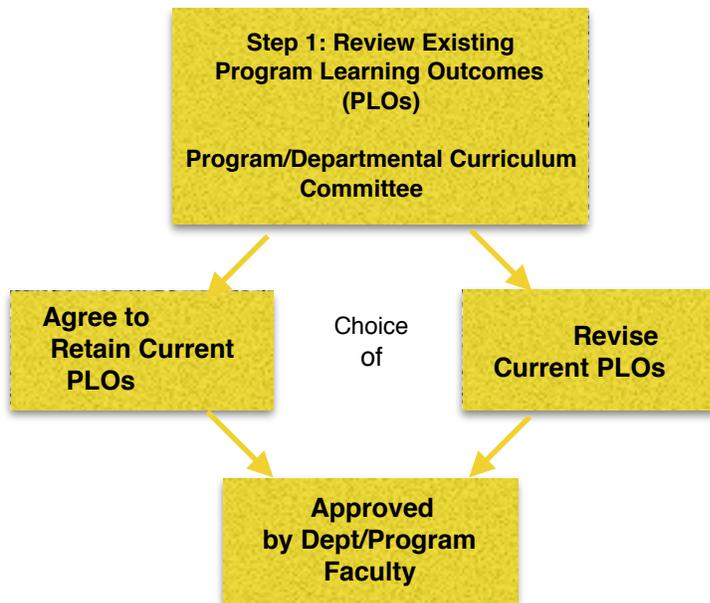


PROGRAM REVIEW PROCESS

for Non-Accredited Programs

In order to provide evidence of program level student learning, assure academic program quality, and provide evidence of planning, curriculum alignment, and program improvement to meet institutional accreditation needs, the following process will guide programs/departments in the annual collection of data and the periodic full review of their academic programs.

Step One - Determine Program Level Learning Outcomes



Program curriculum development is a joint effort by all faculty members. Each program has a set of Program Learning Outcomes (PLOs) that students graduating with a degree from the program are expected to attain. These PLOs need to be agreed upon by the entire faculty. If not undergoing a full revision, the current PLOs should be reviewed for relevance and not simply re-approved. In many instances, some revision is needed to remain current in the discipline. The following should be taken into consideration when adopting/reviewing PLOs.

Considerations:

- Student needs/feedback/evaluations
- Current assessment of student learning
- Alumni feedback
- External constituent needs (employers, local community, state needs, etc.)

Steps Two - Align Program Curriculum to PLOs

Step 2: Align Required Program Courses to PLOs

Each faculty member teaching a required course will identify which PLOs are addressed in courses they typically teach (recommend no more than 1 per course) and identify how they are measured in each course

Create a Curriculum Map
(example below)

As a faculty, map required curriculum, noting where each PLO concept is first **I**ntroduced, **R**einforced (at least twice), and finally assessed for **M**astery

The Curriculum Map identifies the course where each PLO is taught at either an introductory level, as a reinforcement to previous learning, or as an expectation of a mastery level of the outcome. Courses can address multiple PLOs. Creating this map will allow faculty to negotiate with each other how students are expected to be able to perform as they move through the curriculum, and to provide the groundwork for upper division coursework.

PROGRAM REVIEW PROCESS

for Non-Accredited Programs

Program Curriculum Map

	PLO #1	PLO #2	PLO #3	PLO #4	PLO #5
Req'd Course	I		I	I	
Req'd Course		I	R		I
Req'd Course	R	R		R	
Req'd Course			R	R	R
Req'd Course	R	R	R		
Req'd Course	M		M		R
Req'd Course		M		M	M

Step Three - Determine Measures for Capturing Data on PLOs

Measures should be embedded in course assignments if at all possible as either a distinct assignment addressing the PLO or a formative assessment for the course. Try not to tie PLOs to final assessments for course. The data is harder to separate from the Course Learning Outcomes. This step also needs to be finalized and agreed upon by the joint program/department faculty.

Step 3: Identify PLO Assessments (Embedded or Distinct)

Each faculty member will identify the measures that will be used to collect data in the required courses they teach on student performance of PLOs.

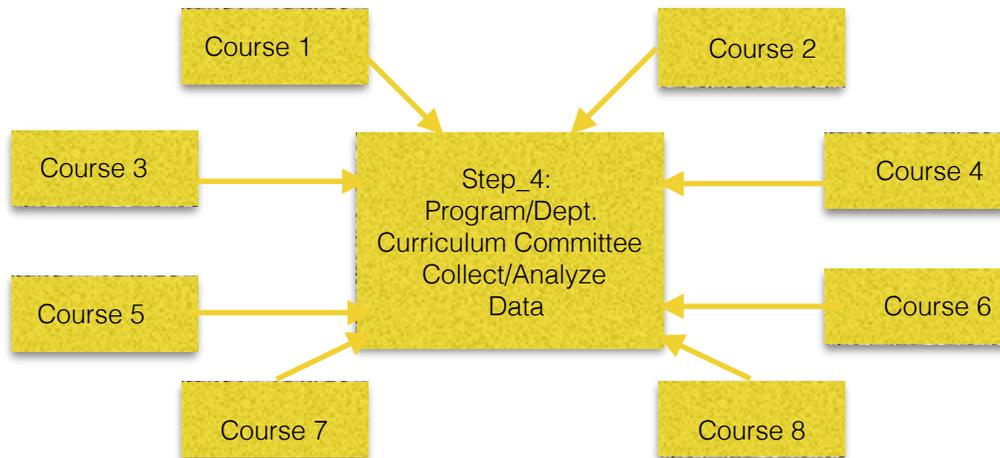
The above three steps are repeated on a **5-7 year cycle**, more often if substantive changes are made to the curriculum. The Office of Assessment & Institutional Effectiveness will assist programs through the development of an internal review schedule.

PROGRAM REVIEW PROCESS

for Non-Accredited Programs

Steps Four and Five Repeat Yearly

Step Four: Collect and Analyze data on identified PLOs each Semester



Faculty teaching required courses contribute data from identified measures within courses via **Banner CPGE system** or other system of data collection. Each program can define their own schedule for sections responsible for supplying data each semester. PLO collection can be set up within the Banner system through consultation with the Office of Institutional Research and Office of Assessment & Institutional Effectiveness. It is recommended that data collection be completed each semester to maintain a current view of student achievement, rather than all at the end of the academic year.

Step Five: Use program data to make decisions and take action on curriculum focusing on problematic or scheduled PLO review.

Steps Four and Five repeat on a yearly basis. While every course should continue to collect data each semester that it is offered, not every PLO needs to be reviewed fully each year (although data is collected each semester). For instance, after an initial review of PLO data, it might be determined that three out of five PLOs are operating at a satisfactory level but that two have some sort of problem to be addressed and amended during an academic year. More detailed analysis and review of the data for those two PLOs would be the focus that year rather than a review of all data for all, including satisfactorily performing PLOs. A schedule for reviewing PLOs is recommended.

Contact the Office of Assessment & Institutional Effectiveness,
Dr. Christine Austin, caustin@atu.edu, 880.4282 for more information or training.