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St. Cloud State University
Planning & Continuous Improvement Process (PCIP)

Purpose
The purpose of the Planning & Continuous Improvement Process (PCIP) is to create a more systematic, coordinated and comprehensive approach to planning and improvement throughout the university. The strategies, initiatives and outcomes that are generated and assessed as the result of this process will allow SCSU to achieve our mission, vision and strategic objectives, align across operational units, make strategic choices about our resource allocation and report on outcomes and achievements to our external constituents. The goals are to:

- Integrate institutional and unit planning efforts to allow SCSU to act in a more focused, effective, efficient and transparent way
- Position the university so it can respond more quickly to new opportunities
- Provide a clear direction for future initiatives
- Demonstrate accountability to SCSU’s stakeholders through purposeful measurement and reporting
- Provide a framework for quality improvement at the university, unit and department levels that links annual planning and budgeting with assessment, program review and accreditation self-study
- Provide a framework for integrating action planning and budget planning

Principles

1. The ultimate goal is institutional and programmatic improvement. The Planning & Continuous Improvement Process (PCIP) process should exist, first and foremost, for the institution and its units. It should be the means by which the institution plans for its future, critically evaluates its own performance, and makes decisions about how to move in a positive, strategic direction. Long-term program viability is dependent upon a critical mass of students, faculty and/or staff, availability of space, and access to ongoing resources. Identifying institutional and unit opportunities and weaknesses is among the goals of IPCI. It is welcomed by the institution, and will be viewed in a positive light as changes and improvements are made.

2. The process is ongoing and will change with the University. The IPCI process is based on the “Plan-Do-Study-Act” model and is designed with the belief that organizational improvement is ongoing and iterative. SCSU and its units should be as comprehensive as possible in their goals and objectives, but plans should be viewed as works in progress that are subject to change based on feedback about the plan itself, data from evaluation and assessment efforts, and changes in the institution and its external environment.

3. Goals and measures will vary, but the process should be consistent across the University. It is expected that some measures will vary by unit throughout the institution, but the planning and reporting procedures used should be appropriately consistent. The process of planning, improvement,
and measurement should be grounded in a common framework, and the recording, reporting and interpretation of data should be consistent throughout the entire process.

4. Both effectiveness and accountability measures will be necessary. The terms “effectiveness” and “accountability” are used to represent complementary processes that serve different functions. For purposes of this plan, accountability means the demonstration of an institution’s performance measured in quantifiable terms to a public or political audience. Accountability measurement usually involves a demonstration that the institution is fulfilling its stated purpose and is using resources efficiently and effectively. Effectiveness is aimed at an internal audience and has institutional and programmatic improvement as the goal. Assessment and evaluation is a key component of the effectiveness process.

Alignment with Higher Learning Commission

St. Cloud State University’s Integrated Planning & Continuous Improvement Process is designed to support successful alignment with the criteria and expectation of the Higher Learning Commission, SCSU’s regional accreditor. According to the HLC: “Regional accreditation as carried out by the Higher Learning Commission (HLC) assures quality by verifying that an institution (1) meets threshold standards and (2) is engaged in continuous improvement.” Similarly, the IPCI process is designed to ensure the rigor, relevance and quality of our academic, student-support and administrative programs and services and to work toward continuous improvement of these programs as our students and external demands evolve. Consistent with the HLC’s Open Pathway process, the IPCI process will contain both a quality assurance component and a continuous improvement component. The Program Review self-study and report aligns with the HLC’s Assurance Process, including the expectation of evidence from assessment and evaluation, to support the arguments made in the self-study. The annual planning and reporting cycle supports the HLC’s Improvement Process, including the articulation of improvement initiatives in the annual planning documents, as identified through the assessment and evaluation.

Alignment with MnSCU Board Policy 3.36 Academic Programs (Part 7)

The 5-year Academic Program Review process is designed to comply with Minnesota State Colleges & Universities Board of Trustees Policy 3.36, which states:

Part 7. Academic Review. Each system college and university shall regularly review its academic programs for the purpose of academic planning and improvement.

Each system college and university shall submit an annual summary of its academic program review activity to the chancellor.

