Eastern Connecticut State University

Academic Program Annual Report

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| **Academic Major/Program:**  |

**Guidelines: When there is no change from year to year, indicate “no change” with justification.**

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| **Brief Overview**(Applicable for NEASC, APRC, Accreditation, and Marketing) |
| 1. Provide a one or two page narrative that includes:
2. A description of the program’s history, unique organizational or curricular elements, delivery model(s) (including online campus), if appropriate, and a description of subject content.
3. How your program is distinguished from any Eastern program that shares an applicable amount of content or leads to a related degree
4. How does the program specifically support or align with the University’s mission? With the School level mission?
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| 1. Identify the program goals and objectives and indicate how they have changed or evolved over the last five to seven years.

***Definitions****Goals are broad concepts, big-picture, visionary.**Objectives define strategies or implementation steps to attain the identified goals.**Unlike goals, objectives are specific, measurable, and have a defined completion date. They are more specific and outline the “who, what, when, where and how” of reaching goals.****Examples****Goal: a high quality curriculum**Objective: Implement a student research component as part of the capstone experience* *Goal: a faculty with appropriate expertise**Objective: Conduct an outreach plan to reach potential faculty for hire with specific expertise* |
| 1. Identify the appropriate program effectiveness outcomes for the year reported (choose one or more other than NSSE Survey data to be addressed later).

***Types of Program Effectiveness and Impact Outcomes**** *Student identified outcomes of program effectiveness*
* *Internships and other experiential learning experiences completed*
* *Global or study abroad experiences*
* *Student research*
* *Admission to graduate programs*
* *Licensure*
* *Employer satisfaction*
* *Impact on P-12 Student Learning*
* *Student loan default rates and other consumer information*
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| 1. Identify how the program effectiveness outcomes are measured along with reportable outcomes for the academic year.

***Definitions****Measurement of Program Outcomes** *Student Survey Results (e.g., Noel Levitz, program survey, not including NSSE to be addressed later)*
* *Cumulative hours of internship/experiential learning experiences completed*
* *Data on number of students participating in global field experiences or study abroad*
* *Data on student research activity (e.g., participation in CREATE, other conference presentation, and publications)*
* *Data on numbers of students admitted to graduate programs*
* *Data on numbers of students obtaining professional licensure*
* Data on employer satisfaction from surveys
* Evidence of program reputation (ratings, benchmark info, recognition from opinion leaders)
* Impact on P-12 Student Learning (produced by candidates and graduates)
* Student loan default rates

How are the identified program effectiveness outcomes measured? What are the reportable outcomes for the academic year?What are the identified targets for continuous improvement of program effectiveness outcomes for the following academic year? (Note Enrollment and Graduation Targets are addressed later.) |
| 1. Describe quantitatively the contribution to regional economy as a result of internships/clinical experiences completed and other project based deliverables. (Be sure to provide formula of calculation). (optional)
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| **Curriculum Structure**(Applicable for NEASC, APRC, Accreditation) |
| 1. a. What are the course sequences? Identify any benchmarks within the course sequencing.***Definition****Benchmark: Student performance standards (the level(s) of student competence in a content area). An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use benchmarks to measure progress toward achievement.*  b. List the courses as they appear in the catalogue and give your rationale for the  sequence. c. How are the courses scheduled over the year, over the week, and why? |
| 1. How do students choose their concentration(s) within the program/ major? What advising support is offered?
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| 3. a. Describe how the curriculum contributes to the LAC and First Year Program (FYP).  Which aspects of your courses are used by other programs? b. What controls do you have over these courses? |
| 4. Support of other majors, minors and the LAC.* 1. How does this program support of other majors and minors courses affect faculty

 teaching responsibilities? * 1. Has this changed in the last year?
 |
| 5. Describe capstone requirements, e.g. course or seminar, project or thesis, thesis requirements, internship, clinical experiences, student teaching, comprehensive exams, etc.Is Institutional Review Board (IRB) written approval obtained as needed for research projects? Explain.***Definitions*** *Capstone** *an upper division class designed to help students integrate their knowledge. For assessment purposes student work needs to be evaluated.*
* *a senior level course within each undergraduate major. Normally it is among the last courses taken for degree completion.*
* *a course for undergraduates nearing completion of their studies that builds on skills and knowledge acquired in previous courses.*

*Documents to be provided:*1. *for student “projects” or “thesis” provide recent examples of student efforts*
2. *provide narrative to indicate what levels of research are required and how students are brought to that level sample capstone assessment tools*
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| 6. If applicable, how do your related undergraduate and graduate programs at Eastern interact? |
| 7. How has the curriculum been revised since the last annual report? |

