

C. Comprehensive Reviews:

All programs and services offered by the academic area will undergo a comprehensive review at least every five years. The head of academic affairs will notify the units to be reviewed in early spring of the academic year proceeding the academic year in which these reviews are to be conducted.

The comprehensive reviews of academic programs will be conducted in accordance with the Education Policy Commission.

Participants: All full-time and continuing part-time faculty and staff engaged in the program/service under review are to participate in the comprehensive review. Student and alumni participation is also encouraged.

External Reviewers: All comprehensive reviews will be provided to an external reviewer for comment. The head of the program or service under review will arrange for this external review in consultation with the head of academic affairs.

Reporting: Comprehensive reviews are due in the Office of Academic Affairs no later than the last working day of March. Executive summaries of the comprehensive reviews of academic programs will be sent to the Higher Education Policy Commission after review and approval by [redacted] will be provided copies of comprehensive reviews in their entirety for review and comment.

Comprehensive reviews will remain on file for a period of ten years. Three copies of comprehensive reviews will be maintained: one for the unit, one for academic affairs, and one for the institutional resource room maintained by the director of institutional research. The first two copies may be maintained in electronic form.

Follow-up Reports:

The head of academic affairs may require follow reports on the areas of needed improvement noted in comprehensive reviews. Such follow-up reports will be due no later than one-year from the due date of the comprehensive reports.

D. Planning and Assessment Portfolios:

In addition to the comprehensive reviews noted above, all academic affairs programs and services will maintain and on an annual basis update planning and assessment portfolios. These portfolios are to be composed of the following primary and supporting information.

Primary Materials:

Mission statement of the program or service

Primary learning outcomes or other goals of the program/service

Description of assessment methodology and instruments
Summary of assessment findings since last comprehensive review*
Progress report on areas of needed improvement noted in last comprehensive review

opportunities

Multi-
outcomes , including student learning

Supporting Documentation:

Spreadsheet mapping learning outcomes to specific courses and/or activities

Course outlines and assessment rubrics for new courses and assessment tools for new courses

Supplemental Assessment Guidelines

The following guidelines are designed to assist faculty and staff in the conducting of reviews. The guidelines are organized in accordance with the required planning and assessment portfolios.

Mission Statements

All academic programs and administrative components under review will have mission statements that concisely present their primary purposes. The wording and audience of these statements are often comparable to the introductory statements found in college catalogs and other promotional materials on specific programs. The relationship between these mission statements and the mission statements of the component and the institution should be consistent and easily discernable.

Goals and Learning Outcomes

Programmatic goals naturally range from the general to the specific. Preparing students for graduate school is an example of a general goal. General goals may also convey stud

attribute (i.e., the use of pre-tests and post-tests). While benchmarking is a common form of outcomes assessment, valued-added assessments are an essential part of the evaluation of student performance in general and in terms of specified learning outcomes.

The effectiveness of any assessment activity is closely related to measurability of the intended outcomes. Measurability is often a function of the specificity of the intended outcomes. This does not mean that the evidence presented must be quantitative in nature. Qualitative evidence is

