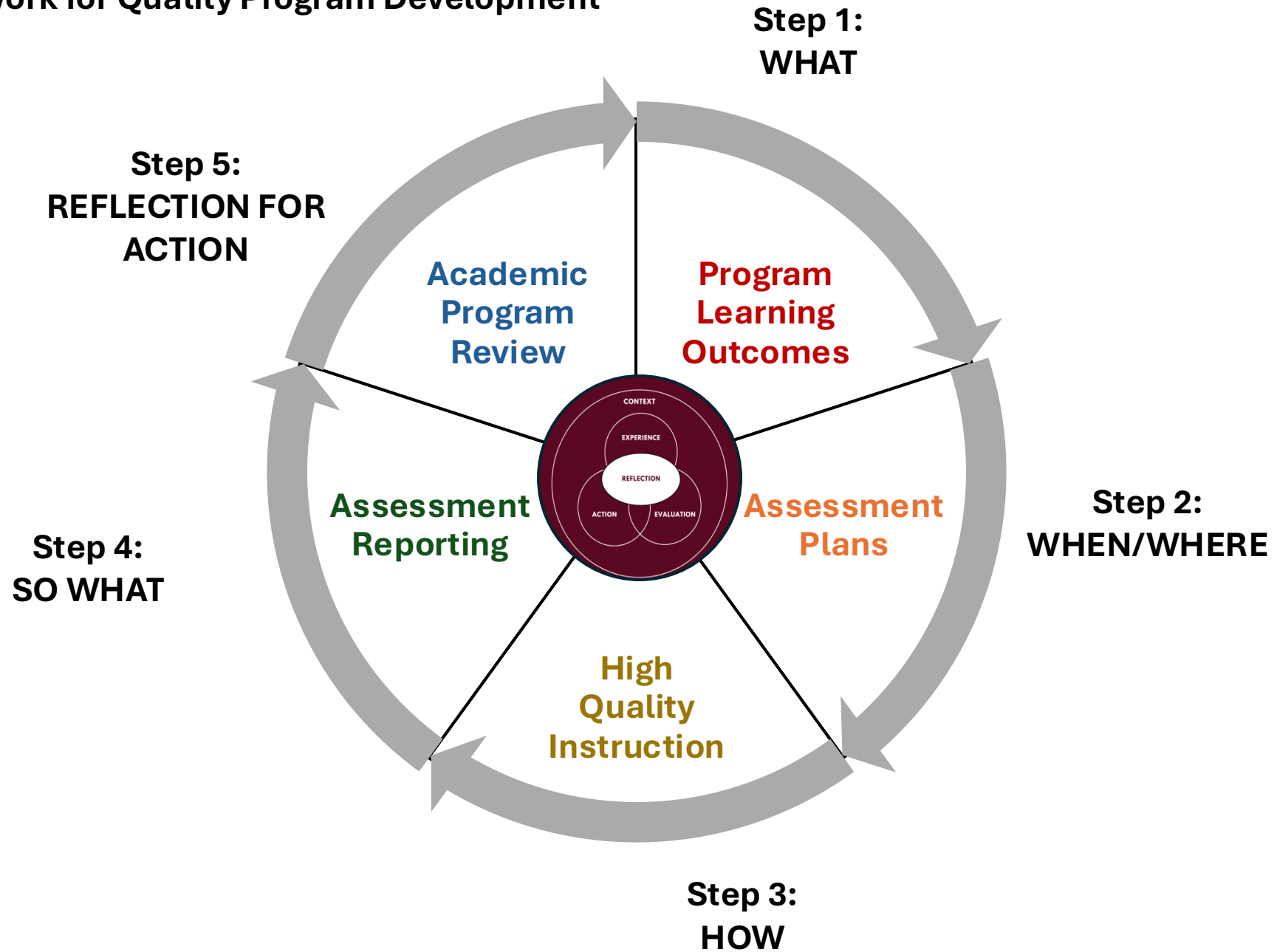


# Relational Framework for Quality Program Development and Review



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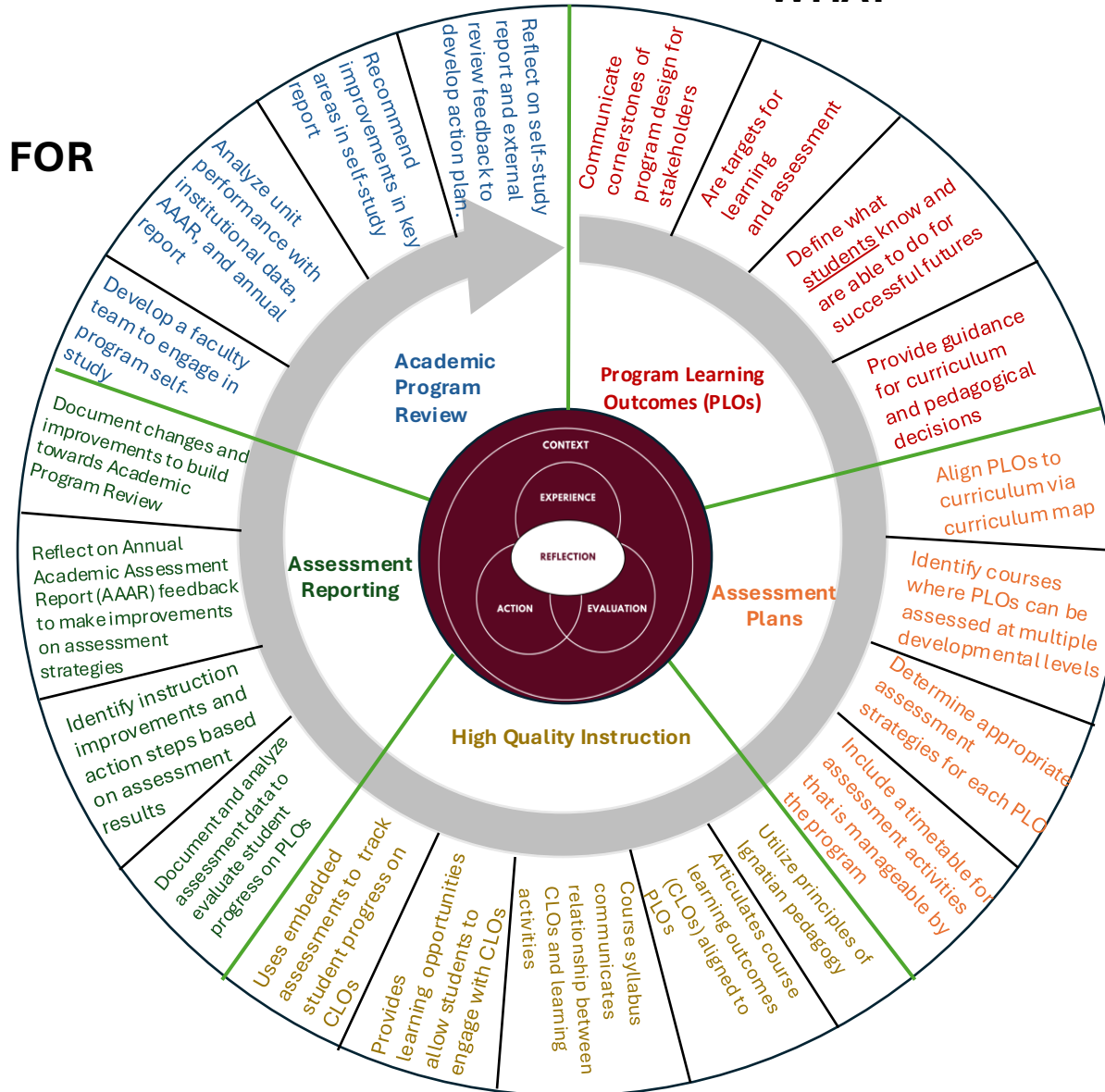
## Step 1: WHAT

## Step 5: REFLECTION FOR ACTION

## Step 4: SO WHAT

## Step 2: WHEN/WHERE

## Step 3: HOW



## LUC Framework for Program Review Processes

### Step 1 **What:** Program Learning Outcomes (PLOs)

- Communicate cornerstones of program design for stakeholders
- Are targets for learning and assessment
- Define what students will know and are able to do for successful futures
- Provide guidance for curriculum and pedagogical decisions

### Step 2 **Where/When:** Assessment Plans

- Align PLOs to curriculum via curriculum map
- Identify courses where PLOs can be assessed at multiple developmental levels
- Determine appropriate assessment strategies for each PLO
- Include a timetable for assessment activities that is manageable by the program

### Step 3 **How:** High Quality Instruction

- Utilizes principles of Ignatian pedagogy
- Articulates course learning outcomes (CLOs) aligned to PLOs
- Communicates relationships between CLOs and learning activities via the course syllabus
- Provides learning opportunities that allow students to engage with CLOs
- Uses embedded assessments to track student progress on CLOs

### Step 4 **So What:** Assessment Reporting

- Document and analyze assessment data to evaluate student progress on PLOs
- Identify instruction improvements and action steps based on assessment results
- Reflect on Annual Academic Assessment Report (AAAR) feedback to make improvements on assessment strategies
- Document changes and improvements to build towards Academic Program Review

### Step 5 **Reflection for Action:** Academic Program Review

- Develop a faculty team to engage in program self-study
- Analyze unit performance with institutional data, AAAR, and annual report
- Recommend improvements in key areas in self-study report
- Reflect on self-study report and external review feedback to develop action plan