
Program Review

June 24, 2016

Program Review Purpose: 1) to raise quality of education by instilling a culture of outcomes and assessments at all levels, 2) to ensure that what is happening in the program is meeting program and university outcomes, and 3) align programs to university priorities and strategies.

A dashboard that summarizes information from each program in your department will be provided to you at least a month before your scheduled review. Your time in Curriculum Council will be spent discussing metrics from this dashboard as well as how well your outcomes are being achieved and areas that need attention and/or improvement. In addition to the dashboard, the material asked for below is critical to understanding your programs. Much of the data provided below will be pulled from this report and used to populate the Outcomes and Assessment site for accreditation. We expect a separate packet of information for each program within your department.

What overarching goal do you have for your students upon completion of this program of study?

Program Outcomes

1. List the program outcomes.
2. Map the key supporting courses that contribute to each outcome. Keep this simple and manageable.
3. Indicate the university outcome and sub-outcome that each program outcome supports.

Assessment Plan

1. Describe the assessment plan, including a timeline, for measuring how well the program outcomes are being achieved. Show on the timeline where analysis and review of the assessment data is taking place.
2. Show how the assessment plan is meeting the requirement to have, at minimum, one direct measure and one indirect measure for each outcome (more would be better).

Assessment Data

1. Summarize the assessment data that your plan has generated over the past two years using the *Distinguished*, *Proficient*, *Developing*, and *Unsatisfactory* levels where appropriate.

Analysis and Improvement Plan

1. Summarize conclusions that have been drawn from your analysis and review of the assessment data.
2. How do you analyze and make decisions based on your assessment data? Who are the people that need this information and how do you provide it to them?
3. Describe program improvement efforts that have been made (based on the assessment data) and what improvements in student outcomes have been seen.

Course-Level Outcomes and Assessments

1. How do you ensure that course-level outcomes are clearly articulated for each course in your department?
2. What are you doing to make sure each course has at least one key assessment and that all outcomes and key assessments are common across all sections and modes of delivery?
3. Describe your process for regular course-level reviews. Give an example of a course-level review of outcomes and key assessments that has been done on a multi-section or multi-teacher course within the last year.
4. What are you doing to ensure that course outcomes are included in all syllabi?
5. What are you doing to ensure that your courses are meeting the credit-hour policy outlined by BYU-Idaho?

Resources

1. Are there any bottlenecks in your program that slow your students down?
2. What efforts are being made to reduce the number of credits and semesters on campus to graduation?
3. What efforts are you making as a department to ensure the wise use of faculty and other resources? Be specific about scheduling, minimizing low enrolled sections, and other issues.
4. Give a detailed review of course fees in your department. What is the total average cost, in course fees, for a student to complete this program? What is the cost range for this program?

Changes anticipated or needed?

1. What curriculum changes are anticipated or needed, based on your data, that will need to be considered in the coming year? Provide as complete a list as possible.