

St. Olaf SRAP Instructional Group Review Rubric

Category 1 Contributions to student learning: elements in the data summary: student credits earned, section size, majors, concentrators, GEs, for-credit research experiences, FLAC, internships, ACE, off-campus programs, and other HIPs.				N/A
Total student credits earned: counts	Increasing	Steady	Decreasing	N/A
Total student credits earned: diversity	Exceeds Faculty and college averages in gender, domestic multicultural and international students	Meets Faculty and college averages in gender, domestic multicultural and international students	Falls short of Faculty and college averages in gender, domestic multicultural and international students	N/A
Average section sizes by level	Exceeds Faculty and college averages at each level	Meets Faculty and college averages at each level	Falls short of Faculty and college averages at each level	N/A
Under-enrolled sections:	Rarely seen or non-existent over the 5 years shown	Present in at least 3 of the 5 years shown	There are some in each of the 5 years shown	N/A
Majors/Concentrators: diversity	Exceeds Faculty and college averages in gender, domestic multicultural and international students	Meets Faculty and college averages in gender, domestic multicultural and international students	Falls short of Faculty and college averages in gender, domestic multicultural and international students	N/A
Majors/Concentrators: counts	Increasing interest	Stable interest	Declining interest and/or periods with very few majors/concentrators	N/A
Sum of GE Credits enrolled: counts/percentages of total for GE types	Increasing	Steady	Decreasing	N/A
Sum of GE Credits enrolled: different types of GEs offered	A wide variety (8 or more)	Some variety (4-7)	Little or no variety (3 or fewer)	N/A

Category 1 continued				
Research Experiences: Credit-carrying Academic Year Experiences including FLAC (298, 398, 396, IS 391, IS 392, Bio 375, Chem 375)	There are some in each of the 5 years shown	Present in at least 3 of the 5 years shown	Rarely seen or non-existent over the 5 years shown	N/A
Credit-bearing experiential learning: Internships, ACE and Practica (294, 295, 394)	There are some in each of the 5 years shown	Present in at least 3 of the 5 years shown	Rarely seen or non-existent over the 5 years shown	N/A
Off-campus Programs: faculty-led Interim and summer	There are some in each of the 5 years shown	Present in at least 3 of the 5 years shown	Rarely seen or non-existent over the 5 years shown	N/A
Academic Advising: average number of advisees per advisor (College average in 16-17 = 13.5)	Exceeds Faculty and college average	Matches Faculty and college average	Falls short of Faculty and college average	N/A
Academic Advising: average number of advisees per T/TT advisors (College average in 16-17 = 13.9)	Exceeds Faculty and college average	Matches Faculty and college average	Falls short of Faculty and college average	N/A

Category 2. Contributions to the work of the college				
Student-focused, non-credit bearing contributions⊗ e.g. co-curriculum, CURI, non-instructional programs, special advising, etc.)	Critical to the distinctive character of the institution	Supports the expectations of a nationally ranked liberal arts college.	Non-essential to the character of the institution	N/A
Institution-focused contributions: (e.g. college governance, service, public forums and presentations)	Exemplary	Satisfactory	Infrequent	N/A
Other	Exemplary	Satisfactory	Infrequent	N/A

Category 3: Distinctive program features				
Category 3a. Distinctive program features: helping to advance the college mission in distinctive ways (https://wp.stolaf.edu/about/mission/)	Program is critical to the mission (all mission points are addressed)	Program is aligned with mission (meets 2 to 3 points)	Program is somewhat aligned with the mission (meets 1 point)	N/A
Category 3b. Distinctive program features: helping to advance increased diversity and inclusiveness among students, faculty and staff	Actively engaged in promoting diversity initiatives	Moderately engaged in promoting diversity initiatives	Minimally engaged in promoting diversity initiatives	N/A
Category 3c. Distinctive program features: helping to advance any of the other guiding principles of SRAP	Program strongly aligns with the guiding principles	Program supports the guiding principles	Program is minimally aligned with the guiding principles	N/A

Category 4. Program resources (elements in the data summary: FTE, Administrative FTE, faculty appointment types, % of teaching by appointment type, student credits/teaching FTE, student work and non-compensation budget, etc.)				
Overall FTE: relative to program size	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Overall FTE: relative to pedagogy and nature of the discipline	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Overall FTE: relative to service to other departments and programs (i.e. curricula required by other majors and concentrations)	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Overall FTE: relative to number of majors and concentrators	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Overall FTE: relative to GE contributions	Exceeds Need	Meets Need	Does Not Meet Need	N/A

Category 4, continued				
Faculty Appointment Type: % of T/TT FTE	Less than the Faculty and college average	Matches Faculty and college average	Exceeds Faculty and college average	N/A
Student credits/teaching FTE ratio	Exceeds Faculty and college average	Matches Faculty and college average	Falls short of Faculty and college average	N/A
Student credits/teaching FTE ratio: relative to pedagogy and nature of the discipline	Exceeds ratio of programs with similar pedagogies and nature of discipline	Matches ratio of programs with similar pedagogies and nature of discipline	Falls short of ratio of programs with similar pedagogies and nature of discipline	N/A
FTE exported to other departments/majors	Some in each of the 5 years shown	Some in at least 3 of the 5 years shown	Rarely seen or non-existent over the 5 years shown	N/A
FTE from external grant/research	Some in each of the 5 years shown	Some in at least 3 of the 5 years shown	Rarely seen or non-existent over the 5 years shown	N/A
Administrative FTE relative to the size and complexity of the department/program: Chair/Program Director support	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Administrative FTE relative to the size and complexity of the department/program: AAA Support	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Administrative FTE relative to the size and complexity of the department/program: Other staff support	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Student Work	Exceeds Need	Meets Need	Does Not Meet Need	N/A
Unrestricted non-compensation: budget vs. actual	Exceeds Need	Meets Need	Does Not Meet Need	N/A

Category 5: Opportunity Analysis				
Category 5a. Opportunity analysis: Potential changes to department or program that aim to improve quality, efficiency, and student experience	Already engaged in interesting, well-conceived initiatives	Engaged in thoughtful planning	Little evidence of willingness to embrace change	N/A
Category 5b. Opportunity analysis: Department or program initiatives to enhance the distinctiveness of St. Olaf College	Compelling initiatives to enhance the college's distinctiveness	Promising initiatives to enhance the college's distinctiveness	Nascent initiatives to enhance the college's distinctiveness	N/A
Category 5c. Opportunity analysis: Department or program initiatives to enhance revenues	Compelling initiatives to enhance the college's revenues	Promising initiatives to enhance the college's revenues	Nascent initiatives to enhance the college's revenues	N/A

Category 6. Other information about the department or program	Significantly enhances other information provided	Enhances other information provided	Little or no enhancement to other information provided	N/A
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