



Academic Program Review Handbook

Developed by

The Office of Research and System Effectiveness
(ORSE), Department of Program Review and
Assessment (DOPRA)

May 3, 2023

Table of Contents

	Pages:
VISION OF DOPRA.....	3
MISSION OF DOPRA.....	3
ACADEMIC PROGRAM REVIEW (APR): AN OVERVIEW.....	3-4
What is an Academic Program?	
What is Academic Program Review (APR)?	
Objectives of APR	
CT STATE APR PROCESS.....	4-9
The Self-Study Report	
General Guidelines	
Academic Program Review for Externally Accredited Programs	
Academic Program Review for Disciplines that do not Award Degrees or Certificates	
CT State APR Cycle 2023-2028.....	10-20
FREQUENTLY ASKED QUESTIONS ABOUT THE APR PROCESS.....	21-23

Connecticut State Community College (CT State) Academic Program Review (APR) Handbook

THE OFFICE OF RESEARCH AND SYSTEM EFFECTIVENESS (ORSE), DEPARTMENT OF PROGRAM REVIEW AND ASSESSMENT (DOPRA)

Vision:

The Office of Research and System Effectiveness, Department of Program Review and Assessment (ORSE/DOPRA) is the centerpiece of a system-wide Community of Practice consisting of faculty and staff who are devoted to advancing evidence-based, equity-informed program review and assessment methods, instruments, polices, and practices. Our work is grounded in our passion for creating optimal conditions for student success and teaching excellence.

Mission:

ORSE/DOPRA develops forms, policies, and procedures that support consistency and coherence in the collection of data on student success (both academic and non-academic), Student Learning Outcomes (SLOs), and program effectiveness with a special emphasis on formative measures that can be used to promote positive change, strategic planning, data-informed decision-making, and continuous quality improvement. It also: 1) recommends assessment tools and techniques that are evidence-based and/or grounded in best practices; 2) supports efforts to ensure that the various forms of assessment data collected throughout the system are credible and can be used with confidence; 3) provides training and consultation to faculty, staff, and management on matters of academic program review and learning outcome assessment; 4) engages in on-going research to identify best practices in program review and learning outcome assessment, especially regarding issues of belonging, diversity, equity, and inclusion; and 5) maintains archives of data on student learning and program effectiveness to satisfy the requirements of regional and specialty accreditation bodies and other key internal and external stakeholders.

ACADEMIC PROGRAM REVIEW (APR): AN OVERVIEW

Academic Program Review (APR) is a process mandated by the Board of Regents (BOR) of the Connecticut State College and University System to assess the quality and effectiveness of academic programs that are not externally accredited. It is the primary means by which the BOR determines program viability as it examines all aspects of program operations and the degree to which academic programs confer the credentials for which they were established. Academic Program Review operates on a seven-year cycle with a full self-study in year seven and a progress report in year three.

What is an Academic Program?

The term *Academic Program* refers to an organized sequence of learning experiences and related activities designed to teach students a defined body of knowledge and skills leading to a recognized level of proficiency in an academic discipline or applied field. Academic Programs include academic degrees and certificates approved by the Connecticut State College and Universities Board of Regents (BOR), State of Connecticut Office of Higher Education (OHE), New England Commission of Higher Education (NECHE), and other programmatic accreditors. They also include *Academic Disciplines* that offer credit-bearing courses but do not offer degrees or certificates. The term does not apply to institutional programs falling outside of these parameters (e.g., honors or co-curricular programs). Institutions are strongly encouraged to develop policies and procedures for review of such programming but are not required under the guidelines in this handbook to report such activities to the CT State administration.

What is Academic Program Review?

Academic Program Review (APR) is a structured, cyclical, ongoing, and dynamic process for assessing the mission, goals, infrastructure, operations, and outcomes of academic programs and disciplines and their relation to the mission of the institution and the mission of the Connecticut State College and University System. At a minimum, all non-degree academic disciplines and every credit-bearing degree and certificate program is subject to review at least once every seven-years. Programs that are independently accredited may submit the self-study report required by their external accreditor in lieu of an APR self-study report. However, if a program's external accreditation self-study report does not

respond to all the sections listed in this policy, then it must attach an addendum report that responds to any unaddressed sections.

Purpose of Academic Program Review:

Academic Program Review serves the dual purposes of quality assurance and quality improvement. At the program level, its purpose is to strengthen academic programs through inquiry, assessment, and reflection. At the institution level, the APR process provides an organized and structured opportunity for all parties to reflect on educational practices, particularly regarding equity and inclusion, and to review the role of the program in the context of CT State’s mission and academic offerings.

Objectives of Academic Program Review:

The Academic Program Review process is intended to assess and improve:

1. The extent to which program goals, objectives, and student learning outcomes are aligned with the mission of the institution and the mission of the CSCU system.
2. The degree to which students achieve the stated program learning and employability/transfer outcomes.
3. Student success, based on both aggregated and disaggregated data, in terms of access, retention, progression, completion, and post-completion attainment.
4. The degree to which program outcomes are equitable across all student groups.
5. The program infrastructure and resources.

