

To: Faculty Senate Leadership Team

From: Program Review Team

Date:

In the process of developing guidelines for the creation and review of Academic Learning Compacts (ALCs), as well as Program Review in general, several issues of concern have emerged that are beyond the purview and charge of our team. These issues, however, significantly impact our work and the work of faculty in curriculum or program development and review, as well as external review and accreditation.

Specifically, there have been questions about:

- The continued viability of academic goals and outcomes, specifically the nine Undergraduate Student Learning Outcomes/Goals
- An apparent lack of a process to review these; whose responsibility this is, and when it should occur
- A process for overseeing curriculum and assessment in: 1) key courses used by programs for meeting University-wide student learning outcomes/goals; or 2) courses used for program accreditation (sometimes outside of that program). A change in class size, delivery, faculty and/or textbooks can have profound changes on whether the course still helps the student to meet the original goals
- A lack of communication about these key or core courses being used to meet University outcomes/goals by programs and what that means to the curriculum and faculty of such courses

Draft 1; 8/27/08