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| **Student Learning: Goals and Outcomes**(Applicable for NEASC, APRC, Accreditation) |
| Assessments are determined through the student learning goals and outcomes of the program. ***Definitions****Student Learning Goals**The general educational aims of the program that flow from the program’s mission. In articulating learning goals, faculty answer the question – what will our students learn?**Goals can focus on content, skills or attitudes. Learning goals should incorporate student mastery of general knowledge, skills (e.g. communication abilities, critical thinking), and discipline-specific topics (e.g. change management, ethics and social responsibility). Learning goals are measurable through the student learning outcomes.**Useful questions to pose to begin the discussion on learning goals include:** *What do we value?*
* *What are the identified characteristics of successful graduates?*
* *What are the skills, knowledge, experiences and values that are at the center of our program’s curriculum?*
* *What should a graduate from this program be able to know and do?*

*Student Learning Outcomes (measurable)**The specific skills, values and attitudes that students should exhibit to reflect the broader goals of a course or program (UMass, Program Review and Assessment, 2001)* *Observable behaviors or actions on the part of students that demonstrate that the intended learning has occurred (SUNY Potsdam* *http://www.potsdam.edu/offices/ie/assessment/outcomesreports/ ).* A culminating activity, product or performance that can be measured. ***Examples*** *Student Learning Goal**Students will gain an appreciation of the role of the nurse practitioner in the health care system.**Student Learning Outcome**Students will list specific characteristics that distinguish the role of the nurse practitioner in the health care system from other care providers.**Student Learning Goal**Students will understand the place of human experience in journalistic reporting.**Student Learning Outcome**Students will demonstrate effective interviewing skills for in-depth feature stories by integrating information and quotes from multiple interviews that effectively build and develop the content of the story and topic.* |
| 1. What are the identified student learning outcomes for your program, and how are these outcomes measured either quantitatively or qualitatively?

***Definitions****Quantitative data on a program’s student learning outcomes are compilations of numerical data gleaned from assessments of student learning. Often they are summative assessments that are measuring knowledge or content mastery. Some summative measurements might include: scores on comprehensive examinations; scores on LAST, LSAT and LMAT exams; GMAT scores; rates for licensure for graduates.* *Qualitative data on learning outcomes are compilations of information gathered from qualitative assessments such as interviews, focus groups or observations from which themes can be derived to produce evidence of student learning. Often this is how application of knowledge is measured. Discuss how course outlines and syllabi are developed and distributed: how students are advised within the program; how rubrics are used to “teach” students about learning outcomes and how they are measured; how the “program review” process might aid in the dissemination of information.*  |
| 1. Describe the methods used to assess student learning outcomes at the program level. What data are gathered and stored to document the results? Does the program use an assessment data management system to aggregate data?

 Documents to be provided:* 1. Assessment instruments (tests, project guidelines, etc.)
	2. Quantitative aggregated data for assessed outcomes
	3. Program-specific assessment tools
	4. Summative testing, portfolio, benchmark activities, capstone project or experience, pre-tests/post-tests, licensure/certification testing/standards, rubrics, focus groups, performance, showcase, etc.
	5. Additional evidence if available
 |
| 1. How have the program’s student learning outcomes evolved? How have they changed in response to changes within the field? Are they aligned with accreditation standards or national and State regulations? Have they changed as a result of internal program assessment measures?

 Documents recommended (where applicable):1. State regulations or accreditation standards
2. Program plans/meeting minutes
3. Curriculum mapping tools that aligns courses with standards
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| 1. How are the program’s student learning outcomes aligned with or linked to:

a. Undergraduate: LAC competencies articulated by Easternb. Undergraduate and Graduate: institutional learning goalsc. Professional Standards: Discipline-specified competencies as appropriate for the field, usually established by professional organizations/authorities**Documents** that may be provided: Standardized curriculum mapping tools that align courses with competencies and institutional learning goals or program-specified competencies *Examples Competencies** 1. *Critical thinking*
	2. *Critical reading*
	3. *Written communication*
	4. *Oral communication*
	5. *Quantitative reasoning*
	6. *Information literacy*

*Examples of Institutional**Learning Goals*1. *Graduates will be able to apply liberal arts education to lifelong learning*
2. *Graduates will attain and demonstrate proficiency in analysis, communication, information literacy, and information technologies*
3. *Graduates will demonstrate disciplinary knowledge and skills that will enable them to compete successfully in their desired fields*
4. *Graduates will be able to apply knowledge of personal, ethical and social responsibilities toward effective decision-making*

*Graduate Level Competencies:**Often defined by program-specific disciplines* |
| 1. If there is both an undergraduate and graduate program, are the student learning outcomes differentiated? How?