THE CT STATE APR PROCESS

The CT State APR process is shaped by the principles of Outcomes Based Program Review (Bresciani-Ludvik, 2019), which focuses on the degree to which programs achieve their intended results. To engage in this process, programs must have explicitly stated Student Learning Outcomes and reliable and valid methods for measuring those outcomes. They must also be prepared to describe how the results of SLO assessment are used to identify and address issues of equity, inclusion, employability, and transfer as well as inform program improvement efforts using methods such as Backward Design and Universal Design for Learning.

Academic Program Review is intended to be a reflective process with distinct, yet integrated, components that provide a comprehensive understanding of program functioning and support continuous examination and revision. This handbook describes the general framework and parameters of APR. Within these parameters, more specific guidelines, procedures, and practices may be established by each CT State Area of Study (AOS) according to its unique culture, professional norms, and mission through a collaborative process that includes faculty, staff, students, administrators, and external stakeholders. It is highly recommended that self-study teams make use of accreditation and assessment tools and processes already in place whenever possible, e.g., NECHE e-series reports (<https://www.necche.org/resources/institutional-data-forms/>).

The CT State Office of the Provost is authorized to develop timelines, reporting requirements, and processes as needed to support annual Academic Program Review. At a minimum, these include:

1. A standard Self-Study Report template
2. A timeline for the APR process.
3. A seven-year cycle for the completion of APRs by all CT State Academic Programs

Each CT State Academic AOS may identify the individuals and/or governance bodies responsible for managing the APR process according to its unique culture, professional norms, and mission through a collaborative process that includes faculty, staff, students, administrators, and external stakeholders. Those responsible for overseeing the APR process are expected to encourage participation by key stakeholders in the following ways:

1. Using program outcome data, feedback from national or regional accreditors, student surveys, employer surveys, regional and national trends and forecasts, standards, and best practices of program-specific professional

organizations, and/or research on evidence-based practices to evaluate courses and programs and make recommendations for changes to curriculum and content.

2. Ensuring that student learning outcomes, learning outcome assessments, and performance benchmarks are equitable and appropriate for the program.
3. Assuring that the program addresses both academic learning outcomes and employability/transfer skills.
4. Ensuring that student learning data is used to improve programs and identify and address institutional performance gaps.
5. Ensuring that all aspects of the program conform to CSCU and State of Connecticut standards and the requirements of any applicable external accreditation bodies.

The Self-Study Report Template:

The specific content of Academic Program Review Self-Study Reports **varies by program type**. Program types include, but are not limited to, non-externally accredited credit-bearing certificates and degrees, externally accredited credit-bearing certificates and degrees, and academic disciplines that offer credit-bearing coursework but not degrees or certificates. **Non-externally accredited programs** are expected to submit a **full APR Report** that includes all sections of the APR Self-Study Template as described below. **Externally accredited programs** are required to submit the self-study reports they prepared for their external accreditors **AND responses to any portions of the APR Self-Study Template that are not addressed in the self-study reports** they submitted to their external accreditors. These responses may be appended to their external accreditation report and submitted in lieu of the APR Self-Study Report in accordance with the APR timeline. **Academic disciplines that do not offer degrees or certificates** are not required to complete the portions of the APR Self-Study report that are not applicable to their programs. Their exact reporting requirements should be **specified by their Area of Study (AOS) Academic Deans**.

Full APR Self-Study Reports are expected to include the following seven sections:

Section I: Overview of the program that includes the following:

1. Program mission and goals and how they are aligned with the mission and strategic goals of CT State and the CSCU system.
2. Program description as it appears in the CT-State catalogue. Also add additional descriptive information such the program's history, principles, core values, accolades, and/or recognitions.
3. Curriculum description that includes required coursework, fieldwork, and co-curricular experiences.
4. List of essential student learning outcomes (SLOs) including the academic learning outcomes, career competencies, and employability/transfer skills addressed in the program. Also describe recent any planned changes to the curriculum, including the rationales for the changes. Append syllabi for all required courses and any BOR forms or documents (e.g., *Below Threshold Modification Forms*) that have been submitted since the last program review.
5. Curriculum map showing where all SLOs are addressed in required courses.
6. Instructional modalities – What are the primary instruction modalities used in the program (e.g., Traditional, Online, Hybrid, LRON, FLEX)? How have these changed since the last APR? Append tables, charts, and/or graphs showing, by semester, the number of sections and enrollment figures for each modality.
7. Description of program resources, including:
 - a. Faculty and support staff-- Provide a list of full and part-time faculty and staff who teach in the program and/or provide instructional support. Include their credentials and, if they are faculty, the courses that they teach. Append resumes or curricula vitae for all current full and part-time faculty and relevant instructional staff members. Describe key faculty accomplishments, including advanced degree completion, grants, publications, and teaching awards.
 - b. Physical resources - Describe the physical resources available to the program, including space, facilities, equipment, and supplies.
 - c. Fiscal resources - Describe the fiscal resources available to carry out program goals and objectives, including amounts budgeted for the program by the system and support from grants and/or gifts

awarded to individual faculty members or the program. Include an analysis of the program's future sources of funding.