The chancellor, as appropriate, may conduct statewide or regional reviews of academic programs or program clusters, report findings to the Board of Trustees and, when necessary, impose conditions on academic programs.
Planning & Continuous Improvement Process Description

STAGE 1: PLANNING

University Strategic Action Plan
Through the strategic planning process, the University will develop strategic goals, objectives, action items, and measurable outcomes, which will be achieved in a pre-determined time frame. With an eye to the University’s changing political and market environments, the President and management team, and the Strategic Planning Committee will develop a forward-thinking plan that will allow the institution to develop strategic responses that are consistent with the University’s mission and vision and provide opportunities for continued institutional improvement and success.

Unit/College level Strategic Action Plans
Based on the University’s Strategic Action Plan, each unit/college will develop a Strategic Action Plan that supports the achievement of SCSU’s Strategic Action Plan. Each unit/college Strategic Action Plan should include plans for each of its offices/departments and include:
- Clear mission and vision statements
- Report on current trends, market data and best practices for the division and units
- Strategic objectives and initiatives with clear links to SCSU’s Strategic Action Plan and division and unit data and analysis
- Assessment or evaluation plan, including explicit and measurable outcomes

Service Evaluation, Program Review, and Accreditation
The annual work, resource planning and implementation components of the PCIP are designed to support and align with departments and programs that undergo national accreditation and program review self-studies. The planning and implementation work as well as the annual data collection and analysis should support this process. More extensive self-study, review and evaluation opportunities should serve as a long-term planning framework for programs and services. These [programs and services] will be implemented through the annual planning and reporting process outlined in stages 3-5. Service offices should use the annual work, resource planning and implementation process to identify goals and performance measures and to report on the performance of those goals.

STAGES 2: ANNUAL WORK AND RESOURCE PLANNING AND IMPLEMENTATION (2-YEAR CYCLE)

Strategy becomes action through the University’s Annual Work Plan. All items that appear in the University’s Annual Work Plan should support SCSU’s Strategic Action Plan. Timelines and responsible individuals will be identified. A mid-year progress report will be developed and reported to the campus. An annual progress report will be developed and reported to campus and key University stakeholders.

The Annual Work Plan straddles the line between futures planning and continuous improvement. It provides the framework to link institutional priorities to resource allocation. Because the annual work plan includes annual emergent and planned strategies, it becomes a natural place to evaluate progress toward strategic goals and to amend strategic priorities and actions, if needed.

At the beginning of each planning cycle, the University will provide annual work plan template, along with planning data to each unit/college. Directors, chairs and coordinators will use the University Annual
Work Plan template and their own strategic action plan, program review, accreditation, and assessment, evaluation, and planning data as the basis for annual work planning within their unit.

Each department, college and unit on campus will develop a set of annual work plans, one for the current fiscal year (AWP) and one for the next fiscal year (AWP+1) that outlines:
- the area’s planned activities and initiatives for that fiscal year
- how those activities and initiatives support the college/unit/university strategic plans
- expected outcomes from those activities
- how these outcomes will be measured and reported, and a
- budget plan that identifies anticipated revenues and expenditures for the unit

A benefit of preparing annual work plans in advance is that it provides a method to connect SCSU’s Strategic Action Plan with its budget process and allows for better resource allocation planning by the institution and its units.

**STAGES 3 & 4: MEASUREMENT AND REPORTING**

**Stage 3: Data Collection**
Each work plan (institutional and unit) will specify anticipated outcomes, and how those outcomes will be measured. Data collected, including how market data and stakeholder feedback, will be incorporated. Because outcomes will vary based on the specific goals of each unit, data will be collected at various points throughout the fiscal year.

**Stage 4 (A): Year-End Report**
Each unit will submit a year-end report using institutional and unit-specific data to demonstrate achievement or progress toward the achievement of goals and outcomes. The results of this analysis will be used to update the subsequent work plan and to identify areas of improvement or opportunities for growth or achievement to be addressed in future work plans. Examples of successful initiatives will be shared with the campus community to celebrate successful examples of good practice that could be applied to other units.

