

Program Review Timeline Spring 2019

Program Reviews involve six major steps over two semesters:



Below you will find descriptions of each step with an *aspirational* timeline for completion. This timeline extends the steps over two semesters and attempts to bring the process to completion with enough time to consider needs for the upcoming FY21 budget cycle.

1) Initial meeting by **March 22, 2019**

- ☐ The Department Chair meets with the Director of Institutional Research and Assessment (Director of OIRA), the Associate Vice-President of Academic Affairs—Planning and Resources (AVP-PR), and their respective Dean to discuss the process and address questions and concerns.

2) Self-study by **April 26, 2019**

- ☐ The Department Chair submits a self-study for each program under review to the AVP-PR. Narratives for self-studies should be no longer than 10 pages; appendices, which are not included in the narrative, can be attached. The self-study should contain answers to the questions in the Academic Program Review Policy. As indicated in the policy, Departments can include additional information relevant to the academic program that extends beyond the specific questions listed in the policy.
- ☐ The AVP-PR and/or the Director of OIRA reviews the self-study within a week and may return it to the Chair with feedback regarding thoroughness, clarity, organization, and writing mechanics.
- ☐ When the AVP-PR and/or the Director of OIRA has reviewed the self-study, it will be shared with the respective Dean.
- ☐ The Dean has the option of preparing a response to the self-study to clarify available resources or provide additional context. The Dean will send their response to the Chair, the AVP-PR, and the Director of OIRA.

3) External reviewer selection by **May 3, 2019**

- ☐ The Department Chair identifies two to three potential external reviewers. If more than one program is to be reviewed, it may be necessary to invite more than one external reviewer.
- ☐ The Chair e-mails names, contact information, and CVs to their respective Dean, the AVP-PR, and the Provost.
- ☐ The Dean and Provost will select the external reviewer. The Provost will send the official invitation to the external reviewer. The external reviewer will be informed of their honorarium and reimbursement for travel expenses. The Provost's Office will pay the honoraria and up to \$500 in travel expenses. Additional expenses can be paid through funding from the Department or the Dean.
- ☐ Upon acceptance, the Provost will send the self-study and Dean's response (if applicable) to the external reviewer.

4) Campus visit **by October 1, 2019**

- ☐ In conjunction with the Dean's Office and the Provost's Office, the Chair arranges the date of the external reviewer's 1-day visit to CCSU.
- ☐ The Provost's Office will arrange overnight accommodations (if applicable) and will process all travel reimbursements for the external reviewer. The Department is responsible for beverages and meals during the on-campus visit.
- ☐ The Chair arranges the external reviewer's schedule, which should include:
 - Meeting with the Department faculty
 - Department/Campus Tour
 - Meeting with Dean
 - Meeting with Provost
 - Lunch with Faculty
 - Reflection Time
 - Exit Interview with Dean and Department Chair

Note: The order of elements can vary, but the external reviewer should meet with the Dean *before* the Provost if possible. Please schedule meetings with the Dean and Provost as early as possible, as their schedules tend to fill quickly.

5) External report submission by **November 1, 2019**

- ☐ The external reviewer submits their report and W-9 form via e-mail to the Provost's Office 4 weeks after visit.
- ☐ The Provost's Office distributes this report to the Chair, the respective Dean, AVP-PR, Director of OIRA and Provost.
- ☐ The AVP-PR determines whether the report has sufficiently addressed all questions. If the report is incomplete, the AVP-PR requests additional information from the reviewer and establishes a timeline for receipt of the revised report.
- ☐ When the report is complete, the Provost's Office processes the honorarium and travel reimbursements (if applicable) as quickly as possible.
- ☐ Within 2 weeks of receipt of the report, the Chair has the opportunity to correct errors of fact and provide clarifications in a memo to the Dean, Director of OIRA, AVP-PR, and Provost.

6) Debriefing by **December 1, 2019**

- ☐ Within 3 weeks of receipt of the report, the AVP-PR arranges a meeting between the Chair, their respective Dean, and the AVP-PR to debrief the report and discuss planning.
- ☐ The AVP-PR files the self-study, response from the Dean (if applicable), correspondence with the external reviewer, the external reviewer's CV, final report, and Chair's response to the report (if applicable). The Director of OIRA has access to all materials to compile the annual NECHE report.

Institutional Data and Strategic Plan

Here are links to institutional data and other information that would be useful in preparing your self-study. You are not expected to use all of the information in these links.

1. Academic Program Profile:

B. What is the program's [enrollment](#)? Include number of majors and departmental [student credit hours](#) with full-time enrollment equivalent.

5-year Trend of Fall Enrollment:

- Total [program enrollment, with concentration](#)
- Enrollment by [full/part-time, with concentration](#)
- Enrollment by [level, with concentration](#)
- Enrollment by [gender, with concentration](#)
- Enrollment by [race/ethnicity, with concentration](#)

5-year Trend of Spring Enrollment:

- Total [program enrollment, with concentration](#)
- Enrollment by [full/part-time, with concentration](#)
- Enrollment by [level, with concentration](#)
- Enrollment by [gender, with concentration](#)
- Enrollment by [race/ethnicity, with concentration](#)

Student Credit Hours (SCH) and Full-time Equivalent (FTE) Enrollment – multi-year trend

- [Fall FTE Enrollment](#), by department
- [Fall SCH and FTE by level](#), by department
- [Spring FTE Enrollment](#), by department
- [Spring SCH and FTE by level](#), by department

C. How many students graduate from the program on a yearly basis? What is the average time to graduation?

[Degrees & Certificates Awarded](#) (see drop down menu for Excel documents):

- [Awards by type and level](#), 5-year trend
- [Awards by gender and race for most recent year](#)

[Average Time to Degree](#) by level (baccalaureate, master's, doctoral); all graduates (native and transfer students) followed by native students only (those starting at CCSU).

3. Faculty-Student Engagement:

A. Describe program faculty's instructional workload (e.g., average class size, student-to-faculty ratio, the ratio of student credit hours to instructional load credits). Are there sufficient faculty to meet instructional demand?

- [FT faculty headcount](#)
- [Faculty and Student Credit Hour Report](#)
- [Student-to-Faculty Ratio](#)
- [Faculty Activity Report](#)

5. Alignment with Strategic Plan:

[Interim Strategic Plan](#)

[Current Strategic Planning Process](#)

Examples of Educational Activities

Here is a list of potential educational activities that you may choose to discuss in your self-study. This list neither exhaustive nor prescriptive; it is intended to spark ideas. Also, the activities are not listed in any specific order; they are grouped in categories to facilitate departmental discussion.

Pedagogical Practices

- Experiential learning (e.g., reacting to the past, role-playing games, student teaching)
- Problem-based learning
- Flipped classroom
- Practice strategies (e.g., retrieval practice, spaced practice, interleaved practice)
- Deep/active learning strategies (e.g., elaboration, concrete examples, dual coding)
- Metacognition
- Close reading
- Write to learn
- Writing templates/prompts
- Interteaching
- Socratic questioning
- Discussion-based learning

High-Impact Practices ([Association of American Colleges & Universities](#))

- First-year seminars and experiences
- Common intellectual experiences
- Learning communities
- Writing-intensive courses
- Collaborative assignments and projects
- Student-faculty research
- Diversity/global learning
- ePortfolios
- Service learning, community-based learning
- Internships
- Capstone courses and projects

Other Program-Related Activities

- Organizing local conferences
- Student clubs