8. Enrollment trends since last APR – How have enrollments in the program changed since the last APR? If it is a degree program, how many majors? How many students have been served in the general education courses offered in the program (if any)? Append tables, charts, and/or graphs showing enrollment trends since the last APR (**data provided by ORSE**).
9. Student characteristics – What is the demographic profile of the students in the program? Provide a summary of key characteristics (**data provided by ORSE**), including:
 - a. Student Type (i.e., FT/PT status)
 - b. Gender, race/ethnicity, age
 - c. First generation
 - d. Socio-economic status (i.e., Pell eligibility)
10. Summary of program operations including:
 - a. Descriptions of program-specific policies, procedures, committees, and governance processes.
 - b. Descriptions of initiatives for recruiting, retaining, and graduating students; projects designed to enhance co- and extra-curricular offerings, and/or efforts to continuously improve program quality.
 - c. Faculty and staff development - Describe relevant faculty and staff development activities since the time of the last APR. If appropriate, append relevant faculty development artifacts.
 - d. Assessment of faculty and staff - Describe program efforts to assess full and part-time faculty and staff since the time of the last program review.
11. Diversity, equity, and inclusion (DEI) – Describe DEI initiatives that are unique to the program (if any).
12. Community engagement - Describe community engagement initiatives that are unique to the program (if any).

Section II: Appraisal of the program that includes:

1. Description of current and projected employment trends for program graduates based on **data provided by ORSE** from Department of Labor (DOL) data sources:
 - a. State and local job market information
 - b. Economic Indicator Scorecards
 - c. Projections by occupational grouping
 - d. Occupational employment and wages
2. Assessments of student success – Using **data provided by ORSE**, list and describe the results of key student success indicators -- overall and, if possible, disaggregated by race, ethnicity, gender, age, and Pell eligibility -- including:
 - a. Retention rates
 - b. Transfer rates
 - c. Graduation rates
 - d. Key performance Indicators (KPIs) such as the percentage of program majors who pass program courses with a grade of C or better
3. Student Learning Outcome (SLO) Assessments – Provide data (**with assistance from ORSE**) on the extent to which students achieve the program's stated SLO's and employability/transfer outcomes. If the program is in the initial stages of developing SLO's and SLO assessments, then provide a description of the status of these efforts, including artifacts such as SLO statements, curriculum maps, common assessments, common rubrics, and/or the results of pilot studies, if available.

- a. Academic – provide profiles of student performance on program-specific SLO assessments overall and, to the extent possible, disaggregated by race, ethnicity, gender, age, and Pell eligibility.
- a. Employability/transfer skills – profile the program’s efforts to introduce and reinforce career competencies and/or employability/transfer skills.

Section III: Feedback from External Reviewers and/or Advisory Committees:

The diverse degree programs offered by CT State require that external advisory committees and/or external reviewers with discipline specific knowledge participate in the academic program review process and provide a written report of their findings and recommendations to the self-study team. Feedback from external reviewers/advisory committees becomes part of the self-study report. Each CT State AOS will establish specific requirements and procedures for external reviewers according to its unique culture, professional norms, and mission through a collaborative process that includes faculty, staff, students, administrators, and external stakeholders.

Section IV: Discussion of Appraisal Results, including:

1. Appraisal of program infrastructure and resources described in Section I, including:
 - a. Safety and adequacy of physical facilities.
 - b. Sustainability of human and financial resources to maintain a quality program.
2. Key conclusions that can be drawn from student success and SLO metrics presented in Section II, both as a whole and disaggregated by relevant student populations, including:
 - a. The extent to which the program fulfills its mission and goals and advances the mission and strategic goals of CT State.
 - b. The extent to which students achieve the programs stated SLO’s and employability/transfer outcomes.
 - c. The extent to which access, retention, progression, completion, and post-completion attainment outcomes are equitable across all student groups.
 - d. How program metrics compare to available institutional, system, and/or accrediting body benchmarks.
3. Key themes identified in the responses from external reviewers and/or advisory committees.