**Stage 5 (B): 5-Year Program Review & Evaluation**
Every program and service unit will complete a self-study every five years, according to the schedule listed in Appendix C.
**Academic Departments & Programs**

**A. Annual Planning and Performance Measurement Expectations**
Consistent with the annual planning expectations in the PCIP, academic departments and programs are expected to engage in annual planning and performance review activities that include an assessment of performance based on department/program goals and outcomes.

At the beginning of each planning cycle, the University will provide annual work plan template, along with planning data to each department/program via the Department/Program Dashboard. Academic departments/programs will use the University Annual Work Plan template and their own strategic plan, program review, accreditation, and assessment, evaluation, and planning data as the basis for annual work planning within their unit.

Each department will develop a set of annual work plans, one for the current fiscal year (AWP) and one for the next fiscal year (AWP+1) using the template provided (Appendix XX). Areas to be included are:

- analysis of data available through Department/Program Dashboard
- progress on Improvement Project (see below)
- the area’s planned initiatives for that fiscal year, such as implementation of specific assessment results
- how those initiatives support the college/unit/university strategic plans
- expected outcomes from those initiatives, including a measurement plan
- estimated resource implications (revenues and/or expenses) for all initiatives

During September, the Dean/Associate will meet with each department/program to review annual plans and performance data. Departments/programs will incorporate feedback from their Dean/Associate Dean into their planning documents and submit final documents to Dean/Associate Dean.

Based on department/program planning documents and college or school-level strategic initiatives, the Dean/Associate Dean will prepare College/School planning documents for submission to the Provost & Vice President of Academic Affairs. Any resource requests related to the planning documents should be submitted at that time.

**B. Improvement Project**
At least every five years, departments/programs will identify and implement a substantial improvement project designed to improve student learning and success within their current degree programs, to develop a new degree program that is interdisciplinary in design and/or clearly meets workforce needs or to support a strategic objective within SCSU’s Strategic Action Plan. Identification of an appropriate improvement project may come from a number of sources, including assessment findings, market research, Academic Program Review or accreditation findings. Departments/programs should submit their improvement project to their Dean/Associate Dean for approval as part of the annual work plan discussion in the September following Academic Program Review or Accreditation. Progress should be reported during each annual planning report. A comprehensive report should be provided as part of the next scheduled Academic Program Review or Accreditation self-study.
C. Academic Degree Program Review (5-Year)

The purpose of the Academic Degree Program Review is to encourage the continuous improvement of SCSU’s degree programs. The process is a self-study, followed by an external review. The external consultant writes a report to which the department responds. Then, in consultation with the Dean, the department determines a plan to carry out any recommendations for program improvement, which arise in the process. The plan is incorporated into the strategic and annual planning process of the department or program.

Step 1: Self-Study Preparation

As part of the self-study process, the department/program prepares a self-study report with the following sections:

Section 1: Outcomes and Achievements:
1. Based on evidence from assessment and evaluation efforts, describe the outcomes and achievements of the department/program over the last five years. Specifically provide evidence that demonstrates the quality and effectiveness of the department or program. Provide peer comparisons whenever possible.
2. Using data from the department/program dashboard, describe changes to your department over the last five years and provide your interpretation of the department or program’s performance on those measures.

Section 2: Programs and Services
A document will be provided to the department or program that contains the official description of its degree programs, including the degree maps and course lists with the credits and descriptions appearing within the University catalog and MnSCU Program Inventory. The department should provide any updates to the official documentation in this section.

A. Program Quality
This section must be linked directly to evidence acquired through assessment and evaluation of the program, including the direct and indirect assessment of student learning outcomes.

1. What are the student learning outcomes for each program?
2. Describe how these outcomes are aligned with established professional or national standards.
3. Provide a copy of the departmental assessment plan and describe how that plan is being carried out as well as copies of the last five annual assessment reports, including program improvements that have occurred based on assessment findings.

