CT STATE
COMMUNITY COLLEGE

OFFICE OF INSTITUTIONAL EFFECTIVENESS AND PLANNING

Academic Program Review Handbook AY 2024-25

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CONNECTICUT STATE COMMUNITY COLLEGE (CT STATE) ACADEMIC PROGRAM REVIEW STANDARD

Introduction

This document describes a standard that applies to *Academic Programs* offered by the Connecticut State Community College (CT State) that are not externally accredited and include one or more academic degrees or certificates. It does not apply to institutional programs falling outside of these parameters (e.g., externally accredited programs, academic disciplines that do not offer degrees or certificates, the general education curriculum, or honors programs).

What is Considered to be an Academic Program?

An academic program is an organized sequence of credit-bearing courses and related experiences designed to teach students a defined body of knowledge and skills leading to a recognized level of mastery in an academic discipline or applied field. Academic programs include one or more certificates and/or degrees offered by CT State and approved by the Connecticut State College and Universities (CSCU) Board of Regents (BOR) in accordance with the requirements of the State of Connecticut Office of Higher Education, the New England Commission of Higher Education, and other programmatic accreditors. They also include academic disciplines that offer coursework but not degrees.

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 missions of CT State and the CSCU. At a minimum, every credit-bearing degree and certificate program is subject to review at least once every five 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. Academic disciplines and cross-disciplinary programs that do not offer degrees or certificates are not required to follow this standard. A separate review process will be developed for these programs.

What is the purpose of Academic Program Review?

Academic Program Review is used to strengthen academic programs through inquiry, assessment, and reflection. It drives continuous quality improvement through a comprehensive assessment of goals, infrastructure, operations, and outcomes in relationship to the institutional mission of CT State. APR also facilitates dialogue between the CT State Leadership Team, program faculty and staff, the CSCU System Office, and the CSCU Board of Regents. The process provides an organized and structured opportunity for all parties to reflect on educational practices, and to review the role of the program in the context of all academic offerings at both the institutional and system levels.

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 CT State.
2. Student success in terms of access, retention, progression, completion, and post-completion attainment.
3. The degree to which students achieve the program's stated learning and employability/transfer outcomes.
4. The degree to which student success and student achievement are equitable across all student groups, as measured by the disaggregated results of institutional effectiveness measures.
5. Program infrastructure and resources.

APR Self-Study Process

The CT State APR process is shaped by the principles of *Outcomes Based Program Review* (Bresciani-Ludvik, 2019), which focuses APR on the degree to which programs achieve their intended results. To engage in the process, programs must have explicitly stated Student Learning Outcomes (SLOs) 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 (UDL).

Academic Program Review (APR) 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 standard describes the general framework and parameters of APR.

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

1. A five-year schedule for APR that includes every credit-bearing degree and certificate program offered by CT State.
2. An APR timeline.
3. Notifications to all key stakeholders in the fall 2024 semester of the programs that are scheduled for review in year one of the 5-year APR schedule.
4. Notifications to all key stakeholders in the spring semester of each academic year of the programs that are scheduled for review in years two through five of the 5-year APR schedule.
5. Ensuring that the resources needed to support APR are included in the College's annual budget.
6. An APR Handbook, self-study report template, and other supportive materials that Self-Study Teams may use to complete their self-study reports.
7. Training and technical assistance, as needed, to Self-Study Teams.
8. Submission of a yearly APR summary report to the CSCU System Office and the Board of Regents (BOR) Academic and Student Affairs Committee.

In addition, the CT State Office of the Provost will, in collaboration with other key stakeholders, determine the individuals, institutional offices, and/or governance bodies responsible for managing the APR process. 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 curriculum and pedagogy.
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 CT State and State of Connecticut standards and the requirements of any applicable external accreditation bodies.

The Self-Study Report

Self-Study Teams will collaborate with staff from the Division of Institutional Effectiveness and Planning (IE&P) to complete the following components:

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

A. Program description as it appears in the CT State catalogue. Also include descriptive information such the program's history, principles, core values, accolades, and/or recognitions.
B. Program mission and goals and how they are aligned with the mission and strategic goals of CT State.
C. Curriculum description that includes required coursework, fieldwork, and co-curricular experiences.
D. List of essential student learning outcomes (SLOs) including the academic learning outcomes, career competencies, and employability skills addressed in the program. Also describe any recent planned changes to the curriculum, including the rationale for the changes. Append syllabi for all required courses (Appendix A).
E. Curriculum map showing where all SLOs are addressed in required courses (attach as Appendix B).
F. Instructional modalities – What are the primary instructional modalities (e.g., Traditional, Online, Hybrid, LRON, FLEX) and scheduling patterns for courses that meet on ground (day, evening, weekend)? How and why have these changed over the previous five academic years? Append tables, charts, and/or graphs showing, by semester, the number of sections and enrollment figures for each modality.
G. Description of program resources, including:

