

LSQIP Guiding Principles & Criteria Related to Curriculum Currency & Effectiveness

Guiding Principle	Criteria Related to Curriculum Currency & Effectiveness
Enhancing Student Learning	<p>SL5 – What prompts the program to revise its program and/or course outcomes? What is the process for revising the outcomes and who is involved?</p> <p>SL6 – Describe the processes the program uses to develop and revise the curriculum. What are the program's criteria that determine that curriculum revision is needed?</p> <p>SL7 – How does the program work to accommodate the various learning styles of its students?</p> <p>SL8 – What does the program do to make sure that course delivery is efficient and effective for students and stakeholders?</p> <p>SL9 – How does the program work to make sure its curriculum and learning materials are diversified (i.e., includes the experiences, contributions and perspectives of various cultures, groups, and individuals)?</p> <p>SL12- What is the program's process for assessing the effectiveness of its teaching and learning?</p> <p>SL13 – How does the program set priorities and targets related to improving teaching and learning? How are students and stakeholders informed of the program's priorities and targets? How is student and stakeholder feedback incorporated into the improvement process?</p>
Stakeholder Needs	<p>SN1 – Describe the students that the program currently serves.</p> <p>SN2 – What are the key stakeholder groups associated with the program?</p> <p>SN4 – What are the program's processes for determining the needs of its students and stakeholders?</p> <p>SN6 – How does the program know that it is providing the appropriate mix of courses and that those courses are offered at times, in locations and/or in ways that meet the needs of students and stakeholders?</p>
Continuous Improvement	<p>CI2 – What is the program's process for determining programmatic direction and/or focus?</p> <p>CI9 – What is the program's process for assessing its progress toward completing its unit plan and/or meeting its goals?</p>
Valuing People	<p>VP5 – How does the program maintain an effective balance between instruction and other work that supports the program, in a way that meets the needs of faculty and students?</p> <p>VP8 – What does the program do to support each employee in maintaining the proper credentials, skills and knowledge for their position and/or improving their knowledge, skills and abilities (i.e., training and professional development opportunities)?</p>
Accountability	<p>A1 – What are the measures that the program has identified for tracking its effectiveness in the areas of Enhancing Student Learning, Valuing People, Stakeholder Needs and Continuous Improvement?</p> <p>A3 – What are the program's results related to student retention and graduation overall and in specific student population sub-groups (i.e., ethnic/minority, non-traditional gender, part-time, non-traditional age, disabled, or other unique groups not mentioned)? How does the program work to make sure that results do not vary due to location of instruction, delivery method, or diverse student populations?</p> <p>A10 – How is the analysis of the data being collected accomplished and how are the results of the analysis being used as a part of the program's improvement efforts?</p>