**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.

|  |  |  |
| --- | --- | --- |
| **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 clearly  identified and measurable. | **LO1** |
| **1.2** | The program uses appropriate evidence to evaluate  achievement 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 the  results 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 curricular  improvement. | **No direct match** |
| **2.2** | The program has developed a process to ensure courses  are offered regularly and that students can make timely progress towards their degree. | **C1, C2** |
| **2.3** | The program reflects progressively more advanced  academic 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 in  1.1. | **C4** |
| **2.5** | The curriculum is structured to include knowledge of the  literature of the discipline. | **C5** |
| **2.6** | The curriculum strives to offer ongoing student  engagement 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 to  on-campus programs. | **No direct match** |
| **2.8** | The program incorporates appropriate pedagogical  and/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 ensure  an appropriate group of peers. | **EDPS 4** |
| **3.2** | The program provides students with the opportunities to  regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness. | **SE1** |

|  |  |  |
| --- | --- | --- |
| **3.3** | The program provides adequate professional development opportunities, such as encouraging membership in professional associations, participation in conferences and workshops, and opportunities for  publication. | **SE2** |
| **3.4** | The program provides adequate enrichment  opportunities, such as lecture series, to promote a scholarly environment. | **SE5** |
| **3.5** | The program seeks to include diverse perspectives and experiences through curricular and extracurricular  activities. | **SE4** |
| **3.6** | Students have access to appropriate academic support  services. | **SE3** |
| **4. Faculty** | |  |
| **4.1** | All faculty, full time and part-time, meet the high  standards 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, especially  the direction of theses or dissertations. | **F2** |
| **4.3\*** | The faculty strives to cultivate diversity with respect to gender, ethnicity, and academic background, as  appropriate to the demographics of the discipline. | **F4** |
| **4.4** | The faculty engages in regular professional development  that enhances their teaching, scholarship and practice. | **F4** |
| **4.5** | The faculty is actively engaged in planning, evaluation and  improvement 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 the  context of overall institutional resources. | **LR2** |
| **5.2** | The program has access to learning and information  resources that are appropriate to support teaching and learning. | **LR1** |
| **5.3** | The program provides adequate materials and support  staff to encourage research and publication. | **LR3** |
| **6. Support** | |  |
| **6.1\*** | The program's operating budget is consistent with the  needs of the program. | **EDPS 5** |
| **6.2\*** | The program has a history of enrollment and/or  graduation rates sufficient to sustain high quality and cost-effectiveness. | **EDPS4** |

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

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