    1. Faculty and support staff-- Provide a list of the full and part-time faculty and professional staff who taught in the program and/or provided instructional support during the previous academic year. For faculty, Include the courses they taught and append their resumes or curricula vitae. For professional staff, include a description of their duties and append their resumes. Describe key faculty and staff accomplishments, including degree or certificate completions, grants, publications, special projects, awards, and/or recognitions.
    2. Faculty and staff development and evaluation -- Describe faculty and staff professional development activities and efforts to evaluate full and part-time faculty activities over the previous five academic years.
    3. Physical resources - Describe the physical resources available to the program, including, but not limited to, space, facilities, equipment, technology, and supplies.
    4. Library resources – In collaboration with library staff, include a description of the library resources and services available to your program.
    5. Fiscal resources - Describe the fiscal resources available for your program, including any amounts budgeted specifically for your program and support from grants or gifts awarded to your program or to individual faculty members who teach in your program.

H. Enrollment trends since last APR – How many majors are enrolled in your program and how have enrollments in the changed over the previous five years? Append tables, charts, and/or graphs showing enrollment trends.
I. Student characteristics – What is the demographic profile of the students in the program? Append tables, charts, and/or graphs that summarize key characteristics, including:

    1. Student type (new, transfer, continuing, or re-admitted)
    2. Enrollment status (i.e., full, or part-time)
    3. Gender, race/ethnicity, age
    4. Pell eligibility status
    5. Connecticut Free College Tuition Program (*Mary Ann Handley Award*) Status

Section II: Appraisal of the program:

A. Description of current and projected employment trends and/or transfer rates for graduates of similar programs based on data provided by the Office of Institutional Effectiveness and Planning (IE&P) from Department of Labor (DOL) and other data sources:
    1. State and local job market information
    2. Economic Indicator Scorecards

3. Projections by occupational grouping
4. Occupational employment and wages
5. Rates of transfer to four-year institutions

B. <u>Assessments of student success</u> – Provide commentary (supported by tables, charts, and/or graphs) on key student success indicators, overall and, to the extent possible, disaggregated by race, ethnicity, gender, age, and Pell eligibility. Key student success indicators should include:

1. Retention rates
2. Transfer rates
3. Graduation rates
4. Key performance Indicators (KPIs) such as the percentage of program majors who pass program courses with a grade of C or higher.

C. <u>Student Learning Outcome (SLO) Assessments</u> – Provide commentary (supported by tables, charts, and/or graphs) on the degree to which students have met your program's stated benchmarks for academic and employability/ transfer learning outcomes over the previous five academic years.*

1. <u>Academic</u> – 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 status.
2. <u>Employability/transfer skills</u> – describe the program's efforts to introduce and reinforce career competencies (e.g., decision-making, creative problem-solving, collaboration, communication, professionalism, integrity, self-regulation, initiative, civility, leadership, and teamwork) and/or transfer skills (e.g., time management, organizational skills, and study strategies).

> ***Note: Programs that have not yet developed systems for collecting and/or analyzing SLO assessment data may, instead, use this section to describe, in detail, how they will develop such systems. Descriptions should address both academic and employability/transfer skills, include methods of assessment and a timeline, and show alignment with evidence-based practices in the discipline or applied field.**

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

All APR self-study reports are required to include comments from external reviewers. The depth and format of this component of the APR process is determined collaboratively between the Self-Study Team and the College of Study (COS) Dean. External reviewers must have expertise in the discipline or applied field of the program and to provide a written report of their findings and recommendations to the self-study team. Feedback from external reviewers should become part of the self-study report.

Section IV: Discussion of appraisal results

A. <u>Critique the program infrastructure and resources</u> described in Part I, including the adequacy of classroom and/or lab space, equipment, furnishings, supplies, technology, and personnel.
B. <u>Key conclusions</u> that can be drawn from student success and SLO metrics presented in Part II, both as a whole and disaggregated by relevant student populations, including:

1. The extent to which the program fulfills its mission and goals and advances the mission and strategic goals of CT State.
2. The extent to which students achieve the programs stated SLO's and employability/transfer outcomes.
3. The extent to which access, retention, progression, completion, and post-completion attainment outcomes are equitable across all student groups.
4. How program metrics compare to available institutional, system, and/or accrediting body benchmarks.