Provide evidence or rubric(s) that demonstrate(s) how undergraduate and graduate student learning outcomes are differentiated. |
| 1. How are the results of student learning outcomes shared and made accessible to students, program faculty and administration?
 |
| 1. What student self-assessment tools, if any, are utilized at the program level?

**Documents** to be provided:1. Examples of the tools used: skills inventories, self-evaluation rubrics, reflection evaluation, journaling, etc.
2. Quantitative data for assessed outcomes
3. Additional evidence, if available
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| 1. If your program has a “gateway” or introductory course, what are the purposes and benefits of this course? How do you address the results of the gateway course?

Graduate: Describe, if applicable to your program.**Documents that may** be provided:1. Assessment instruments (tests, scaffolded activities that provide assessment of minimum standard to progress through the program)
2. Quantitative data for assessed outcomes (test scores or other assessment outcomes)

***Definitions****:**Gateway course: One serving as an entrance or a means of access to the program**Undergraduate: Provides a foundation for the major and introduces students early to research, to analytical thinking and problem-solving, to developing inquisitiveness that lead to life-long inquiry and to collaboration.**Introductory course: one that serves as an introduction to the program.*  |
| 8. a. How do the faculty participate and/or collaborate in program and course assessment? b. What assessment instruments are used by faculty to identify and respond to student learning barriers or needs?**Documents** that may be provided:1. Assessment instruments
2. Quantitative or qualitative data for assessed outcomes
3. Additional evidence, if available

***Definitions of learning barriers**** *English language learners Identified as a student who is not proficient enough in the English language to succeed in the school’s regular instructional programs and who qualifies for extra help. (Formerly referred to as Limited English Proficient/LEP) (Ed Source/Ed-data)* [*http://www.schoolwisepress.com/smart/dict/dict3.html*](http://www.schoolwisepress.com/smart/dict/dict3.html)
* *Students who require assistive technology*
* *Student who require special assistance with acculturation*
* *Students who display evidence of learning disabilities (problems with writing sequencing, attention deficit, etc.)*
* *Students who demonstrate difficult meeting course/program outcomes*
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| 1. Please give examples from the past annual period where program assessment contributed to change. These can be taken from the program’s annual reports, faculty meeting minutes, etc.
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| 1. On what type of schedule or cycle are student course evaluations administered? How does the program respond to the course evaluations? How are they shared with faculty?

**Documents** that may be provided:* 1. Assessment instruments
	2. Quantitative or qualitative data for assessed outcome
	3. Additional evidence, if available
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| **Student enrollment, persistence and graduation rates**(Applicable for NEASC, APRC, Accreditation, and Marketing) |
| 1. Enrollment1. Provide an analysis of the enrollment figures for the past three (3) years and any trends indicated.

**Documents** to be provided:Program Enrollment (from the Office of Institutional Research) will be provided. This data should include figures on graduation, attrition and GPA’s.1. What is the measurable, enrollment target for the following year? What concrete strategies at the program and/or department level will be employed to achieve this target?

**Provide narrative:**Measurable enrollment target in terms of percentages and/or head count.Enrollment strategies address recruitment and retention management at the program level. These may include matters of a response to program effectiveness outcomes, cross-institutional and community networking, the use of technology, curricular changes, alumni relations, and other innovations.  |
| 2.Admissions* 1. Describe admissions scheduling related to your program. Do you admit students in cohorts?
	2. Graduate programs: Indicate (on average) how many students come from Eastern’s undergraduate programs.
	3. Describe methods whereby students qualify for admission into the program. Indicate any testing, interviewing and/or educational requirements for admission.
 |
| 1. Retention and Persistence
	1. What were your attrition rates in your major in the previous year? Include disaggregated data by gender and race/ethnicity. Provide program enrollment data.
	2. How many students in your major during the previous year were transfers from other colleges (e.g., TAP articulations) ? Include disaggregated data by gender and race/ethnicity. Provide program enrollment data.
	3. How do the retention and persistence rates of students in this major/program compare to those in other majors, both in terms of retention in the major and at Eastern?
	4. Does your program emphasize any high impact practices to promote retention and engagement? <http://www.aacu.org/leap/hips>
	5. What are the grade point averages (1) in major by program and (2) overall college Grade Point Average for students in the major for each of the past three to seven years? Provide a program review data sheet.

