



Academic Program Self-Study Timeline and Report Template

Developed by

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

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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 draft 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

CT State Academic Program Review Self-Study Template

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.

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 early 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