C. <u>Key themes</u> identified in responses from external reviewers and/or advisory committees.

Section V: Executive summary and action

A. Provide an executive summary of the self-study report that includes:

1. A synopsis of program strengths and challenges.
2. A description of how assessment and program data will be used for continuous improvement.
3. An action plan that lists:

    i.   Strategies for achieving and/or maintaining high quality standards.
    ii. Resources needed for achieving and/or maintaining high quality standards.
    iii. Key stakeholders responsible for the action plan.
    iv. A timeline for implementing the action plan.

Section VI: Administrative response:

APR self-study reports are to be submitted to the Director of Program Review and Assessment by their designated due dates. The Director of Program Review and Assessment will distribute them to the College of Study Academic Deans, and other appropriate members of the CT State Leadership Team, who will review them and, within one semester, provide a detailed written response, including an assessment of the budgetary impact of the report's recommendations. Self-Study Teams will then be invited to present their reports at a meeting of the President's cabinet, after which they will prepare and submit final versions that append feedback from the Leadership Team. Final reports will be sent to the CSCU system office and the BOR Academic and Student Affairs Committee.

Required appendices:

A. Syllabi for all required courses and BOR forms or documents
B. Curriculum map
C. Tables, charts, and/or graphs showing course modalities and scheduling patterns for on-ground courses, enrollments, student success, current and projected employment trends, and SLO assessment results.
D. Faculty and staff resume/CVs
E. Reviewer comments if not included in Section III.
F. Written response to the self-study report from the CT State Leadership Team if not included under Section VI.

Optional appendices:

G. Faculty and staff development artifacts
H. Examples of assessment tools such as common or model assignments, scoring rubrics, or surveys.

General Guidelines

As teams work together on APR self-study reports, drafts and related documents should be posted in a shared workspace such as SharePoint or MS Teams to facilitate collaboration. Narrative components should be entered into the CT State APR Report Template (Appendix B). All components should be in the same 11 or 12-point font. In addition, tables, figures, attachments, and appendices should be numbered. Hard copy and electronic versions of Sections I-V, including appendices A-D, should be submitted to the administration by their designated due dates (December 31, 2025, for academic year 24-25 and May 31 for all subsequent academic years). See Appendix A for a detailed APR timeline.

Academic Program Review for Externally Accredited Programs

Externally accredited programs must submit their external accreditation self-study reports and in lieu of the APR self-study report in accordance with the APR timeline. See Appendix D for a list of CT State's externally accredited programs.

Submission Procedure

Digital and hard copies of reports and related documents should be submitted to the Director of Program Review and Assessment, who will distribute them to all key stakeholders. Following submission and review of the APR self-study report, a written response will be provided to the Self-Study Team. This feedback will become part of the final report either in Section IV or Appendix E.

How Results Will Be Used

Results of APR will be used primarily for quality assurance and improvement. At the program level, Deans, Department Chairs, Program Coordinators, faculty, and shared governance committees may use the APR process to make programmatic changes including modifications to new courses, credit and/or contact hour requirements, curriculum objectives, learning outcomes, course content. course sequences, graduation requirements, teaching strategies, required coursework, and linkages across program components. At the institutional level, APR results may be used to inform decisions about resource allocation, program continuation, and/or program consolidation.

References

Bresciani-Ludvik, M. (2019). *Outcomes-Based Program Review: Closing Achievement Gaps In- and Outside the Classroom with Alignment to Predictive Analytics and Performance Metrics*. New York: Routledge.
Self-Study Guide (2021). Burlington, MA: New England Commission of Higher Education

Appendices:

A. CT State Academic Program Review Timeline
B. CT State Academic Program Review Self-Study Report Template
C. Frequently Asked Questions
D. CT State Externally Accredited Programs
E. 2024-2029 CT State Academic Program Review Cycle

