

INSTRUCTIONALLY RELATED ACTIVITIES (IRA) EVALUATION RUBRIC: 2022-23 FISCAL YEAR

| CATEGORY (WEIGHT) | EXCELLENT (3 points) | GOOD (2 points) | POOR (1 point) |
|---|--|---|--|
| PROGRAM DESCRIPTION (20%) | Program description explicitly explains the required activity for which funding is being requested and how it is “essential to a quality educational program” for the program in question. If travel is involved, it clearly and elaborately describes why travel is necessary for the success of the activity and why the specific location was chosen. | Program description briefly and clearly describes characteristics of the required activity for which funding is being requested but does not make clear how it is an “essential educational program”. If travel is involved, it provides a light overview as to why travel is necessary for the success of the activity and why the location was chosen. | Program description does not clearly explain, if at all, the required activity for which funding is being requested. If travel is involved, it does not specify why travel is necessary for the success of the activity or why the specific location was chosen. |
| ENROLLED STUDENT IMPACT (35%) | Significant direct student impact on students enrolled in the course. Includes a significant proportion of required activity that requires deep active engagement and action on the part of 75% or more of the enrolled students. Is important and essential to the program. | Meaningful direct student impact on students enrolled in the course. Includes some required activity that requires active engagement and action on the part of 30%-74% of the enrolled students. Is important but not essential to the program. | Little or no significant direct student impact on students enrolled in the course. Little or no required activity on part of the enrolled students, and little or no engagement is required for the activity from the enrolled students. Less than 30% enrolled student engagement in any activity. Supplements but is neither important nor essential to the program |
| OVERALL PROGRAM INTEGRATION (15%) | Program is well integrated into the academic unit. The program demonstrates a clear connection to university mission and goals as expressed in the strategic plan. Program has varied and meaningful resource contributions from other sources. Course activities, which may comprise part or all of the course, are essential to the course design. Examples of activity courses (C5 – C21): clinical processes; fine arts/science activities; music activity/performance; physical education; speech, drama & journalism; technical activities/labs; science labs; intercollegiate sports; major performance; seminar. | Program is somewhat integrated into the academic unit. The program demonstrates connection to university mission and goals as expressed in the strategic plan. There are resource contributions from other sources. Course activities, which may comprise part or all of the course, complement the course design. Examples of traditional lecture/discussion courses (C2-C4): lecture discussion; lecture composition/counseling/case study; discussion. | Program is minimally integrated into the academic unit. The program has no clear connection to university mission and goals as expressed in the strategic plan. There are minimal resource contributions from other sources. Course activities, which may comprise part or all of the course, are extraneous to the course design. Example of the “C1” course classification: large lecture. |
| BUDGET (5%) | Requested budget items are clear and itemized. The estimates are reasonable relative to stated expenses. | Requested budget items are clear or itemized. However, estimates may be excessive for stated expenses. | Requested budget items are unclear and estimates are very unreasonable for stated expenses. |
| BROADER IMPACT (25%) | The number of students directly and indirectly impacted by this program both in and out of the class is large in size. The impact on the broader community is significant in both quality and numbers; the broader community includes other students, the campus community, external communities and/or other stakeholders and individuals. | The number of students directly and indirectly impacted by this program both in and out of the class is medium in size. Some direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. | The number of students directly and indirectly impacted by this program both in and out of the class is small in size. Little or no direct and indirect impact on the campus community, other students, external communities and/or other stakeholders and individuals. |