Planning of Program Assessments

Faculty are essential participants in Program Review. Recent refinements to this process have not extended to the cycle of review, only the framework and expectations of this process. The Outcomes Assessment Process for instructional programs is an extension of this professional work that has been done regularly. The Outcomes Assessment Process should be meaningful, measureable, and manageable. Such examination of the collective whole requires that faculty look at all of the curriculum and even some of the activities that the students might participate in throughout their curricular and co-curricular experience. Creation of such synergy within the program, providing the opportunity for faculty involvement in student learning that happens at a collective level instead of at individual course level, allows faculty to connect with a more comprehensive view and purpose.

Assessment of Student Learning Outcomes for instructional programs will follow the established Program Review 3-year cycle. The Program Plan/Program Review Subcommittee established this cycle in 2010 for the academic years 2011-13. That information is readily available for planning purposes. This means that when an instructional program is due for its program review its program assessment plan work should be completed the semester prior to that academic year and the re-evaluation plan for the next ongoing cycle will commence and be documented in the Outcomes section of TracDat. For practical purposes this means that an instructional program should have the outcomes assessment evidence analyzed and actions taken completed in the spring term prior to when a program’s review is due (in the fall term).