B. Services or Other Non-degree Programs
1. How does the program contribute to student development outside of the classroom?
2. How are students advised? (Include a copy of the departmental advising plan.)
3. Describe any student organizations that correspond with programs in the department and how these co-curricular activities are integrated with the academic programs.
4. Provide examples of student-faculty research/scholarship/creative projects. What opportunities does the department provide for student leadership development?
internships? For joint sponsorship of workshops and seminars?

C. Program Demand

Assertions in this section must be supported by internal demand and/or market data.

1. What is the current and future demand for the program?
2. How does the program respond to current and future local, regional, state and/or national needs?
3. What are the changing economic, cultural, or social factors that affect the program?
4. What does data indicate about employment opportunities in the careers your students pursue? What are the projections for the growth in jobs that your graduates are likely to pursue?
5. How is this program distinctive? Are similar programs offered elsewhere in the state?
What makes this program unique?

Section 3: Constituents and external stakeholders

A. Needs assessment:
1. Who are the critical external stakeholders for the department or program?
2. How does the department or program learn about the needs, perceptions and priorities of constituents and external stakeholders, such as employers, graduate schools, educational and community partners, and alumni?
3. How has needs assessment data informed program and service revision and development?

B. Collaboration:
Describe your current and possible future collaborations with:
1. Other units within St. Cloud State University
2. Other colleges and universities within MnSCU
3. Other colleges and universities nationally, and internationally
4. Community organizations, business, industry, and government

C. Community Engagement:
1. How does the program/faculty contribute to the community?
2. Does the department share its expertise with local groups?
3. Does the department sponsor activities, which are open to and/or benefit the community?

Section 4: Strategic and Resource Planning

1. Provide your current department/program mission, including date of last revision
2. Provide your current department/program strategic plan, including date of last revision
3. How does the department or program align with and support the University and college/school mission, vision and learning commitments? Specifically, how has the unit contributed to the achievement of SCSU’s Strategic Action Plan and your college/school strategic plan?
4. Provide an evaluation of currently available department resources (financial, library holdings, facilities, equipment, technology, etc.). What resource adjustments or reallocations will need to occur to address future programmatic needs as well as those of students?
5. Assuming current rates of funding for students and existing resources, what programmatic changes
will need to occur to address these resource constraints?

Section 5: Faculty and Staff
1. Provide a current vita for all faculty and staff in the department or program.
2. How does the faculty members' professional training and experience relate to the academic program(s) offered? What are the faculty members' activities relative to University, college and departmental goals, teaching, scholarly activity/research, student growth, and community service?
3. How does the department or program create a positive climate within the area and facilitate personal and professional development of its faculty and staff?
4. How are contingent faculty trained and supported to ensure that programmatic quality and student support is maintained?
5. What are the long-term hiring needs of the department or program? How does the unit promote the recruitment and hiring of diverse faculty and staff?

Section 6: Leadership and Governance
1. Provide the current department/program policies and procedures, including the dates of the most recent revisions.
2. Describe the process by which departmental or programmatic decisions are made.
3. How does your department/program encourage engagement and innovation among all members of the unit in both department activities and programs?
4. How do you engage in department chair development and transition?
5. How does the department or program contribute to the institution? How are faculty members involved in university-wide committee work?

Section 7: Future Direction and Continuous Improvement
(This section should provide a self-evaluation of the program's strengths, weaknesses, and possible future directions based on assessment and evaluation findings, changing student demographic, market and trend data, and information on disciplinary changes, best practices, student interest, etc.)
1. What are the changing dimensions of the discipline? How are the needs of graduates and employers changing? What are the directions of the programs at peer institutions? How is the department staying abreast of disciplinary changes?
2. What trends are taking place in the department's offerings/programs?
3. What are the program's strengths? What are the program/departmental plans to capitalize on its strengths? What are departmental plans to overcome self-perceived weaknesses?
4. Where does the program see itself in 5 years?
5. What factors/conditions should be taken into account when considering the future of the program (e.g. a large number of upcoming retirements)?