Appendix A: CT State Academic Program Review Timeline for Academic Years 24-25

Activities	Time Period	Deliverables
Director of Academic Program Review and Assessment notifies COS Academic Deans, Campus Deans, Department Chairs, Program Coordinators, and other key stakeholders of programs that are due for Academic Program Review (APR) in the 2024-25 academic year.	October 2024	Notification email to all key stakeholders.
College of Study Deans work collaboratively with Campus Deans, Department Chairs, and Program Coordinators to establish roles and responsibilities for completing the APR Self-Study report. APR Self-Study Teams should include the Campus Dean, appropriate Department Chair, Program Coordinator, and members of the program faculty.	November 2024	APR Self-Study Teams are established and notification is sent to the Director of Program & Assessment.
The Self-Study Team identifies and requests necessary data and/or technical assistance from the Office of Institutional Effectiveness and Planning (IE&P); designs student and staff surveys and other data collection tools, if appropriate; and identifies a preliminary list of individuals willing to serve as external reviewers.	December 2024	• Request for data and/or technical assistance from the Offices of IE&P • Student and/or staff surveys and/or other data collection tools, if appropriate • List of potential external reviewers
The Self-Study Team (with IE&P support) meets to review information, including:: 1) data on 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 professional staff; and, if appropriate, 3) the results of student and staff surveys and other data collection tools, if any. Requests for additional information and/or technical assistance, if any, are sent to the Director of Program Review and Assessment.	January-March 2025	• Analyses of data from IE&P • Syllabi and CVs from full and part-time faculty and professional staff • Results of student/staff surveys and other data collection tools • Requests for additional information and/or technical assistance.
The Self-Study Team (with IE&P support) meets to 1) draw conclusions from data; 2) discuss future priorities for curriculum, staffing, budgeting, facilities, equipment, technology, and other resources; 3) divide the work of report writing.	March-April 2025	• Conclusions from data sources • List of future priorities for curriculum, staffing, budgeting, facilities, equipment, technology, and other resources • Assignments and deadlines for report writing
The Self-Study Team meets to review progress on sections I and II of the APR self-study report and address additional needs for information or technical assistance (if any) prior to the end of AY 2024-25.	May 2025	Updates and requests for additional information and/or technical assistance are sent to the Director of Program Review and Assessment.
The Self-Study Team (with IE&P support) completes sections I and II of the APR Self Study Report and submits them to the Director of Program Review and Assessment.	September-October 2025	Sections I and II of the Self-Study Report
The Self-Study Team incorporates feedback from external reviewers and completes section III-V.	October – November 2025	Sections I-V of Self-Study Report, including reviewer comments and appendices.
Self-Study Teams submit self-study reports sections I-V to the Director of Program Review and Assessment who will provide copies to Campus Deans, COS Academic Deans, CEOs, and Provost for review.	December 2025	NA
The CT State Leadership Team reviews self-study reports from the previous academic year.	January-February 2026	NA
Self-Study Teams present their reports during meetings of the President's cabinet. Written and oral feedback from the Leadership Team is subsequently presented to Self-Study Teams.	March-April 2026	• Presentation at President's Cabinet meeting. • Written administrative response to the self-study report.
Self-Study Teams prepare final versions of their self-study reports including section VI and all appendices.	May 2026	Final self-study report.
Final self-study reports are submitted to the CSCU system office and made available for review by the BOR Academic and Student Affairs Committee. The BOR accepts the reports and action plans and responds by confirming the strategic directions of the programs.	June 2026	TBD

Appendix A: CT State Academic Program Review Timeline for Academic Years 2025-26 through 2028-29

Activities	Time Period	Deliverables
Director of Academic Program Review and Assessment notifies Academic Deans, Campus Deans, Department Chairs, Program Coordinators, and other key stakeholders of programs that are due for Academic Program Review (APR) in the subsequent academic year.	April AY 1	Notification email to all key stakeholders.
College of Study Deans work collaboratively with Campus Deans, Department Chairs, and Program Coordinators to establish APR Self-Study Teams for Multi-Campus programs.	May AY 1	APR Self-Study Teams are established.
Initial meeting of APR Self-Study Teams and other key stakeholders to divide roles and elect a chair.	May AY 1	Notification of team composition (i.e., team members, chairs, and their respective roles) is sent to the Director of Program & Assessment
Self-Study Team (with IE&P support) meets to: 1) review the APR process and the roles and responsibilities of team members; 2) identify and request necessary data from the Office of Institutional Effectiveness and Planning (IE&P); 3) design student and staff surveys and other data collection tools, if appropriate; and 4) identify a preliminary list of individuals willing to serve as external reviewers.	September, AY2	• Request for data from IE&P • Student and/or staff surveys and/or other data collection tools, if appropriate • List of potential external reviewers
Self-Study Team (with IE&P support) meets regularly 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 professional staff; and, if appropriate, 3) the results of student and staff surveys and other data collection tools.	October – November, AY2	• Analyses of data from IE&P • Syllabi and CVs from full and part-time faculty and professional staff • Results of student/staff surveys and other data collection tools
Self-Study Team (with IE&P support) meets to 1) draw conclusions from data; 2) discuss future priorities for curriculum, staffing, budgeting, facilities, equipment, technology, and other resources; and 4) divide the work of report writing.	December, AY2	• Conclusions from data sources • List of future priorities for curriculum, staffing, budgeting, facilities, equipment, technology, and other resources • Assignments and deadlines for report writing
Self-Study Team (with IE&P support) meets regularly to review and edit sections I and II of the APR report and address any additional needs for information.	January – February AY2	Sections I and II of the self-study report are completed.
Self-Study Team presents sections I and II to external reviewers. Site visits occur, if appropriate. External reviewers provide written feedback.	March-April, AY2	• Site visit, if appropriate. • Feedback from external reviewers.
Self-Study Team incorporates feedback from external reviewers and completes section III-V.	April - May, AY2	Sections I-V of Self-Study Report, including reviewer comments.
Self-Study Teams submit self-study reports sections I-V to the Director of Program Review and Assessment who will provide copies to Campus Deans, COS Academic Deans, CEOs, and Provost for review.	May, AY2	NA
The CT State Leadership Team reviews self-study reports from the previous academic year.	June – August AY2	NA
Self-Study Teams present their reports during meetings of the President's cabinet. Written and oral feedback from the Leadership Team is presented to Self-Study Teams.	September-October, AY3	Written administrative response to the self-study report.
Self-Study Teams prepare final versions of their self-study reports including section VI and all appendices.	October-November, AY3	Final self-study report.
Final self-study reports are submitted to the CSCU system office and made available for review by the BOR Academic and Student Affairs Committee. The BOR accepts the reports and action plans and responds by confirming the strategic directions of the programs.	December, AY3	TBD

