The Status of Program Review and Assessment at CT State 10/19/2023

By

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Academic Program Review (APR) Timeline
November 2021 – October 2023

November 2021	• Joe Cullen hired as the Director of Academic Program Review and Assessment. Issues to address:
	    ○ What is the status of APR and assessment across the 12 campuses?
	    ○ Develop an APR Handbook, Template, Timeline, and Cycle
	    ○ Identify an APR and Assessment platform
	    ○ Decide what to do about the APR process for 2022-23

December 2021	• Approached by CSCU to be part of a taskforce that will create a new APR model that would focus on program improvement and feature a data dashboard • Decision made to let 2022-23 be a transition year when programs could focus on curriculum mapping and developing authentic forms of assessment • Developed initial draft of APR handbook, timeline, and template • Initial draft of APR handbook, timeline, and template revised
January 2022	• Distributed second draft of APR handbook, template, and timeline to Dean's Council
December 2021 – March 2022	• Researched vendors who offered APR and SLO Assessment platforms • Formed the Assessment Advisory Committee (AAC) • Worked with AAC and Deans to further develop draft APR Handbook, Template, & Timeline • Worked with CCS 1001 team to develop common assignments and rubrics. Developed a process that could serve as a model for other programs. • Distributed the General Education Learning Outcome (GELO) assessment survey to campus Deans. • Met with FIRC and provided feedback on Gen-Ed SLOs and proposed rubrics. • Shared 3rd Draft of APR Handbook, Template, and Timeline with Dean's council

April 2022	• Presentations by Watermark and Anthology • Present results of GELO Assessment Survey to Dean's Council • Anthology chosen as APR SLO Assessment Platform – did not receive final approval to purchase Anthology Planning (the base module) until November 2022. • 1st draft of APR Cycle developed distributed to Dean's Council
May – September 2022	• Additional drafts of APR Handbook, Template, Timeline, & Cycle reviewed and edited by key stakeholders
October 2022	• Provost Kathuria convened a work group to develop a new CSU APR policy and process – work suspended on CT State APR Handbook, Template, & Timeline • Presentation to COS Deans on APR – many unanswered questions
November – January 2022	• Draft of new CSCU APR policy and process developed with guidance from NILOA
February 2023	• Draft of CSCU APR policy and process presented to Dr. Kathuria
May 2023	• Draft of CSCU APR policy disseminated to the administrations of all six CSCU institutions by Dr. Kathuria
June – August 2023	• Decision made to continue developing CSCU APR Policy and Process during AY 2023-24 • Provisional APR Handbook, Template, and Timeline developed and disseminated to Dean's council • Final draft of APR cycle developed
September 2023	• APR Cycle disseminated through Dean's council. Programs due for APR in AY 2023-24 notified.
October 2023	• APR process on hold pending critical decisions about process and workflow

What did we say to NECHE?

- NECHE Substantive Change Report (March 2022):

  "[E]ach degree and certificate granting program is subject to review at least once every seven-years and the review should be structured as a cyclical, ongoing dynamic process with distinct yet integrated components and strategies, wherein understanding is cumulative and subject to continual examination and revision. Unfortunately, there is not a consistent APR cycle, procedure, or template that is used across all 12 campuses; therefore, the formation of CT State will provide an opportunity to establish a uniform APR cycle and a standardized program review procedure and template."

The Assessment and Program Review Advisory Council (AAC)

- Formed in the spring of 2021 by Interim President Rooke.

- Expanded fall 2021 to include representatives from all 12 campuses.

- Charge:

> The Connecticut State Community College Assessment Advisory Committee (AAC) will, in collaboration with key stakeholders, develop systems for advancing all forms of assessment with a special emphasis on formative measures. In particular, it will develop 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. These efforts will inform the Academic Program Review (APR) process and provide a basis for data informed decision-making.

Developing an APR & SLO Assessment Infrastructure

Projects:

- **Common assessments** and rubrics developed for CCS 101: College and Career Success and Early Childhood Education to be used as models for other disciplines as they improve capacities for learning outcome assessment.
- Developing **narrated training videos**:
  - The Case for Common Assessments
  - Fundamentals of Student Learning Outcome Assessment
- **General Education Learning Outcome (GELO) Assessment Survey**
- Developing **Anthology** as a system-wide Academic Program Review and Student Learning Outcome Assessment platform
- Developing **SurveyDig** as system-wide EOT Course Evaluation platform
- Working with **FIRC** to develop Gen-Ed SLOs and Rubrics
- Participating as an ex-officio member of the Alignment and Completion of Math and English **(ACME)** Committee to assist with assessment-related issues

Key GELO Assessment Survey Results

Key Benchmarks completed on most campuses as of Spring 2022

- A set of measurable general education learning outcomes has been accepted – 11/12 fully developed, one campus reported being at the beginning stage

- General education learning outcomes (GELOs) have been mapped with the General Education curriculum -- 10/12 fully developed, two campuses report no progress

- Common GELO assessments/assignments have been developed and accepted – 9/12 at an advanced stage or fully developed, three campuses report no progress

- Common rubrics for scoring GELO assessments have been developed and accepted - 9/12 at an advanced stage or fully developed, three campuses at beginning stage or report no progress.

- Common criteria for success on GELO assessments have been established -- 9/12 at an advanced stage or fully developed, three campuses at beginning stage or report no progress.

- GELO data have been collected in all Gen-Ed courses -- 8/12 at an advanced stage or fully developed, four campuses at beginning stage or report no progress.

- GELO data have been analyzed in all Gen-Ed courses -- 5/12 at an advanced stage or fully developed, seven campuses at beginning stage or report no progress.

- Data have been gathered to evaluate the validity and reliability of GELO assessments -- 3/12 at an advanced stage or fully developed, nine campuses at beginning stage or report no progress.

- Norms for all GELO assessments have been established -- 3/12 at an advanced stage or fully developed, nine campuses at beginning stage or report no progress.

How have GELO Assessment Results Been Used to Inform Polices and Practices?

GELO assessment results have been used to inform decisions about:	%Yes	%No
· **Curriculum**	67	33
· **Pedagogy**	67	33
· **Faculty support**	50	50
· **Student support**	42	58
· **Resources**	50	50
· **Assessment policies/procedures**	67	33

Distinctions Between APR and APP (a.k.a. Academic Portfolio Review):

APP	APR
Reactive – done in response to urgent need; e.g., to address budget deficits by identifying programs whose costs outweigh their benefits.	**Proactive** – done to reflect on program revision, new program development, changes in resource allocation, and/or marketing adjustments
Short-term = 6 months – 1 year	**Long-term** – 5-7 year cycle
Focused on program **viability**	Focused on program **improvement**
Broad-based – looks at entire breadth or program offerings	**Narrowly focused** – looks at individual programs on a recurring cycle

Things APR and APP have in Common:

- They are **complementary** processes
- Both are **data informed** process
- Both are **faculty driven**
- Use **similar metrics** – cost/revenue, demand/enrollment, program efficiency, labor market trends, student success, student mastery of SLOs, and EOT course evaluations

Item we should consider adding to our existing APR Self-Study Reports

- GAP analysis:
  o An analysis of the space between "where we are" and "where we want to be"
  o Results in an action plan that lists the steps that will be following to move from "where we are" to "where we want to be"
  o Identifies specific objectives, necessary resources, responsible individuals, and a timeline