ACADEMIC PROGRAM REVIEW POLICY

The Connecticut State College and University System recommend that all academic programs undergo a comprehensive review on a periodic basis. At a minimum, each degree and certificate granting program is subject to review at least once every seven-years. The Provost and Senior Vice President for Academic and Student Affairs collaborates with the institution’s president and chief academic officer to establish an academic program review annual schedule. All Centers and Institutes are also subject to the same seven-year periodic program review.

The evaluative, directional, and planning judgments resulting from program reviews are oriented within the context of disciplinary/professional norms and institutional mission. The areas in which program quality is evaluated may include, but are not limited to:

1. Student enrollment, retention, graduation, and transfer (as appropriate).
2. Student advisement, engagement, and support.
3. The quality of educational programs including assessment of student learning.
4. Curricula and curricular contributions to college/university programs.
5. Faculty and department contributions in teaching, research, creative activity, scholarly work, and service.
6. Diversity and cultural proficiency.
7. The quality of outreach activities and service to the institution, the profession, and the community.
8. Alumni and business and industry fundraising.
9. The contribution or importance to General Education and other campus programs.
10. Collaborations with other ConnSCU institutions and other CT colleges/universities.
11. Program governance and administrative support.
12. Program operations and resources.
13. Facilities, library, and other educational resources available to and utilized by the schools.
14. Safety and adequacy of physical facilities.
15. The sustainability of human and financial resources to maintain a quality program.
16. The strengths and weaknesses of the program.

ConnSCU Process:
An initial process of setting a schedule for Academic Program Reviews on each campus will be completed. Annually, thereafter (February/March), the ConnSCU Provost and Senior Vice President for Academic and Student Affairs will confirm with the institution’s President and Chief Academic Officer the list of academic programs to be reviewed over the next three years. The means of review (internal and/or with external reviewers) will be determined in collaboration with the institution’s Chief Academic Officer.

The academic program review schedule will be presented to the Board of Regents Academic and Student Affairs Committee for consideration. Upon approval, the academic program review schedule will be presented to the full Board for ratification.
Annually, the results from the academic program review process will be presented to the Board of Regents at a September/October meeting. If warranted, appropriate Board action which may include further study will ensue.

**General Recommended Standards:**
The System encourages that each institution’s Bylaws or campus policies indicate that the faculty, deans, department chairs, program coordinators, curriculum and general education committees and other duly constituted college/university committees have the primary responsibility for curriculum design, development, management, evaluation, and the authority to enact curricular change in accordance with institution specific accreditation standards. Changes may include, but are not limited to, credit hours (or alternative measurement methodology), curriculum objectives, learning outcomes, course content, integration, and linkages across program components, as well as, teaching methodology, component and/or overall programmatic evaluations and learning outcomes.

**Curriculum Management:**
Upon completion of the academic program review process, the primary factors that often shape change to the academic program may include but are not limited to the following:

1. Continuous faculty review of the curriculum.
2. Competency based curriculum and assessment of competency.
3. Alignment and adequate assessment of course and program student learning outcomes.
4. Adequate assessment of student learning outcomes that indicate a need to modify existing curricula or pedagogy (NEASC Series E reports).
5. Excess credit hours.
6. Student feedback.
7. Peer feedback including external reviewers.
8. Professional accreditation.
9. Research.
11. Program involvement of Business and industry

**Program Review Committee:**
The diverse degree programs offered throughout the System require that external advisory committees, external reviewers and/or campus based committees with discipline specific knowledge participate in the academic program review process. The institution’s curriculum committee or appropriate institutional committee is encouraged to be included in the evaluative process in the following ways:

1. Oversee the evaluation, review, and recommendation for curriculum and content.
2. Conduct a periodic needs assessment of courses and programs on various criteria including projected changes in learning content from national or regional accreditors, student interest, employers or industry forecasts, and program completion data.
3. Ensure each program has student learning outcomes that are appropriate for the program, including assessment measurement, targets, and benchmarks; indicate and demonstrate how data and assessment are used in program improvement.
4. Evaluate learning outcomes and assessments and determine how outcomes will be assessed and applied to improve or enhance student learning and/or instructional delivery.

5. Assess the duplication of courses and/or programs within the institution.

6. Ensure that each Dean or campus designee is appropriately assessing data to determine whether modifications and/or changes to the curriculum are needed.

7. Ensure the curriculum has adequate hours and courses to meet the student learning outcomes based on local, regional, and/or national standards as appropriate.

8. Initiate a curriculum mapping process to determine course sequencing breadth and depth of course content, student learning outcomes, degree, and transfer requirements.

9. Determine that program credit hours or equivalent school specific accreditation standard of measurement are adequate and appropriate based on accreditation and state requirements.

10. Review student course evaluation trends, trends in student concerns and issues, and recommend solutions.

11. Review student recruitment publications for accuracy in representing the institution’s practices and policies.
CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

Academic Program Review Policy

August 21, 2014

RESOLVED: That the Board of Regents for Higher Education approves the attached Academic Program Review Policy, and be it further

RESOLVED: The Academic Program Review Policy rescinds all prior System and Board of Regents program review policies.

A True Copy:

[Signature]

Erin A. Fitzgerald, Secretary of the CT Board of Regents for Higher Education