

## **B. Procedures**

Academic program review consists of five stages within a five

The timeline for the process is outlined in Table 1. Year refers to the academic/fiscal year. The process starts from the prior program action plan. Annually, the program submits a report to the Provost that includes learning outcome assessment results. The program review 5<sup>th</sup>-yr report is due at the beginning of the academic year 5. When an external review is authorized, it occurs during the fall of Year 5 so that feedback from the external review team can be incorporated into the program action plan and evaluated by the Program Review and Assessment Committee. Guidelines for setting up and facilitating the external review and team visit are located in MyWitt under Campus and Information and Program Review folder.

The Program Review and Assessment Committee evaluates the program review 5<sup>th</sup>-yr report in Year 5, in addition to the external review (when applicable). With the feedback from the Committee’s review, and the external review, the program faculty drafts an action plan for improvement to implement over the next five-year cycle and discusses the plan and any additional requested resources with the Provost. The Provost may consult the Educational Policies Committee as required when additional resources are requested.

Table 1. Timeline and Activities for Comprehensive Program Review Process		
TIME FRAME	WHO	RESPONSIBILITIES
Year 1, Academic Year	Program Faculty	Implement action plan developed at the end of Y6 ( e),232 T4

## C. Roles and Responsibilities

To be effective the program review process requires support and participation from several offices and committees.

### Program Faculty

- x Establish strategy, process, and emphases for the program review 5<sup>th</sup>-year report
- x Reflect on action plan



## F. Response and Action Plan

Using the original Program Review 5<sup>th</sup>-year Report and the evaluation from the Program Review and Assessment Committee, and the external review if it exists, the program faculty will draft a final action plan with items to be accomplished for the next program review cycle. The plan includes budget and resource implications. It is due by September 1 of Year 1 in the cycle. If staffing requests are made, the Provost may discuss with the Educational Policies Committee, where appropriate.

## G. Schedule of Program Review Reports

Programs are categorized into five groups (A, B, C, D, and E) allowing for program reports to be submitted in five sequential years. The Program Review and Assessment Committee will create and monitor the report schedule. For a listing of the programs in each group go to the Program Review folder under Schedule in MyWitt. New programs will be added to the program review schedule after they have operated for four years when they have at least one cohort of graduates.

## H. Definitions

1. Academic program refers to a “related cluster of credit-bearing courses that constitute a coherent body of study within a discipline or set of related disciplines.”<sup>2</sup>
2. Assessment of student learning refers to the ongoing evaluation of student achievement of the learning outcomes of a given program. In learning assessment, direct assessment refers to the direct evaluation of students’ learning (such as in comprehensive examinations, senior portfolios, external standardized exams). Indirect assessment refers to learning gains reported by students or reported by faculty, such as in surveys.
3. Action Plan Items are end statements to which a program’s effort is directed; something the program hopes and plans to achieve. They can also be thought of as goals, projects, or tasks that are succinct. Action plan items that are well-articulated are:
  - x Specific (simple, sensible, significant)
  - x Measurable (meaningful, motivating)
  - x Achievable (attainable)
  - x Relevant (reasonable, realistic, results-based)
  - x Time-based (time-bound, time limited, time/cost limited, timely, time-sensitive)
4. Co-Curricular programs are those learning experiences that reinforce and complement the academic curriculum, such as Community Service (CMSV100), Multicultural Student Programming, Student-Faculty Research, etc.
5. Learning outcomes refer to that which every student completing a given program should learn: knowledge, concepts, skills, application, synthesis, etc. Every program must have learning