

Rubric for Evaluating and Providing Feedback to Program Directors

Use these criteria to evaluate reports	Indicate which items require revision
<i>Column 2: Findings from Evidence Collected</i>	
Report should provide enough detail in the findings for readers to understand how findings were used for evaluating strengths and areas for improvement of the program in column 2	
Report should avoid using evidence that is too general for identifying specific areas for improvement, including courses taken, grades in courses, holistic rubric scores, test grades, number of students passing prelims	
<i>Column 3: Evaluation of Program: Strengths and Areas for Improvement</i>	
Report evaluations should focus specifically on the strengths and/or areas for improving the <i>program</i>	
Report should include an area for improvement only if it is clearly derived from the findings	
<i>Column 4: New Actions Taken to Address Areas for Improvement</i>	
Report should describe only <i>new actions</i> taken to address an area for improvement or to build on a strength from column 3	
Report should use only past tense to describe these new actions taken to improve program, which could include “Faculty decided to...”	
Report should avoid describing the continuation of an earlier action (e.g., “Faculty will continue to...”) or a future action (e.g., “Faculty will consider...”)	