Appendix B: CT State Academic Program Review (APR) Self-Study Template
Provided by the Office of Institutional Effectiveness & Planning (IE&P)
Department of Program Review & Assessment (DOPRA)

General Guidelines:

Non-externally accredited, credit-bearing, degree and certificate programs are expected to submit a self-study report that includes all sections contained in this template. Externally accredited programs may submit their accreditation self-study reports in lieu of the APR self-study report.

Section I: Overview of the Program

A. Name of Program:

B. Program Coordinator(s):

C. Department Chair(s):

D. Campus(es) Where Program is Offered:

E. Program Description:

F. Program Mission and Goals:

G. Curriculum Description (See Appendix A for syllabi for all required courses):

H. List of Essential Student Learning Outcomes (SLOs):

1. Curriculum map – See Appendix B.

2. Instructional modalities –See Appendix C for system approved data forms showing, by semester, the number of sections and enrollment figures for each modality for the previous five academic years.

I. Description of Program Resources:

1. Faculty and support staff (See Appendix D for the resumes and/or CVs of all full and part-time faculty and professional staff).

2. Faculty and staff development and evaluation

3. Physical resources

4. Fiscal resources

5. Enrollment trends – See Appendix C for System Approved Data Forms with tables, charts, and/or graphs showing enrollment trends for the previous five academic years.

6. Student characteristics See Appendix C for System Approved Data Forms with tables, charts, and/or graphs.

Section II: Appraisal of the Program

A. Description of Current and Projected Employment Trends:

B. Measures of Student Success:

C. Results of Student Learning Outcome (SLO) Assessments (or detailed plan for collecting and analyzing future SLO assessment data):

Section III: Feedback from External Reviewers and/or Advisory Groups
(May be included as Appendix E)

Section IV: Discussion of Appraisal Results

A. Critique of program infrastructure and resources:

B. Key conclusions:

C. Key themes identified in the responses from external reviewers and/or advisory groups:

Section V: Executive Summary and Action Plan

A. Synopsis of program strengths and challenges:

B. Description of how assessment and program data will be used for continuous improvement:

C. Program improvement plan:

Section VI: Response from Campus and CT State Leadership
(May be included as Appendix F)

Required Appendices

Appendix A: Syllabi for all required courses and BOR forms or documents
Appendix B: Curriculum map
Appendix C: System approved data forms
Appendix D: Faculty and staff resume/CVs
Appendix E: Reviewer comments if not included in Section III.
Appendix F: Written response to the self-study report from CT State Leadership if not included in Section VI

Optional Appendices

Appendix G: Faculty and staff development artifacts
Appendix H: Examples of assessment tools such as model or common assignments, rubrics, or surveys

Signatures of Self-Study Team:

Self-Study Team Chair   _____ Date _____

Self-Study Team Member   _____ Date _____

Self-Study Team Member   _____ Date _____

Self-Study Team Member   _____ Date _____

The following signatures acknowledge receipt of this report:

Director of Program Review & Assessment   _____ Date _____

College of Study Academic Dean   _____ Date _____

CT State Provost   _____ Date _____

Appendix C: 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 (CT State) and the Connecticut State College and University System (CSCU).

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. Student success in terms of access, retention, progression, completion, and post-completion attainment.
   c. The degree to which students achieve the program's stated learning and employability/transfer outcomes.
   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, CT State requires that all credit-bearing degree and certificate programs undergo APR at least once every five 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. Academic disciplines and cross-disciplinary programs that do not offer degrees or certificates are not required to follow this standard. A separate review process will be developed for these programs.

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 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.

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 reappointment, promotion, or tenure.

8. **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 chairs, which involve all key stakeholders – faculty, staff, students, administrators, and, if appropriate, external partners. Roles and responsibilities are to be determined through the shared governance process.

