

**Part II – PROCEDURES FOR REVIEW OF  
EXISTING PROGRAMS**  
(Prepared for Administrators and the Institutional Effectiveness Committee)

**Ongoing Institutional Effectiveness:** For all programs (Academic and Non-Academic) identified by the Senior Vice Chancellors to become part of the ongoing Planning and Effectiveness Dashboard (PED) process, the Program Effectiveness Report (PER) is submitted annually using data collected and maintained in an ongoing manner. Each academic and non-academic program of the University must be evaluated annually and must submit assessment data annually. The Institutional Effectiveness Committee and members of the IRPE staff will review the PER of selected programs each year to assess the extent to which the program is meeting its expected outcomes/student learning outcomes. The following table provides the schedule of review of the PER by the Institutional Effectiveness Committee (IEC):

Review Years	Programs to Review
2006, 2009, 2012, 2015, 2018	Programs in the College of Health and Human Services; Programs in the College of Communication and Fine Arts; Distance Learning Programs; and Programs in the Division of Student Services
2007, 2010, 2013, 2016, 2019	Programs in the College of Business; Programs in the College of Education; Honors Program; and Programs in the Division of Administration
2008, 2011, 2014, 2017, 2020	Programs in the College of Arts and Sciences; the General Studies Program; and the Programs in the Division of Advancement and External Relations.

The *Checklist for Review of Existing Programs* (See Attachment D) is used to evaluate the Program Effectiveness Report (PER). In addition, achievement reports, Division Plans, Troy University Plans, and the Strategic Plan are reviewed by the IRPE staff and the IEC, and feedback is provided to the appropriate administrators via the *Institutional Effectiveness Committee Feedback Form* (See Attachment E). The appropriate administrators act on the Institutional Effectiveness Committee's (IEC) recommendations and provide documentation regarding actions taken or to be taken to the IEC.

Program directors, department chairs, and unit heads—in coordination with faculty and other appropriate professionals—establish expected outcomes/student learning outcomes for each program and enter them into the *Program Effectiveness Report (PER)* section of the Planning and Effectiveness Dashboard (PED). Whenever possible, these expected outcomes/student learning outcomes should be referenced to national or regional standards, performance by peer institutions, specialized accreditation standards, or to standards that can be documented as acceptable by peer professionals. Expected outcomes/student learning outcomes do not routinely change and stand constant as desirable performance targets. Once expected outcomes/student learning outcomes are established for programs, the programs are evaluated on an annual basis to determine the progress toward meeting the expected outcomes /student learning outcomes and to provide data and information to use in improving the programs. Institutional Effectiveness Coordinators working with department chairs, directors, and unit managers should use multiple measures and/or indicators to measure their expected outcomes/student learning outcomes. Such measures may include:

- Trend Data
- Survey Data
- Student Satisfaction Indices

- National Norms on Student Learning Outcomes
- Major Field Test Scores
- Licensure/Certification Results
- Program Accreditation Results
- Program Peer Review Results
- Focus Group Findings
- Peer Review Teams/Consultants

For programs that are not meeting expected outcomes/student learning outcomes, Plans for Improvement (PFI) should be developed and entered into the Program Effectiveness Report (PER) of the Planning and Effectiveness Dashboard (PED). College deans and senior vice chancellors review the Plans for Improvement (PFI) which become planning objectives in the division plans. Expected outcomes/student learning outcomes that are achieved become part of the Reports section of the PED (the Evidence of Improvement File). Therefore, expected outcomes and PFI achieved will be part of the Achievement reports for the University.

In June, achievement reports will be captured from the online Evidence of Improvement file. Reports will be generated from entries made into the online Division Plans, the Troy University Plan, the TROY Strategic Plan, and the Program Effectiveness Reports (PER) by June. In addition, a TROY Strategic Plan Progress Report will be generated for strategic objectives that are 100% achieved each year. Achievement reports and the Strategic Plan Progress Report will be reviewed by the IRPE staff, the Institutional Effectiveness Committee, and the Cabinet, and recommendations and commendations will be made as needed to the appropriate program administrators.

To aid in implementing the institutional planning and effectiveness process, Institutional Research, Planning, and Effectiveness (IRPE) personnel provide oversight and coordination as well as an annual *Fact Book* and online publication of results of surveys. The information provided from the *Fact Book* and from the results of surveys can be used to measure the success of programs in meeting established expected outcomes/student learning outcomes.