Step 2: External Review

After the review is confirmed by the supervising administrator (Dean or Associate Dean), the department should forward the names of 5 potential reviewers with their credentials to the Dean/Associate Dean and Graduate Dean if the unit offers graduate programs. Individuals recommended as program reviewers should have prior experience on at least one review team and should be active in their professional organization(s). In addition, because of the institution's commitment to affirmative action and cultural diversity, women and persons of color must be included in the list of potential reviewers. After consultation with the Graduate Dean (if necessary) the Dean/Associate Dean identifies preferred reviewers and notifies the
department/program of approval.

External Review Timeline:

The timeline for the program review process will vary depending on its size and the number of programs within the department, whether analysis by the Graduate Dean is required, and the availability of the selected reviewers. However, the general timeframe should fall within these guidelines:

1. Preparation of the department self-study report is begun in spring of the year prior to the review and completed by December 15 of the review year.
2. Review Process (consultants’ visit, departmental response, etc.) to be completed by May 15 of the review year.

Steps to Follow for an External Visit:

1. After the reviewer(s) have been agreed upon, the department chair should make initial contact with the individuals and identify one as the team chair responsible for writing the report.
2. The following information must be obtained for each reviewer:
   a. home address
   b. social security number
   c. an original w-9 form, completed by the reviewer
   Once this information has been received, a vendor number should be established for each reviewer. Please, provide the Program Review office with the vendor number(s) along with the names of the reviewers and their home addresses.
3. The University Program Review office prepares the reviewer’s contracts prior to the on-campus visit. Before any arrangements or obligations have been made, please contact the University Program Review office and/or the Contract Specialist in Business Services for additional information on current funding and travel policies.
4. The department must establish tentative dates for the on-campus visit. Calls should be made to determine the availability of the Dean(s)/Associate Dean for the tentative chosen dates.
5. The department contacts the Dean with firm dates so that the Dean can communicate with the reviewers at least two months, prior to the on-campus visit. Departments will be responsible for providing documents, such as the university catalog, relevant brochures, and the self-study report to reviewers (see Appendix F, p. 32).
6. Copies of all departmental correspondence with the reviewer(s) should be sent to the Dean/Associate Dean. In turn, the Dean/Associate Dean will send the department copies of all of his/her correspondence with the reviewer(s).
7. The department will make social arrangements for the reviewer(s). However, reviewers must take care of and pay for their own expenses such as airfare and ground transportation, meals and lodging. They will be reimbursed after the fact by turning in their invoice along with itemized original receipts. Please the University Program Review office and/or the Contract Specialist in Business Services for additional information.
8. One copy of the departmental self-study report must be sent to the Dean before it is prepared for final printing. The Dean/Associate Dean will review the self-study for comprehensiveness. Based on the review by the Dean/Associate Dean, the department makes any necessary corrections or additions and sends the self-study to Printing Services for printing. The department will send the final copy of the report to the reviewers at least four weeks prior to the visit, along with other appropriate materials (faculty contract, bulletins, handbooks, etc.) The department sends two
copies of the self-study to the Dean/Associate Dean and one copy to the Graduate Dean if the department has a graduate program.

9. A tentative schedule of meetings and activities for the on-campus visit should be developed. Generally a reception is planned for the first evening which includes members of the unit and the reviewers. One and a half hours should be allowed early on the first day for a discussion with the Dean/Associate Dean and Graduate Dean (if appropriate). The final hour and a half of the visit should be scheduled with them, as well. It is important that the reviewers have a full day here on the second day. They should be on campus until at least 2 p.m.

10. A finalized schedule should be sent to the Dean/Associate Dean and Graduate Dean at least one week before the review.

**Step 3: Follow-up to Consultants' Visit**

1. The reviewers' final written report should be sent directly to the Dean/Associate Dean for distribution to the department.

2. The department will prepare a written response to the reviewers' report and give it to the Dean within three weeks of receiving the report. The department should respond to statements and recommendations made by the review team. (e.g. What does the unit consider priorities? What strategies could be used to address reviewers' recommendations? Which recommendations do not seem useful, desirable, or relevant?)

3. A meeting to discuss the reviewers' report with the department will be scheduled by the Dean/Associate Dean approximately within two weeks of receipt of the department's response.

4. In turn, the Dean/Associate Dean shall provide a written response to the department afterwards but within approximately three weeks.