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

The quantitative data points required for an APR self-study report are of two types: 1) student success, including access, retention, completion, and post-completion metrics and 2) the results of measures of student learning in the academic and employability domains. The Division of Institutional Research and Effectiveness will provide student success data. Leaning outcome data should be collected, analyzed, and reported by the programs themselves with assistance from the CT State Director of Program Review and Assessment.

10. **What are the qualifications for external reviewers?**

All APR self-study reports are required to include comments from external advisory boards/committees and/or external reviewers with expertise in the discipline or applied field of the program. External reviewer qualifications and procedures will be determined collaboratively between the self-study team and the COS Academic Dean.

11. **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.

Campus 2-Letter Acronyms: **AC**=Asnuntuck, **CC**=Capital, **GW**=Gateway, **HC**=Housatonic, **MC**=Manchester, **MX**=Middlesex, **NB**=New Britain, **NV**=Naugatuck Valley, **NW**=Northwest, **NC**=Norwalk, **QV**=Quinebaug Valley, **TR**=Tree Rivers, **TX**=Tunxis

Agency	Accreditation/ Approval/ Recognition	Campus	Program Name(s)	Degree(s)/ Certificate(s)	Campuses with Similar Programs
Accreditation Board for Engineering and Technology	Accreditation	Naugatuck Valley Campus	Electronic Engineering Technology	Degree (AS)	GW, TR
Accreditation Board for Engineering and Technology	Accreditation	Naugatuck Valley Campus	Engineering Technology: Mechanical Engineering Option	Degree (AS)	GW, TR
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Capital Campus	Nursing	Degree (AS)	N/A
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Gateway Campus	Nursing	Degree (AS)	N/A
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Naugatuck Valley Campus	Nursing	Degree (AS)	N/A
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Northwestern Connecticut Campus	Nursing	Degree (AS)	N/A
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Norwalk Campus	Nursing	Degree (AS)	N/A
Accreditation Commission for Education in Nursing, Connecticut State Board of Examiners for Nursing	Accreditation	Three Rivers Campus	Nursing	Degree (AS)	N/A
Accreditation Counsel for Education in Nutrition and Dietetics	Accreditation	Gateway Campus	Nutrition and Dietetics	Degree (AS)	N/A
Accreditation Counsel for Occupational Therapy Education	Accreditation	Manchester Campus	Occupational Therapy Assistant	Degree (AS)	N/A
Accrediting Bureau of Health Education Schools	Accreditation	Quinebaug Valley Campus	Medical Laboratory Technician	Degree (AS)	N/A
American Bar Association	Approval	Manchester Campus	Paralegal	Degree (AS)and Certificate	TX, NC, NV, (maybe HC)
American Culinary Federation Education Foundation Accrediting Commission	Accreditation	Manchester Campus	Culinary Arts, Food Service Management	Degree (AS), Degree (AS), and Certificate	GW, NC, NV
American Health Information Management Association Professional Certificate Approval Program	Approval	Middlesex Campus	Health Information Management: Clinical Coding	Certificate	N/A
American Library Association - Allied Professional Association	Recognition	Three Rivers Campus	Library Technology	Certificate	N/A
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Middlesex Campus	Veterinary Technology	Degree (AS)	N/A
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Northwestern Connecticut Campus	Veterinary Technology	Degree (AS)	N/A
American Veterinary Medical Association, Committee on Veterinary Technician Education and Activities	Accreditation	Norwalk Campus	Veterinary Technology	Degree (AS)	N/A
American Welding Association	Accreditation	Asnuntuck Campus	Facility Accreditation	N/A	N/A
Association of Collegiate Business Schools and Programs	Accreditation	Tunxis Campus	Business Administration	Degree (AS)	All 11 other campuses
Commission on Accreditation for Health Informatics and Information Management Education	Accreditation	Middlesex Campus	Health Information Management: Health Information Technology – Data Management	Degree (AS)	N/A
Commission on Accreditation in Physical Therapy Education	Accreditation	Naugatuck Valley Campus	Physical Therapist Assistant	Degree (AS)	N/A
Commission on Accreditation in Physical Therapy Education	Accreditation	Norwalk Campus	Physical Therapist Assistant	Degree (AS)	N/A