Section V: Executive summary and action plan that includes the following:

1. Synopsis of program strengths and challenges.
2. Description of how assessment and program data will be used for continuous improvement.
3. A program improvement plan that includes:
 - a. At least three goals for program improvement
 - b. Resources needed for program improvements
 - c. Key stakeholders responsible for implementing improvements
 - d. A timeline for implementing improvement

Section VI: Response from institution administration/leadership:

1. Append written response to this self-study from the leadership of your institution.

Section VII: Required appendices:

1. System approved data forms (See Appendix I.A)
2. Course syllabi
3. Faculty and staff resume/CVs
4. Applicable program artifacts

CT State Academic Program Review Timeline:

Activity	Timeframe AY=Academic Year	Deliverables
A review team consisting of key stakeholders is constituted and convenes an organizational meeting that: 1) reviews the APR process and the roles and responsibilities of team members, 2) frames key questions to be addressed in the Program Review Self-Study Report (PRSSR), 3) identifies and requests the data that will be needed from the Office of Research and System Effectiveness (ORSE), 4) designs student and staff surveys and other data collection tools if appropriate, and 5) identifies individuals willing to serve as external reviewers.	September, AY1	<ul style="list-style-type: none"> Request for data from ORSE Student and/or staff surveys and/or other data collection tools, if appropriate
Review team meets bi-weekly to review information including data on 1) enrollment, student success, learning outcomes, instructional methods & modalities, staffing, and current & projected employment trends for program graduates; 2) syllabi and CVs from full and part-time faculty, and, if appropriate, 3) the results of student and staff surveys and other data collection tools.	September – November, AY1	<ul style="list-style-type: none"> Analyses of data from ORSE Syllabi and CVs from full and part-time faculty and staff Results of student/staff surveys and other data collection tools
Review team meets to 1) draw conclusions from data; 2) discuss future priorities for curriculum, staffing, budgeting, facilities, equipment, and other resources; and 4) divide the work of the report writing.	December, AY1	<ul style="list-style-type: none"> Conclusions for data sources List of future priorities for curriculum, staffing, budgeting, facilities, equipment, and other resources Assignments and deadlines for report writing
Review team meets bi-weekly to review and edit sections of the program review report and address any additional needs for information.	January – March, AY1	<ul style="list-style-type: none"> Initial drafts of sections of the PRSSR
Review team completes first full draft of report and submits it for review to campus and/or CT-State administrators.	March, AY1	<ul style="list-style-type: none"> First draft of the PRSSR.
Program review draft with comments and suggestions returned to review team for editing and final proofreading. Review committee submits second draft of the PRSSR to external reviewers.	April, AY1	<ul style="list-style-type: none"> Second draft of the PRSSR.
Program review team incorporates feedback from external reviews and prepares third draft, including appendices. Third draft of PRSSR is submitted to the CT-State and CSCU Presidents and Provosts for review	May, AY1	<ul style="list-style-type: none"> Third draft of PRSSR.
CT-State and CSCU Presidents and Provosts provide feedback to the program review team on the report and action plan, including suggested changes and edits.	September, AY2	<ul style="list-style-type: none"> None
Program review team prepares final drift of the PRSSR.	October, AY2	<ul style="list-style-type: none"> Final draft of PRSSR.
Final draft of the PRSSR is submitted to the BOR. The BOR reviews the report and action plan and responds by confirming the strategic direction of the program for the next year and beyond.	November – December, AY2	<ul style="list-style-type: none"> None

General Guidelines:

As teams work together on APR Self-Study reports, drafts and related documents should be posted in a shared workspace such as MS Teams or Google Workspace so that collaboration can occur across all twelve campuses. In its final form, all components of the Self-Study reports should be in the same 11 or 12-point font with one-inch margins on all sides. In addition, pages, tables, figures, attachments, and appendices should be numbered. A hard copy and an electronic version of the document with appendices, including curricula vitae and course syllabi, should be submitted to the administration by May 31st of the academic year in which they are due. System approved data forms and other attachments should be appended to the hard copy and submitted as separate files along with the electronic version.

CT State APR Cycle by Area of Study 2023-2030:

See below.

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

School of Arts & Humanities Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Art and Design	Art Studies	AA TAP/CSCU Transfer			X				
	Digital Arts Technology	Digital Arts Technology AS							
		Animation & Motion Graphics Certificate							
		Audio Production Certificate							
		Digital Graphics for Print & Screen Certificate			X				
		Technical Communication Certificate							
		Trending Tech in Digital Media Certificate							
		Video Production Certificate							
	Game Design	AS				X			
	Graphic Design	AS							
		Design & Illustration AS				X			
		Digital Media/Web Design AS							
	Interior Design	Career Program AAS			X				
	New Media Production	Digital Media Certificate							
		Audio & Music Certificate							
		Audio & Music AAS							
		Corporate Media Certificate							
		Corporate Media AAS							
		Digital Marketing AAS							
		Film & Video Certificate		X					
		Film & Video AAS							
		Multimedia Certificate							
		Multimedia AAS							
		News & Sports Certificate							
		News & Sports AAS							
		Web Design & Development Certificate							
		Web Design & Development AAS							
		Visual Art	AA						
	Design AA								
	Illustration AA				X				
	Photography AA								

