

Program Maturity Model

Curricular Alignment and Integrity

LEVEL ONE: ESTABLISHED PROGRAM FOUNDATIONS

Programs at Level One have an established program foundation. They have identified the nature and direction of their programs through their written mission and vision statements and have a well-developed conceptual framework for their programs that answers the following questions:

1. How does the program's conceptual framework express the program and college's mission and vision?
2. How does the program's conceptual framework express the program's philosophical orientation, purposes, professional commitments and dispositions?
3. How does the program's conceptual framework represent the knowledge base (including theories, research, practice, policies and standards) that is the foundation of, and give direction to, the program?
4. How are student proficiencies aligned with expectations in professional, state and institutional standards?

At this level, college level outcomes (critical life skills) and program outcomes (WTCS and TSA) are identified.

LEVEL TWO: INTEGRATED CURRICULUM MAP/ABOVE THE LINE ALIGNMENT

At this stage, above the line curricular alignment is identified at the **program level** for all courses; including having course competencies and curriculum (application level) learning outcomes identified to support program outcomes, and institutional and external standards.

LEVEL THREE: INTEGRATED CURRICULUM MAP/BELOW THE LINE ALIGNMENT

At this stage, below the line work including aligned course learning activities and assessments are identified for all courses within the program. This stage represents curricular alignment at the **instructional level** within courses and identifies both the teaching processes and assessments used to deliver and evaluate course content.

LEVEL FOUR: KEY ASSESSMENTS & ASSESSMENT PLAN

In Level Four, programs have a well-developed, detailed assessment plan that describes the program's plan for collection of data, and use of that data to drive curricular and programmatic decision making. A well-defined assessment plan has the following components:

1. A description of the learning outcomes around which data will be collected (program outcomes, critical life skills, external standards, a combination of several, etc.). The choice

of which data to collect varies from program to program, allowing flexibility for individual programs to focus on those areas most relevant and meaningful to them.

2. A description of the assessment measures that will be used to collect the data (what/when/where and how will data be collected).
3. A plan for collecting and analyzing the data, including a description of the processes in place for supporting these activities.

LEVEL FIVE: COLLECTED DATA: PROOF OF STUDENT LEARNING EVIDENCE

Programs at Level Five have begun the process of collecting data for evidence of student learning. Programs at Level Five have both quantitative and qualitative data available that are ready for interpretation by the program team in level six.

LEVEL SIX: CLOSING THE LOOP: ANNUAL ASSESSMENT REPORT

Programs at Level Six have demonstrated achievement of having engaged in the teaching and learning feedback loop. Programs at this level not only have data/evidence of student learning, but are using that data to drive curricular decision making within their program. Programs at Level Six have data analysis and program improvement plans in place that:

- Review and explain the data collected
- Summarize the results, conclusions or discoveries made as a result of data analysis
- Identify program improvement/changes to be made as a result of the data analysis

LEVEL SEVEN: SHOWCASED BEST PRACTICES

Programs at Level Seven demonstrate a willingness to share, mentor and showcase their best practices in student learning evidence and assessment. Programs at this level might showcase their work, both internally and externally, through presentations at conferences or inservices, serve as facilitators on college SLE teams, or might serve as internal mentors, willing to help programs at lower stages of maturity grow and develop.