Agency	Accreditation/ Approval/ Recognition	Campus	Program Name(s)	Degree(s)/ Certificate(s)	Campuses with Similar Programs
Commission on Accreditation of Allied Health Education Programs, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	Accreditation	Gateway Campus	Surgical Technology	Degree (AS)	N/A
Commission on Accreditation of Allied Health Education Programs, Accreditation Review Council on Education in Surgical Technology and Surgical Assisting	Accreditation	Manchester Campus	Surgical Technology (Manchester Campus Hartford Hospital Surgical Technology Program)	Degree (AS)	N/A
Commission on Accreditation of Allied Health Education Programs, Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions	Accreditation	Capital Campus	Paramedic Studies, Paramedic Studies (Emergency Medical Services Instructor Option), Paramedic Studies (Emergency Management Response Option), Paramedic	Degree (AS), Degree (AS), Degree (AS), Certificate	N/A
Commission on Accreditation of Allied Health Education Programs, Joint Review Committee on Diagnostic Medical Sonography	Accreditation	Gateway Campus	Diagnostic Imaging and Therapy: Diagnostic Medical Sonography	Degree (AS)	N/A
Commission on Accreditation of Allied Health Education Programs, Medical Assisting Education Review Board	Accreditation	Norwalk Campus	Medical Assisting	Certificate	AC, HC, NW, QV, TR
Commission on Dental Accreditation/American Dental Association	Accreditation	Manchester Campus	Dental Assistant	Certificate	N/A
Commission on Dental Accreditation/American Dental Association	Accreditation	Tunxis Campus	Dental Assisting	Certificate	N/A
Commission on Dental Accreditation/American Dental Association	Accreditation	Tunxis Campus	Dental Hygiene	Degree (AS)	N/A
Commission on Opticianry Accreditation	Accreditation	Middlesex Campus	Ophthalmic Design and Dispensing	Degree (AS)	N/A
Committee on Accreditation for Respiratory Care	Accreditation	Manchester Campus	Respiratory Care	Degree (AS)	N/A
Committee on Accreditation for Respiratory Care	Accreditation	Naugatuck Valley Campus	Respiratory Care	Degree (AS)	N/A
Committee on Accreditation for Respiratory Care	Accreditation	Norwalk Campus	Respiratory Care	Degree (AS)	N/A
Fire and Emergency Services Higher Education	Recognition	Gateway Campus	Fire Technology and Administration	Degree (AS)	N/A
ISO 9001-2015 Manufacturing Certification	Certification	Asnuntuck Campus	*Facility Certification*	N/A *(not linked to a specific Degree or Certificate)*	HC, NV, TX, MC, QV
Joint Review Committee on Education in Radiologic Technology	Accreditation	Gateway & Manchester Campuses	Radiation Therapy	Degree (AS)	N/A
Joint Review Committee on Education in Radiologic Technology	Accreditation	Gateway, Manchester, Naugatuck Valley, Middlesex, Capital Campuses	Radiography	Degree (AS)	N/A
Joint Review Committee on Education in Radiologic Technology	Accreditation	Middlesex Campus	MRI, CT, & Mammography	Certificates	N/A
Joint Review Committee on Education in Radiologic Technology	Accreditation	Naugatuck Valley Campus	Radiologic Technology	Degree (AS)	N/A
Joint Review Committee on Nuclear Medicine Technology	Accreditation	Gateway Campus	Nuclear Medicine Technology, Nuclear Medicine Technology	Degree (AS) and Certificate	N/A
National Association for the Education of Young Children	Accreditation	Asnuntuck Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Gateway Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Manchester Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Middlesex Campus	Early Childhood Education	Degree (AS)	N/A

Agency	Accreditation/ Approval/ Recognition	Campus	Program Name(s)	Degree(s)/ Certificate(s)	Campuses with Similar Programs
National Association for the Education of Young Children	Accreditation	Naugatuck Valley Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Northwestern Connecticut Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Quinebaug Valley Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Three Rivers Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Tunxis Campus	Early Childhood Education	Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Norwalk Campus	Early Childhood Education - Career Program, Early Childhood Education - Transfer Program	Degree (AS) and Degree (AS)	N/A
National Association for the Education of Young Children	Accreditation	Capital Campus	Early Childhood Education, CSCU Pathway Transfer Degree: Early Childhood Teacher Credentialing Studies - ECTC Level A	Degree (AS) and Degree (AA)	N/A
National Association for the Education of Young Children	Accreditation	Housatonic Campus	Early Childhood Inclusive Education	Degree (AS)	N/A
National Association of Schools of Music	Accreditation	Manchester Campus	Music Studies	Degree (AA)	N/A
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Naugatuck Valley Campus	Automotive Technician	Degree (AS)	N/A
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Campus	Automotive Technology: Comprehensive Automotive Repair and Service (CARS)	Degree (AAS) and Certificate	N/A
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Campus	Automotive Technology: General Motors - Automotive Service Education (ASEP), Automotive Technology: General Motors	Degree (AAS) and Certificate	N/A
National Automotive Technician Education Foundation, Automotive Service Excellence Education Foundation	Accreditation	Gateway Campus	Automotive Technology: Honda PACT	Degree (AAS) and Certificate	N/A
The National Institute for Metalworking Skills	Accreditation	Quinebaug Valley & Naugatuck Valley Campuses	Technology Studies: Advanced Manufacturing Machine Technology – Option 1	Degree (AS) and Certificate	N/A
The National Institute for Metalworking Skills	Accreditation	Asnuntuck, Housatonic, Middlesex, & Tunxis Campuses	Technology Studies: Advanced Manufacturing Machine Technology – Option 2	Certificate	N/A