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Communication	Communication	Communication Studies AA TAP/CSCU Transfer							
		Digital Media Production Certificate							
		Human Communication AS		X					
		Journalism AS							
		Media Production AS							
		Public Relations Certificate							
		Visual Communication Certificate							
	Humanities (Discipline)	NA							X
	Linguistics (Discipline)	NA							X
	Philosophy (Discipline)	NA							X
	Religion (Discipline)	NA							X
English	English Studies	AA TAP/CSCU Transfer			X				
ESOL	ESOL	Advanced English Proficiency Certificate	X						
Languages & Culture	Deaf Studies	Deaf Studies Certificate		X					
	Interpreter Training	AS		X					
	French Studies	AA TAP/CSCU Transfer							X
	German Studies	AA TAP/CSCU Transfer							X
	Italian Studies	AAA TAP/CSCU Transfer							X
	Spanish Studies	AA TAP/CSCU Transfer							X
Performing Arts	Dance	Dance AA					X		
		Dance Certificate							
	Music Industry	AS		X					
	Music Studies*	AA TAP/CSCU Transfer	X NVCC						X MCC
	Musical Theater	AA			X				
	Theater	AA			x				
	Theater Studies	AA TAP/CSCU Transfer			X				
	Theater Design & Production	AA			X				
*Externally accredited									

School of Science & Mathematics			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-20
Group 1	Astronomy (Discipline)	NA							X
	Biochemistry Studies	AA TAP/CSCU Transfer			X				
	Chemistry Studies	AA TAP/CSCU Transfer		X					
	Physics Studies	AA TAP/CSCU Transfer			X				

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Group 2	Biology Studies	AA TAP/CSCU Transfer	X							
	Biotechnology	Biotechnology Certificate Biotechnology AS	X							
Group 3	Cannabis	Cannabis Studies Certificate			X					
	Earth Science (Discipline)	NA							X	
	Environmental Science	Environmental Biology AS								
		Environmental Health & Safety Management Certificate								
		Environmental Science & Toxicology Certificate			X					
		Environmental Science & Toxicology AS								
		Natural Resources Certificate								
		Natural Resources AS								
	Sustainability AS									
	Geology (Discipline)	NA						X		
Horticulture	Horticulture Certificate									
	Horticulture AS		X							
	Landscape Design Certificate									
Natural Science (Discipline)	NA							X		
Natural Science & Mathematics	AS							X		
Group 4	Data Analytics	Data Analytics Certificate				X				
	Digital Analytics	Foundations of Digital Analytics Certificate				X				
	Technology Studies	Data Science				X				
		Data Science AS				X				
Group 5	Mathematics Studies	AA TAP/CSCU Transfer			X					

School of Business & Hospitality Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Accounting	Accounting	Accounting Certificate			X				
		Accounting AS			X				

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Business	Business Administration	Business Administration Certificate							
		Business Administration AS*							
		Entrepreneurship Certificate							
		Entrepreneurship AS							
		Finance Certificate							
		Finance AS							X
		Honors AS							
		Management Certificate							
		Management AS							
		Marketing Certificate							
		Marketing AS							
		Business Studies*	AA TAP/CSCU Transfer						
Small Business & Entrepreneurship	Small Business & Entrepreneurship Certificate	X							
	Small Business & Entrepreneurship AS								
Business Office Technology	Business Office Technology	Administrative Support Certificate							
		Customer Services Certificate							
		Electronic Health. Records Certificate							
		Legal Administrative Support Specialist Certificate							
		Medical Insurance Specialist Certificate	X						
		Medical Option AS							
		Office Option AS							
		Office Application Skills Certificate							
		Social Media Specialist Certificate							
Business Options	Banking	AS				X			
	Bookkeeping	Certificate						X	
	Business Intelligence	AS	X						
	Fashion Merchandising & Retail Management	Fashion Merchandising & Retail Management Certificate			X				
		Fashion Merchandising & Retail Management AS							
	Management Information Systems	Management Information Systems Certificate					X		
		Management Information Systems AS							
	Public Utility Management	AS						X	
Sports & Leisure Management	Sports Management AS				X				
	Sports & Leisure Management AS								

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Culinary*	Culinary Arts	Culinary Arts Certificate*	X						
		Culinary Arts AS*	X						
	Dietary Supervision	Certificate		X					
	Food Service Management*	AS	X						
	Professional Baker	Certificate		X					
	Restaurant Management	AS		X					
Hospitality	Hospitality & Tourism Management	Hospitality & Tourism Management Certificate		X					
		Hospitality & Tourism Management AS							
	Hotel Management	AS		X					
	Meetings/Conventions/Special Events Management	Certificate		X					
Health Information Technology & Healthcare Administration	Health Information Technology	Clinical Coding Certificate							X
		Data Management AS*							X
		Medical Billing, Outpatient Coding Certificate							X
	Outpatient Medical Coding & Auditing AS							X	
	Healthcare Administration	AS						X	
Paralegal*	Paralegal	Paralegal Certificate			X				
		Paralegal AS							

