2022-23 Academic Program and Department Evaluation Template

Timeline
September: Orientation to process and expectations
November: Nominate external reviewers
December: Self-study and executive summary due
February: Meet with Dean, Provost, and other reviewer(s)
April: External review on site

Context
Section C.2.4.2.2.d of the Academic Faculty and Administrative Professional Manual requires that an evaluation of academic programs and departmental operations be completed at regular intervals (usually every 5-7 years) and that those evaluations be done concurrently, be conducted by the eligible faculty members of the department, and that the process culminate in an action plan. The evaluation report is to be prepared in a format approved by the Provost.

The following report template includes multiple sections to align with the requirements of the Academic Faculty and Administrative Professional Manual and has been approved by the Provost for use in the AY23 evaluation cycle. Once the report is completed, it will be provided to the Dean, Provost, Faculty Council Committee on Strategic and Financial Planning, and other reviewers as appropriate. The executive summary will be provided to the Colorado State University System Board of Governors.

Please refer questions to Laura Jensen (laura.jensen@colostate.edu), the Vice Provost for Planning and Effectiveness.

Section I
Context
   A. Briefly describe the department/SAU including its mission and any significant changes in the last 5-7 years.
   B. List the main components of the Action Plan generated in the last evaluation. Indicate the department's progress on each.

Section II
Evaluation of Academic Programs

   A. Demand: Provide a listing of all current degree/certificate programs with an analysis of demand and capacity including enrollment trends and course waitlists. If programs have been added, significantly modified, or discontinued since the last review, explain why.
   B. Quality:
       a. For each degree/certificate currently delivered by the department/SAU, state the Program Learning Outcomes (PLO). Each PLO must be sufficiently specific to differentiate the program from all other programs and degree levels. Ensure they are accurately represented in the General Catalog and make edits as needed.
       b. Complete a curricular map to review where Program Learning Outcomes are introduced, practiced, and mastered. Describe the assessment of those outcomes, the results, and how results have been (or will be) used for improvement.
       c. Complete an analysis of the curricular complexity for each of the undergraduate degrees/certificates including a justification of the need for any required credit hours in

excess of 120. Use of Curricular Analytics is required for this component of the self-study. Consider co-requisites, pre-requisites, and bottle-neck courses in the analysis. For undergraduate programs, attach the "Eight Semester Plan" for each degree/certificate.

    d. Describe graduates' outcomes after graduation including employment, further education, internships, wages, program satisfaction, etc.

    e. If any degrees/certificates maintain specialized accreditation, attach a copy of the most recent official notification response from the accrediting body.

C. Modality: Describe the unit's incorporation of online and/or hybrid instructional delivery including the extent to which they are present, how active and engaged learning is promoted, and provide evidence of equivalent student learning (outcomes and attainment) as compared to traditional face-to-face experiences.

D. Student Success: Describe course success rates, retention and graduation rates, and equity gaps that may exist as well as targeted strategies to increase student success.

E. All-University Core Curriculum (AUCC): Provide evidence how the courses delivered by the unit contribute to the general education learning outcomes of the AUCC (including Category 4).

F. Institutional Learning Objectives (ILOs): Provide evidence as to how the unit contributes to the ILOs as approved by Faculty Council in 2019; the skills and knowledge that ALL graduates should possess leaving CSU (regardless of degree level).

Section III
Evaluation of Departmental Operations

A. Function: Briefly discuss the human resources, budget, facilities, work environment, organization, and administration of the department. Note, this is not an evaluation of the performance of the department head, which is a responsibility of the Dean.

B. Formalized Agreements: List all 2+2 agreements, partnerships, University Centers, Institutes and Other Special Units, etc. in which the department is involved. Attach a copy of each agreement.

C. Department/SAU Code: Provide a Link to the Department/SAU Code. Indicate if edits have been made since the last evaluation.

D. Faculty Workload and Impact: (see Section E12 of the Academic Faculty and Administrative Professional Manual)

    a. Using the Teaching Effectiveness Framework evaluate overall departmental proficiency on each of the seven domains of inclusive pedagogy, curricular alignment, classroom climate, content knowledge, student motivation, instructor feedback, and instructional strategies. Provide evidence to support the evaluation.

    b. Briefly summarize the research and creative artistry of the department (number of proposals, awards, books, exhibitions, performances, areas of strength and potential opportunity, etc.). Scholarly activities that advance the effectiveness of teaching and education should also be considered research/creative activity.

    c. Using the Continuum of Engaged Scholarship, evaluate department involvement in outreach and engagement. Provide evidence to support the evaluation.

Section IV
Action Plan

A. Academic Programs

B. Departmental Operations