

Program Enhancement Plan (PEP)

A continuous measure of progress allows for developmental actions for enhancement to take place opportunistically as well as to serve as a road map leading to the program's goals. The findings from this measurement will be reported in a Program Enhancement Plan (PEP) which will ensure continuous improvement and best support student success by addressing specific issues (e.g., lack of resources, gaps in curriculum content, gaps in learning strategies, lack of training, etc.) relevant to each program.

This plan will include information about the goals and the strategies planned to achieve those goals. It should aim to be between 3-8 pages in length. In general, a PEP will include:

- Overview of the Program Enhancement Plan (PEP)
- Scope and impact of the project
- Commitment to and engagement in the PEP
- Future plans (milestones of a continuing project)
- Other

Progress Updates

As a requirement from the OSRHE, all programs need to conduct a periodic review process with their own guidelines, timeframes, and procedures so that it can be fairly compared across all programs. It is not enough to review a program every five years because too many improvement opportunities may be lost; programs risk losing competitiveness and becoming obsolete on teaching content, practices, technology, etc. As such, programs will be asked to provide a yearly update regarding the progress they have made with their PEP. The update does not have to be extensive in nature and should be approximately one page in length. This expectation will continue until the next time the program is up for their OSU APR.

PEP Review Process

Based on the best practices and current trends amongst other universities in the country, faculty peer review and collaboration can play a beneficial role in programmatic enhancement. In many cases peer review is used to share experiences amongst colleagues and provide fresh perspectives to common challenges, and it often has mutual benefits for both reviewer and reviewee. To

incorporate this into the APR process, the PEP reports will be reviewed by OSU faculty members external to the program itself. Each college will be able to choose whether the faculty peer reviewers are from the same college or another college within OSU.

UAT will assist colleges to identify current assessment coordinators or other faculty members interested in becoming faculty peer reviewers for this process. After the list of faculty peer reviewers has been identified, it will be provided to the colleges, and they can identify their chosen reviewers for each program. This information will need to be provided to UAT for tracking and compensation purposes.

To facilitate this PEP review process, reviewers will be provided with training by UAT regarding the customized rubric used to evaluate the program's PEP reporting element. This rubric has been created specifically for the PEP review process and aligns with the suggestions set forth by the Oklahoma State Regents and Higher Learning Commission. This review rubric is provided in Appendix B. The faculty peer reviewers are not intended to be content experts or provide content specific recommendations. Instead, this will serve as a learning opportunity for both the reviewed and reviewer faculty and is intended to provide fresh aspects and perspectives for programs to consider.