*Externally accredited

School of Nursing & Health Careers Disciplines			APR/ADR/Accreditation Master Schedule							
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30	
Group 1	Diagnostic Medical Sonography*	AS				X				
	Nuclear Medicine Technology*	Certificate					X			
		AS								
	Radiation Therapy*	AS	X MCC						X GCC	
	Radiography	Radiography AS*								
		Computerized Tomography Certificate				X				
		Magnetic Resonance Imaging Certificate								
Mammography Certificate										
Radiologic Technology*	AS			X						
Group 2	Dental Assisting*	Certificate							X	
	Dental Hygiene*	Dental Hygiene AS								
		Pre-Dental Hygiene Transfer Compact AA		X						
Group 3	Exercise Science	Exercise Science AS			X					

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

		Exercise Science Studies AA TAP/CSCU Transfer							
	Health Science	Health Career Pathway Certificate				X			
	Massage Therapy	Massage Therapy Certificate			X				
		Massage Therapy AS							
	Nutrition	Nutrition & Dietetics* AS				X			
		Pre-Nutrition Transfer AS							
Group 4	Medical Lab Technology*	AS					X		
	Ophthalmic Design & Dispensing*	AS							X
Group 5	Nursing*	AS		X					
Group 6	Occupational Therapy Assistant*	AS						X	
	Physical Therapist Assistant*	AS	X NVCC		X NCC				
Group 7	Medical Assisting	Medical Assisting Certificate*	X CCC						X NCC
		Medical Assisting AS	X						
	Phlebotomy	Certified Phlebotomy Technician Certificate	X						
Group 8	Respiratory Care*	AS							X
	Paramedic*	EMT to Paramedic Pathway Certificate							
		Paramedic Studies Certificate							
		Paramedic Studies AS	X						
	Paramedic Emergency Medical Services Instructor AS								
Group 9	Surgical Technology*	AS			X GCC			X HCC	
Group 10	Veterinary Technology*	AS	X – 3 Programs have due dates for SS and site visits from 2022-27						
*Externally accredited									

School of Engineering & Technology Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-20
Group 1	Architecture	Construction Technology Certificate		X					
		Architectural Design Technology AS							
	Construction Management	Construction Management Certificate		X					
		Construction Management AS							
	Water Management	Clean Water Management Certificate			X				
		Water Management Certificate							

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Group 2	Automotive Technology	Advanced Engine Performance Certificate						X	
		Automotive Management AS						X	
		Automotive Repair & Service Certificate						X	
		Comprehensive Automotive Repair & Service (CARS) AS*							X
		Fundamentals Certificate						X	
		General Auto Service Certificate						X	
		General Motors Automotive Service Education Prog. (ASEP) Certificate *						X	
		General Motors Automotive Service Education Prog. (ASEP) AAS*						X	
		Honda Professional Auto Career Training (PACT) Auto Service Certificate						X	
		Honda Professional Auto Career Training (PACT) Auto Service AAS						X	
	Aviation Maintenance Technology	AS	X						
	Fire Technology	Fire Technology & Administration AS	X						
Firefighter 1 & Firefighter 2 Certificates									
Railroad	Railroad Engineering Technology AS				X				
	Signaling & Communications AS								
Group 3	Engineering	Biomedical Engineering Technology AS			X				
		Computer Engineering Technology AS			X				
		Electronic Engineering Technology AS*	X GCC & TRCC						X NVCC
		Engineering Science AS			X				
		Environmental Engineering Technology AS			X				
		Mechanical Engineering Technology AS*	X GCC & TRCC						X NVCC
		Nuclear Engineering Technology AS			X				

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Group 4	Computer Information Systems	Cloud Computing Certificate							
		Cloud Computing AS							
		Data Analytics AS							
		Generalist AS							
		IT Support Certificate							
		IT Support AS			X				
		Networking Certificate							
		Networking AS							
		Programming Certificate							
		Programming AS							
	Computer Networking	Security Certificate							
		Technology Certificate			X				
		AS							
	Computer Science	Computer Science Studies TAP/CSCU Transfer Degree							
		Mobile Programming AAS							
		Relational Database Development Certificate							
		Smartphone Application Development Certificate			X				
		Software Development AS							
		Software Engineering AAS							
		Web Developer Certificate							
	Web Development AAS								
	Computer Servicing	Certificate			X				
	Cybersecurity	Cyber & Homeland Security Certificate							
		Cyber & Homeland Security AS							
		Cybersecurity Essential Certificate							
		Cybersecurity Operations Certificate			X				
Computer Science AS									
Cybersecurity AS									
Networking AS									

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Group 5	Technology Studies	Advanced Manufacturing Machine Technology Certificate Option 1*							
		Advanced Manufacturing Machine Technology Certificate Option 2*	X	X ACC					X QVCC
		Advanced Manufacturing Machine Technology Option 1 AS*							
		Advanced Manufacturing Machine Technology Option 2 AS*							
		Architectural CAD Certificate						X	
		Artificial Intelligence AS			X				
		Biomolecular Science AS			X				
		CAD User Certificate						X	
		Computer Engineering Technology AS				X			
		Energy Management Certificate			X				
		Energy Management AS			X				
		Engineering Technology AS				X			
		Environmental Science AS				X			
		Industrial Technology AS				X			
		Manufacturing Engineering Technology AS							X
		Mechanical CAD Certificate						X	
		Mechatronics Automation Technician Certificate							X
		Mechatronics Automation Technician AS							X
		Precision Manufacturing Certificate							X
		Precision Manufacturing AS							X
		Robotics & Mechatronics Technician Certificate							X
		Robotics & Mechatronics Technician AS							X
		Technology & Engineering AS					X		
		Technology Studies AS					X		
Welding & Fabrication Technician Certificate	X								
Welding & Fabrication Technician AS	X								
*Externally accredited **Facility Certification (not tied to specific degrees)									

