

EPC Statement on Program Review at Indiana University, Bloomington

The EPC proposes the following guidelines as clarification of that part of the 1993 Program Review policy (*University Faculty Council, April 13, 1993 Academic Guide*, pp.48-9.) concerning undergraduate education. Several factors necessitate this clarification:

- The existing policy is unclear and has not been fully implemented; in particular, aspects relating to educational missions have been neglected. Since 1993, when these procedures were revised by the EPC, there has been more emphasis nationally on the identification and measurement of learning outcomes, as well as changes in the strategic priorities of the campus.
- HLC accreditation reports of 2008 and 2010 indicate this as a weakness at IUB and their reports require us to make significant progress towards a more robust system of program review. The Higher Learning Commission document, "Student Learning, Assessment, and Accreditation," states:

Student learning is central to all higher education organizations; therefore, these organizations define educational quality--one of their core purposes--by how well they achieve their declared mission relative to student learning.

The purpose of this document is to emphasize that any unit conducting a review should examine the relationship of its educational goals to success of students in reaching those goals, and to clarify the appropriate procedures for monitoring and reporting the achievement of those goals. These guidelines rest upon one fundamental principle: the purpose of monitoring student achievement is to improve or to reflect upon teaching strategies and student performance as a result of those strategies. The monitoring of student achievement is separate from the evaluation of individual faculty members. Primary responsibility for monitoring, and for devising strategies to address questions raised in the process, rests with the teaching unit.

Clarification of Procedures:

1. Each teaching unit shall articulate educational program goals appropriate for students completing the major or degree. Some of these goals should reflect the "Shared Goals" of the General Education Policy, specifically Information Fluency and Intensive Writing; others will concern the principles, methods, and concepts of the discipline. Goals articulated by the teaching unit should be reflected in the learning outcomes of courses in the unit's curriculum.
2. Each teaching unit will develop a plan and timeline for monitoring achievement of these goals. Plans can vary widely by discipline and may include any number of assessment, review, or evaluation practices; units are encouraged to consult appropriate support units for information on best practices in their disciplines. Measures such as assignment grades or course grades may constitute only one part of an effective plan.
3. The unit's report for its program review should include its educational goals, an indication of how those goals are being addressed through the expected learning outcomes of individual courses, and a summary of the monitoring of student achievement of those outcomes. The following questions should be addressed in the report:
 - Are the educational program goals appropriate and sufficient?

- Is the monitoring plan appropriate and sufficient?
- What strengths and weaknesses have been identified?
- What actions is the unit taking in response to these results?