** |
| **1.2** | The program uses appropriate evidence to evaluateachievement of program and student learning outcomes. | **LO2** |
| **1.3** | The program makes use of information from its evaluation of program and student learning outcomes and uses theresults for continuous improvement. |  **LO3** |
| **1.4** | The program directly aligns with the institution's mission. |  **LO4** |
| **2. Curriculum** |  |
| **2.1** | The curriculum content and organization is reviewed regularly and the results are used for curricularimprovement. |  **No direct match** |
| **2.2** | The program has developed a process to ensure coursesare offered regularly and that students can make timely progress towards their degree. |  **C1, C2** |
| **2.3** | The program reflects progressively more advancedacademic content than its related undergraduate programs. |  **C7** |
| **2.4** | The curriculum is aligned with and contributes to mastery of program and student learning outcomes identified in1.1. |  **C4** |
| **2.5** | The curriculum is structured to include knowledge of theliterature of the discipline. |  **C5** |
| **2.6** | The curriculum strives to offer ongoing studentengagement in research and/or appropriate professional practice and training experiences. |  **C6, C8, C9** |
| **2.7** | Programs offered entirely through distance education technologies are evaluated regularly to assure achievement of program outcomes at least equivalent toon-campus programs. |  **No direct match** |
| **2.8** | The program incorporates appropriate pedagogicaland/or technological innovations that advance student learning into the curriculum. |  **C3** |
| **3. Student Experience** |  |
| **3.1** | The program ensures a critical mass of students to ensurean appropriate group of peers. |  **EDPS 4** |
| **3.2** | The program provides students with the opportunities toregularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness. |  **SE1** |

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| **3.3** | The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities forpublication. |  **SE2** |
| **3.4** | The program provides adequate enrichmentopportunities, such as lecture series, to promote a scholarly environment. |  **SE5** |
| **3.5** | The program seeks to include diverse perspectives and experiences through curricular and extracurricularactivities. |  **SE4** |
| **3.6** | Students have access to appropriate academic supportservices. |  **SE3** |
| **4. Faculty** |  |
| **4.1** | All faculty, full time and part-time, meet the highstandards set by the program and expected SACSCOC guidelines for credentials. |  **F1** |
| **4.2** | The faculty teaching loads are aligned with the highly individualized nature of graduate instruction, especiallythe direction of theses or dissertations. |  **F2** |
| **4.3\*** | The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, asappropriate to the demographics of the discipline. |  **F4** |
| **4.4** | The faculty engages in regular professional developmentthat enhances their teaching, scholarship and practice. |  **F4** |
| **4.5** | The faculty is actively engaged in planning, evaluation andimprovement processes that measure and advance student success. |  **F5** |
| **4.6** | The program uses an appropriate process to incorporate the faculty evaluation system to improve teaching,scholarly and creative activities, and service. |  **F3** |
| **5. Learning Resources** |  |
| **5.1\*** | The program regularly evaluates its equipment and facilities, encouraging necessary improvements within thecontext of overall institutional resources. |  **LR2** |
| **5.2** | The program has access to learning and informationresources that are appropriate to support teaching and learning. |  **LR1** |
| **5.3** | The program provides adequate materials and supportstaff to encourage research and publication. |  **LR3** |
| **6. Support** |  |
| **6.1\*** | The program's operating budget is consistent with theneeds of the program. |  **EDPS 5** |
| **6.2\*** | The program has a history of enrollment and/orgraduation rates sufficient to sustain high quality and cost-effectiveness. |  **EDPS4** |

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| **6.3** | The program is responsive to local, state, regional, andnational needs. |  **EDPS1, EDPS2** |
| **6.4** | The program regularly and systematically collects data on graduating students and evaluates placement ofgraduates. |  **EDPS3** |
| **6.5** | The program's procedures are regularly reviewed toensure alignment to institutional policies and mission. |  **No direct match** |

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