***Definition:*** *Retention is defined as Fulltime First Year Students continuous matriculation into the sophomore year. Persistence is defined as student’s continued matriculation beyond the sophomore year towards graduation.* |
| 4. Degrees awarded and graduation rates:1. What is the trend over the last 6 years in number of degrees awarded in the major/program?
2. How many students graduated in your major in the previous year at the four-year rate? Six-year rate? Some other rate, if applicable? Include disaggregated data by gender and race/ethnicity. Provide Program Enrollment figures.
3. How do the graduation rates of students in your major/program compare to the University average?
4. What are the measurable, graduation rate targets for the following year? What concrete strategies at the program and/or department levels will be employed to achieve this target?

***Definition****: Measurable graduation targets in terms of percentages and/or head count.**Graduation strategies address student success and persistence management at the program level. These may include matters of a response to program effectiveness and student learning outcomes, student engagement, student support/advisement, the use of technology, curricular changes, alumni relations, response to program effectiveness outcomes, and other innovations.*  |

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| **NSSE results by major/program**(Applicable for NEASC, APRC, Accreditation, and Marketing) |
| 1. The Strategic Plan (II.a.5.) calls for academic programs to identify essential skills for students. One essential skill for all college graduates is quantitative reasoning. Refer to the tables showing student responses to NSSE questions 6a, 6b and 6c. Compare the responses of students in your major to those of students in other majors and to the average. How satisfied are you with your students’ responses?
 |
| 1. What, if anything, do you plan to do in light of these student responses?
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| 1. Students learn best when they know what is expected and get prompt and frequent assessment of their work. Refer to your students’ responses to NSSE questions 5.a., 5.b., 5.d., and 5.e.. How satisfied are you with these responses?
 |
| 1. What, if anything, do you plan to do in light of these student responses?
 |
| 1. Students also learn from time on task—in class and outside of class. Refer to student responses from NSSE questions 9.a. and 10.a. How satisfied are you with these responses?
 |
| 1. What, if anything, do you plan to do in light of these student responses?
 |
| 1. Refer to the tables showing student responses to NSSE questions 13 and 14. Compare the responses of students in your major to those of students in other majors and to the average. How satisfied are you with your students’ responses?
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| 1. What, if anything, do you plan to do in light of these student responses?
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| **Integrative/experiential learning**(Applicable for NEASC, APRC, Accreditation) |
| 1. Integrative/experiential learning
	1. Please review student responses for this major in NSSE tables 11.a., 11.e., 11.f. and “Service Learning.” Are you satisfied with the frequency with which students say they have completed or will participate in these integrative/experiential learning opportunities?
	2. If not, what do you intend to do to promote integrative/experiential learning?
 |
| 1. Please insert basic information (for example, course prefix and number) about the courses or other structured opportunities for integrative learning or experiential learning that this major provided students in the last year. <http://gallery.carnegiefoundation.org/ilp/>
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| * 1. Undergraduate research or creative activity through which students make an original intellectual or creative contribution to the discipline (Council of Undergraduate Research definition)
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| * 1. Creative performance or exhibition
 |
| * 1. Significant, structured service-learning as part of a course
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| * 1. Global Field Study
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| * 1. Internships or co-ops
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| * 1. Supervised field work
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| * 1. Other
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| **Faculty**(Applicable for NEASC, APRC, Accreditation) |
| 1. What are the credentials of the current full-time and adjunct faculty and how do they meet the needs of the Program? How are adjunct faculty staffing needs determined and what expertise do they bring to the program? How are courses assigned?

**Provide**:Chart of full-time faculty, credentials, research interests, and courses taught.Graduate programs: give types of credentials along with numbers of full-time, part-time and Professional Associates. |
| 1. What is the standard in higher education for a terminal degree in the discipline represented by the Program? What evidence do you have to support this conclusion?

Evidence can include:1. Statement from professional accreditation agencies or organizations
2. Catalogues or policy handbooks from other colleges
3. Statements from verifiable experts in the field
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| 1. What areas of additional expertise would strengthen the program faculty?
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| 1. How does the current level of support staff meet the needs of the program?
 |
| 1. What is the ratio between full-time faculty and part-time faculty teaching classes within this Program? Explain if and how the program utilizes faculty from other programs.
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| 1. How are adjunct faculty supported and evaluated by program administration and faculty?
 |
| 1. What support for faculty development has the Program sought and/or received? How has faculty development grant support been integrated into program curriculum, currency or initiatives?
 |
| 1. What has been the scholarly/artistic productivity of faculty over the past year? Report on the productivity of each faculty member separately in alphabetical order by last name.