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

School of Social & Behavioral Science Disciplines			APR/ADR/Accreditation Master Schedule						
SDC	Programs	Degree & Certificate Descriptions	23-24	24-25	25-26	26-27	27-28	28-29	29-30
Group 1	Anthropology (Discipline)	NA					X		
	Archeology	Certificate	X						
	Economics Studies	AA TAP/CSCU Transfer Degree			X				
	Geography Studies	AA TAP/CSCU Transfer Degree		X					
	History Studies	AA TAP/CSCU Transfer Degree				X			
	Political Science Studies	AA TAP/CSCU Transfer Degree				X			
	Sociology Studies	AA TAP/CSCU Transfer Degree	X		X				
Group 2	Civic Engagement	Certificate	X						
	Drug and Alcohol Recovery Counseling	Certificate		X					
		AS							
	Human Services	AS							
		Behavioral Health Specialist Certificate							
		Child, Family & Community Studies AS							
		Gerontology AS							
		Gerontology					X		
		Human Service Management Certificate							
		Human Service Management AS							
Mental Health Certificate									
Mental Health AS									
Social Work Studies TAP/CSCU Transfer Degree									
Group 3	College & Career Success (Discipline)	NA						X	
	Library Technology*	Certificate	X						
Group 4	Criminal Justice	AS							
		Computer Crime Investigations AS							
		Corrections AS							
		Crim. Investigations AS							
		Homeland Security Certificate							
		Homeland Security AS					X		
		Juvenile Justice AS							
		Law & Legal AS							
		Law Enforcement AS							
		Victimology AS							
	Criminology	Criminology Studies TAP/CSCU Transfer Degree							

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Group 5	Disability Specialist	Disability Specialist Certificate					X		
		Disability Specialist AS							
	Psychology Studies	AA TAP/CSCU Transfer Degree						X	
	Speech and Language Pathology	AS						X	
Therapeutic Recreation	Certificate								
	AS	X							
Group 6	Early Childhood Education	Admin. Management & Leadership Certificate							
		Early Childhood Education Certificate							
		Early Childhood Education AS*							
		Early Childhood Education AS TAP/CSC Transfer Degree*	X						
	Infant & Toddler Certificate								
Pathways to Teaching	AA TAP/CSCU Transfer Degree					X			
Group 7	General Studies	AS					X		
	Liberal Arts & Sciences	AA							
		AS							X

Frequently Asked Questions About the APR Process:



1. What is considered an academic program?

An academic program is an organized sequence of learning experiences and related activities designed to teach students a defined body of knowledge and skills leading to a recognized level of proficiency in an academic discipline or applied field. Academic programs include academic disciplines that offer certificates and/or degrees approved by the Connecticut State College and University System, the State of Connecticut, the New England Commission of Higher Education, and other programmatic accreditors. They also include academic disciplines that offer coursework but not degrees.

2. What is Academic Program Review (APR)?

Academic Program Review (APR) is a structured, cyclical, ongoing, and dynamic process for assessing the mission, goals, infrastructure, operations, and outcomes of academic programs and their relation to the missions of the Connecticut State Community College and the Connecticut State College and University System.

3. What is the purpose of Academic Program Review?

The purpose of APR is to strengthen academic programs through inquiry, assessment, and reflection. It is our primary means of ensuring that our programs are of high quality and that they provide the best possible services to our students. The Academic Program Review process is intended to evaluate:

- a. The extent to which program goals, objectives, and student learning outcomes are aligned with the institutional mission of CT State.
- b. The degree to which students achieve the learning outcomes that programs are designed to teach.
- c. Student success in terms of access, retention, progression, completion, and post-completion attainment.
- d. The adequacy of program infrastructure and resources.
- e. The degree to which program outcomes are equitable across all student groups.

4. How often are academic programs reviewed?

At a minimum, the CSCU Board or Regents requires that all credit-bearing degree and certificate programs and non-degree-granting academic disciplines undergo APR once every seven-years.

5. Do all academic programs have to undergo an Academic Program Review?

All academic programs are required to participate in the APR process. However, programs that are independently accredited may submit the self-study report required by their external accreditor in lieu an APR self-study report. However, if a program's external accreditation self-study report does not respond to all the sections listed in this BOR APR Policy, then it must attach an addendum report that responds to any unaddressed sections.

