



Tennessee Higher Education Commission
2026-2031 Quality Assurance Funding
Baccalaureate Program Review Rubric – **COVER SHEET**

Purpose:

All academic programs are required to engage in regular reviews of curricula—including content, progression, and organization at the associate's, baccalaureate, and/or graduate levels—to enhance and improve the curriculum. This review is the responsibility of program faculty, who need to regularly review the curriculum based on evidence and/or comparison with best practices. This rubric provides the criteria for evaluating the quality of program reviews.

Performance Levels:

The rubric provides a four-point scale: *Exceeds Standards/Expectations* (3); *Meets Standards/Expectations* (2); *Does Not Meet Standards/Expectations* (1); and *No Evidence of Standards/Expectations* (0). The performance description provided for Performance Level 2/Meets Standards/Expectations is the “anchor” description for the rubric; higher performance than what is articulated for Level 2 should be given a score of 3. Lower performance than Level 2 would receive a score of 1 or zero (0). **A zero score should be used when there is no evidence of any good faith attempt to meet the standard. Any score of Zero requires feedback from the reviewer(s) that provides a rationale for the score. Feedback on other scores is optional.**

Institution: _____

Degree Level and Designation*: _____

Program Title*: _____

CIP Code*: _____

*Please note: Information provided should match the [Academic Program Inventory](#).

Reviewer Name: _____

Reviewer Name: _____

Reviewer Title: _____

Reviewer Title: _____

Reviewer Signature: _____

Reviewer Signature: _____

Date: _____

Date: _____



Tennessee Higher Education Commission
2025-2030 Quality Assurance Funding
Baccalaureate Program Review Rubric

All academic programs are required to engage in regular reviews of curricula—including content, progression, and organization at the associate's, baccalaureate, and/or graduate levels—to enhance and improve the curriculum. This review is the responsibility of program faculty, who need to regularly review the curriculum based on evidence and/or comparison with best practices. This rubric provides the criteria for evaluating the quality of program reviews.

Directions: Please rate the academic program's performance by selecting the rating that is *best aligned* with evidence provided by the program. Indicate your selection in the far-right column with a numeric score from 0-3. See the "performance levels" information above for more detail. **A zero score should be used when there is no evidence of any good faith attempt to meet the standard. Any score of Zero requires feedback from the reviewer(s) that provides a rationale for the score. Feedback on other scores is optional.**

Category	Item	9 Exceeds Standard— Expectations	8 Meets Standard— Expectations	7 Does Not Meet. Standard—Expectations	6 No Evidence of. Attempting to Meet. Standard—Expectations	Score (6_9)
Curriculum	C1		The program ensures courses are offered regularly.			
Curriculum	C2		The program ensures that students can make timely progress towards their degree.			
Curriculum	C3		The program incorporates pedagogical and/or technological innovations that enhance student learning into the curriculum.			
Curriculum	C4		The curriculum is aligned with and contributes to mastery of program objectives and student learning outcomes.			
Curriculum	C5		The curricular content of the program reflects current standards and best practices in the discipline.			
Curriculum	C6		The curriculum progressively challenges students to effectively prepare them for careers and/or advanced study.			
Curriculum	C7		The curriculum fosters the development of and the presentation of results and/or ideas effectively and clearly in both written and oral discourse.			

Category	Item	9 Exceeds Standard— Expectations	8 Meets Standard— Expectations	7 Does Not Meet. Standard—Expectations	6 No Evidence of. Attempting to Meet. Standard—Expectations	Score (6_9)
Curriculum	C8		The curriculum exposes students to discipline-specific research and/or professional practice and training experiences.			
Curriculum	C9		The program offers structured co-curricular activities that enhance and support student learning outcomes and/or professional development.			
Economic Development and Program Sustainability	EDPS1		The program demonstrates responsiveness to local, regional, state, and/or national workforce needs.			
Economic Development and Program Sustainability	EDPS2		The program identifies applicable workforce, skills-based, and/or disciplinary trends and uses the information to improve the program.			
Economic Development and Program Sustainability	EDPS3		The program regularly and systematically collects data on graduating students and evaluates placement of graduates.			
Economic Development and Program Sustainability	EDPS4		The program has a history of enrollment and/or graduation rates sufficient to sustain high quality and cost-effectiveness.			
Economic Development and Program Sustainability	EDPS5		The program's operating budget is consistent with the needs of the program.			
Faculty	F1		Full-time and part-time faculty credentials align with program requirements and accreditation guidelines, supporting effective instruction and student success.			
Faculty	F2		The program maintains faculty staffing levels to meet the needs of the program.			
Faculty	F3		The program implements clearly defined, transparent, and fair processes to evaluate faculty contributions in teaching, scholarship, creative activities, and service.			

Category	Item	9 Exceeds Standard— Expectations	8 Meets.Standard— Expectations	7 Does.Not.Meet. Standard—Expectations	6 No.Evidence.of. Attempting.to.Meet. Standard—Expectations	Score (6_9)
Faculty	F4		The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.			
Faculty	F5		The faculty are actively engaged in planning, evaluation and improvement processes that measure and are designed to advance learning and student success.			
Learning Outcomes	LO1		Program objectives and student learning outcomes are clearly identified and measurable.			
Learning Outcomes	LO2		The program implements a structured process to collect and analyze evidence to evaluate achievement of program objectives and student learning outcomes.			
Learning Outcomes	LO3		The program uses the results from evaluation of program objectives and student learning outcomes to seek continuous improvement.			
Learning Outcomes	LO4		The program objectives and student learning outcomes align with the institution's mission.			
Learning Resources	LR1		The program faculty has access to resources/professional development opportunities to support teaching and learning activities.			
Learning Resources	LR2		The program regularly evaluates its equipment and facilities, encouraging necessary improvements within the context of overall institutional resources.			
Learning Resources	LR3		The program provides defined resources and support services to facilitate research, creative activities, and/or scholarly publication appropriate to the discipline and program level.			

Category	Item	9 Exceeds Standard— Expectations	8 Meets.Standard— Expectations	7 Does.Not.Meet. Standard—Expectations	6 No.Evidence.of. Attempting.to.Meet. Standard—Expectations	Score (6_9)
Student Engagement	SE1		The program provides students with opportunities to regularly evaluate the curriculum and faculty relative to the quality of their teaching effectiveness.			
Student Engagement	SE2		The program provides opportunities to introduce students to professional and/or career opportunities within their field of study.			
Student Engagement	SE3		Students have access to academic support services.			
Student Engagement	SE4		The program incorporates and values multiple perspectives, experiences, and approaches to learning through its academic and/or professional activities, events, and programming.			
Student Engagement	SE5		The program provides students with the opportunity to apply what they have learned to situations outside the classroom.			

If additional notes are needed, please use the table below. Any score of Zero requires feedback from the reviewer(s) that provides a rationale for the score. Feedback on other scores is optional.

Item Code (i.e. SE4)	Notes