Decisions Made by Individual Campuses to Discontinue the Following Accreditations and Approvals:

Agency	Accreditation/ Approval/ Recognition	Campus	Program Name(s)	Degree(s)/ Certificate(s)	Campuses with Similar Programs
American Bar Association	Approval	Norwalk Campus	Legal Assistant	Degree (AS)	N/A
National Association of Landscape Professionals	Accreditation	Naugatuck Valley Campus	Horticulture (Per Program Coordinator, accreditation ending at the end of 2021)	Degree (AS)	N/A
National Addictions Studies Accreditation Commission	Accreditation	Naugatuck Valley Campus	Drug and Alcohol Recovery Counselor	Degree (AS)	N/A

Appendix E: Department of Program Review and Assessment (DOPRA)
Academic Review Cycle (Updated 10/31/24)

College of Study	# Academic Programs	2024-2029 APR Cycle (Non-Externally Accredited Programs)				
		2024-25	2025-26	2026-27	2027-28	2028-29
Arts & Humanities	16	▪ Dance ▪ Deaf Studies + Interpreter Training ▪ Digital Arts Technology ▪ Game Design	▪ New Media Production * ▪ Interior Design	▪ Graphic Design* ▪ Communication* ▪ ESOL ▪ Music Industry ▪ Music AA – non-accredited	▪ Art Studies TAP ▪ Theater* ▪ Visual Art *	▪ English Studies (TAP + Prof. Writing Certificate) ▪ Languages (French Studies, Italian Studies, & Spanish Studies TAP degrees)
Business & Hospitality	14	▪ Fashion Design & Merch. ▪ Sport & Leisure Management ▪ Sport Management	▪ Banking ▪ Business Intelligence ▪ Business Office Technology* ▪ Culinary – non-ext. accredited (Dietary Sup & Professional Baker)	▪ Accounting ▪ Bookkeeping ▪ Small Business & Entrepreneurship	▪ Hospitality & Tourism ▪ Public Utility Management	▪ Business Administration – non-accredited programs + Business Studies TAP* ▪ Economics Studies TAP
Engineering & Technology	15	▪ Clean Water Management ▪ Water Management	▪ Aviation Maintenance Technology ▪ Railroad Engineering Technology ▪ Technology Studies Group 1: CAD, Energy Management, & Manufacturing*	▪ Engineering Technology –non-externally accredited programs* ▪ Fire Fighter Training & Fire Tech Admin. ▪ Tech Studies: Skilled Trades - Welding	▪ Computer Information Systems* ▪ Computer Networking* ▪ Technology Studies Group 2: Transfer Degrees*	▪ Architecture & Construction Management Group* ▪ Computer Science* ▪ Cybersecurity* ▪ Management Information Systems*
Nursing & Health Professions	8	▪ Massage Therapy ▪ Health Science	▪ Health Information Tech & Healthcare Admin Group* ▪ Phlebotomy ▪ Pre-Dental Hygiene	▪ Medical Assisting (non-accredited programs) ▪ Pre-Nutrition Transfer		▪ Exercise Science AS & TAP
Science & Mathematics	11	▪ Cannabis Studies ▪ Horticulture	▪ Biotechnology ▪ Environmental Science & Natural Resources*	▪ Data Analytics/Data Science* ▪ Natural Science & Mathematics	▪ Biochemistry TAP ▪ Biology Studies TAP ▪ Chemistry Studies TAP	▪ Mathematics Studies TAP ▪ Physics Studies TAP
Social & Behavioral Sciences	16	▪ Archeology ▪ Civic Engagement	▪ Disability Studies ▪ Speech/Language Therapy Assistant ▪ Human Services + Social Work Studies TAP ▪ Therapeutic Recreation	▪ Drug/Alcohol Recovery Counseling ▪ Criminal Justice & Criminology Studies TAP	▪ General Studies ▪ Geography Studies TAP ▪ History Studies TAP ▪ Liberal Arts & Sciences ▪ Sociology Studies	▪ Pathways to Teaching ▪ Political Science Studies TAP ▪ Psychology Studies TAP
Totals	80	15	18	17	16	14

*These programs encompass multiple degrees and certificates that may be reviewed separately in future iterations of CT State APR Cycle