6. How will the results be used?

The results of APR provide data that reveal the degree to which: a) programs accomplish their missions, b) students experience success, and c) learning outcomes are equitable across all student groups. The the Academic Leadership Team uses APR results to make decisions about how to most effectively allocate resources to improve programs and deliver high quality services to students. In addition, the APR process may be used to make programmatic changes such as credit or contact hour adjustments or modifications to curriculum objectives, learning outcomes, course content, linkages across program components, and/or teaching strategies.

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

7. Do APR results affect faculty and/or staff performance evaluations and/or progress toward promotion and/or tenure?

The APR process is focused on the performance of *programs*, not personnel. As such, it has no impact on the evaluation of faculty or staff and will not affect progress toward promotion or tenure.

8. What is the timeline for completing the APR self-study?

The APR process is designed to be completed over three semesters as illustrated in the following table:

Activity	Timeframe
BOR APR Form 1, <i>APR Scheduling Form</i> , prepared by CT State Academic Leadership Team and submitted to BOR by CT State Provost, or designee, to confirm program(s) that will be reviewed that academic year.	December 31 AY1
CSCU Administration presents the <i>Annual Academic Program Review Schedule</i> to the Academic and Student Affairs Committee of the BOR for approval.	February AY1
<i>Annual Academic Program Review Schedule</i> is approved by the full BOR.	May AY1
Program Coordinators (PCs) complete APR Self-Study Reports, including comments from external reviewers (if applicable) and submit them to their Chief Academic Officers.	September – April AY2
Chief Academic Officers review APR Self-Study Reports and prepare summaries for CSCU BOR.	May - August, AY2
BOR APR Form 2, <i>APR End-of-Year (EOY) Report</i> from the prior academic year, submitted by CSCU Chief Academic Officers.	August 15, AY2
BOR reviews BOR APR Form 2, <i>APR End-of-Year (EOY) Report</i> and responds accordingly-	Fall Semester, AY3

The self-study report is developed during the fall and spring semesters of the academic year in which the program is due for review. It is then submitted to the Chief Academic Officer and the Board of Regents, who review the report and respond by the end of the subsequent fall semester.

10. Who is responsible for preparing the self-study report?

APR Self-Study Reports are intended to be collaborative efforts, facilitated by program coordinators and/or department chair, which involve all key stakeholders – faculty, staff, students, administrators, and external partners. Roles and responsibilities are to be determined by Systemwide Discipline Committees (SDCs) in collaboration with their respective School Academic Deans.

11. Who provides the quantitative data required for the self-study report?

Data on enrollment, student characteristics, employability, and student success, will be provided by the CT State Office of Research and System Effectiveness (ORSE). Data from the assessment of student learning outcomes in the academic and employability domains must be provided by the faculty and staff of the academic programs themselves with assistance from ORSE and the CT State Director of Academic Program Review and Assessment.

12. Are there specific topics that must be addressed in the APR Self-Study?

CT STATE APR CYCLE BY AREA OF STUDY 2023-2030

Full APR Self-Study reports are expected to include the following sections (see the CT State APR Timeline and Self-Study Report Template for additional details):

Section I: An overview of the program that includes the following:

- Program mission and goals
- Program description
- Curriculum description
- List of essential student learning outcomes (SLOs)
- Curriculum map
- Instructional modalities (e.g., Traditional, Online, Hybrid, LRON, FLEX)
- Description of program resources
- Enrollment trends since last APR
- Student characteristics
- Summary of program operations

Section II: An appraisal of the program that includes:

- Description of current and projected employment trends for program graduates
- Assessments of student success Student Learning Outcome (SLO) Assessments

Section III: Feedback from external reviewers and/or advisory committees

Section IV: Discussion of appraisal results

Section V: An executive summary and action plan

Section VI: Response from administration/leadership of the institution

Section VII: Appendices

13. Does APR differ based on program type?

The degree to which the topics listed under FAQ #12 apply to a program will vary by program type (e.g., externally accredited certificate and degree programs, non-externally accredited certificate and degree programs, and academic disciplines that do not offer degrees or certificates) and area of study (e.g., Arts & Humanities, Business & Hospitality, Health Careers, Nursing & Health Careers, Math & Science, Engineering and Technology, and Social & Behavioral Sciences). Program Coordinators, Department Chairs, and Campus Deans should consult with their AOS Academic Deans to determine the requirements that are applicable to each program.

14. What are the qualifications for external reviewers?

Many of the diverse degree programs offered throughout CT State require that external advisory committees and/or external reviewers with discipline specific knowledge participate in the academic program review process. The Statewide Discipline Committees (SDCs) will establish external reviewer requirements and procedures, in collaboration with the School Academic Deans, and in accordance with the unique missions, cultures, and professional norms. External reviews, when required, should include a site visit and a report of findings.

15. How do we recruit external reviewers?

External reviewers include, but are not limited to, program alumni, external partners, individuals in the community with specialized expertise, and/or faculty and staff who work in similar programs at other institutions. They are identified through professional networks, trade associations, or regional and national conferences.