Productivity should include:1. Faculty publications, exhibitions, and off-campus performances. Work in progress, submitted, or under review need not be included. Be sure to correctly cite work according to the style that is standard in the discipline. Citations of work that has been published, exhibited or performed will be posted on the public web site as they are submitted so it is important that the format is correct for your discipline.
2. Faculty presentations at professional conferences off campus. Please cite work completely and correctly according to the standard of your discipline.
3. Faculty grants
4. Faculty honors and awards

***Definition****Scholarly/artistic productivity refers to conference presentations, publications, and other completed works.* |

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| **Facilities**(Applicable for NEASC, APRC, Accreditation) |
| 1. Describe the current facilities that support the program. Are they sufficient and available when needed? If not, please explain any needed changes (additional laboratories, classrooms, etc.)
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| 1. How do the current physical facilities compare with those of the minimum standards expected in the field? With those of the Program’s competitors?
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| 1. Describe the current equipment and/or technology that supports the program? Are they sufficient?
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| **Information Resources**(Applicable for NEASC, APRC, Accreditation) |
| 1. What kind of library support and resources are provided for your Program? Does the College Library have sufficient resources to support the program?
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| 1. What is your evaluation of the Library resources and the support it supplies to your Program at these locations? What is the typical pattern of use of the Library for students in your program?
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| 1. How do your students utilize the library’s collections, data bases and services? When do they receive library instruction?
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| **External Program Evaluation and Collaborations**(Applicable for NEASC, APRC, Accreditation, and Marketing) |
| 1. How does the Program meet external agency requirements (if relevant)? Please indicate any agency name.
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| 1. Attach the previous external reviewer’s report as an appendix and show how their stated concerns are being addressed (if applicable).
 |
| 1. Who constitutes the Advisory Board for the Program? What recommendations has the board made for curriculum revisions and how has the program responded to these recommendations?
 |
| 1. If there is no Program Advisory Board, is one needed? What is the rationale for or against this?
 |
| 1. What formal or informal collaborations/partnership(s) with external constituents support the program? Describe the goal(s) and structure of each?
 |
| 1. How and what data are available to demonstrate how collaboration/partnership effectiveness is determined?
 |
| 1. How have data from collaboration/partnership effectiveness informed program improvements?
 |
| 1. For recent years, give examples of students’ employment history after graduation.
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| 1. What do you anticipate will be the future employment opportunities in the field for the next five years?
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| 1. In the last year, how did faculty who teach in the major communicate with alumni or arrange an event with alumni?
 |
| 1. In the last year, how did faculty who teach in the major work with an external advisory board?
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| 1. In the last year did, how did faculty who teach in the major produce newsletters or other media to share information about your program, faculty and students?
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| **Marketing**(Applicable for NEASC, APRC, Accreditation, and Marketing) |
| 1. Describe the typical student in your program. What evidence do you have to support this description? How does this description relate toe the target market?
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| 1. Indicate Eastern’s major local competitors relative to the major/program. What is their market position? What do they offer that Eastern does not, and what does Eastern offer that they do not?
 |
| 1. Indicate whether the demand for the program is expected to grow or decline in the next five (5) years. Is the program’s enrollment at the level desired? How many students can the program accommodate?
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**NEASC Option E1: Part a. Inventory of Educational Effectiveness Indicators**

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| Category | (1)Have formal learning outcomes been developed? | (2)Where are these learning outcomes published? (please specify)**Insert URL where posted on the program web page.**  | (3)Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination) | (4)Who interprets the evidence? What is the process?(e.g. annually by the curriculum committee) | (5)What changes have been made as a result of using the data/evidence? | (6)Date of most recent program review (for general education and each degree program) |
| Name of degree program/major  |  |  |  |  |  |  |

Institutions selecting E1a should also include E1b.

**NEASC Option E1: Part b. Inventory of Specialized and Program Accreditation**

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| (1)Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name). | (2)Date of most recent accreditation action by each listed agency. | (3)List key issues for continuing accreditation identified in accreditation action letter or report. | (4)Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). \* | (6)Date and nature of next scheduled review. |
| Name of degree program/major  |  |  |  |  |

\*Record results of key performance indicators in form S3.

Institutions selecting E1b should also include E1a.