5. By September 1 of the year following the review, the department must provide a copy of the self-study report, the consultants' report, departmental response, and the written comments of the Dean/Associate Dean for submission to Academic Affairs.

6. Improvement initiatives resulting from the Academic Program Review process should be incorporated into the department/program planning document and progress should be reported during the annual reporting cycle.
**Student Support & Administrative Units**

A. Annual Planning and Performance Measurement Expectations

Consistent with the annual planning expectations in the PCIP, student support and administrative units are expected to engage in annual planning and performance review activities that include an assessment of performance based on established department goals and outcomes.

At the beginning of each planning cycle, the University will provide an annual work plan template, along with performance data via the University Dashboard. Departments/offices will use the University Annual Work Plan template and their own strategic plan, assessment, evaluation, and planning data as the basis for the annual work planning within their unit.

Each department will develop a set of annual work plans, one for the current fiscal year (AWP) and one for the next fiscal year (AWP+1) using the template provided (Appendix H). Areas to be included are:

- analysis of data available
- progress on Improvement Project (see below)
- the area’s planned initiatives for that fiscal year, such as implementation of specific assessment or evaluation results
- how those initiatives support the major unit/university strategic plans
- expected outcomes from those initiatives, including a measurement plan
- estimated resource implications (revenues and/or expenses) for initiatives

During September, the supervising Vice President will meet with each department/office to review annual plans and performance data. Departments/programs will incorporate feedback from their Vice President into planning documents and submit final documents to the Vice President.

Based on department/office planning documents and major unit-level strategic initiatives, the Vice President will prepare Unit planning documents for submission to the President. Any resource requests related to the planning documents should be submitted at that time.

B. Improvement Project

At least every five years, departments/offices will identify and implement a substantial improvement project designed to improve student success, operational improvements or to support a strategic objective within SCSU’s Strategic Action Plan. Identification of an appropriate improvement project may come from a number of sources, including assessment findings, market research, program review or accreditation findings. Departments/offices should submit their improvement project to their Vice President for approval as part of the annual work plan discussion in the September immediately following their department review or accreditation. Progress should be reported during each annual planning report. A comprehensive report should be provided as part of the next scheduled Department Review or Accreditation self-study.

C. Student Support & Administrative Units (5-Year) Review
The purpose of Student Support & Administrative Department Review is to encourage continuous improvement of SCSU’s student and administrative departments. At the request of the Department or at the discretion of the Vice President, an external evaluator can be engaged. The Vice President reviews the Department Review (and the external evaluator’s report, if available) and provides recommendations for improvement. The department determines a plan to carry out any recommendations for program improvement which arise in the process. The plan is incorporated into the strategic and annual planning process of the unit, department or office.

**Step 1: Self-Study Preparation**

As part of the self-study process, the department/office prepares a self-study report with the following sections.

**Section 1: Outcomes and Achievements:**

1. Based on evidence from assessment and evaluation efforts, describe the outcomes and achievements of the department/office over the last five years. Specifically provide evidence that demonstrates the quality and effectiveness of the department or office. Provide peer comparisons whenever possible.
2. Using available data, describe changes to your department over the last five years and provide your interpretation of the department’s performance on those measures.

**Section 2: Programs and Services**

**A. Program Quality**

*This section must be linked directly to evidence acquired through assessment and evaluation of the department.*

1. What are the performance outcomes for the department?
2. Describe how these outcomes are aligned with established professional or national standards (if available)?
3. Provide a copy of the departmental evaluation plan and describe how that plan is being carried out.

**B. Student and Program Demand**

*Assertions in this section must be supported by internal demand and/or market data.*

1. How does the program contribute to student development?
2. What is the current and future demand for the department services?

**Section 3: Constituents and external stakeholders**

**A. Needs assessment:**

1. Who are the critical stakeholders for the department?
2. How does the department learn about the needs, perceptions and priorities of constituents and stakeholders?
3. How has evaluation data informed program and service revision and development?
B. Collaboration:
Describe your current and possible future collaborations with:
1. Other units within St. Cloud State University
2. Other colleges and universities within MnSCU
3. Other colleges and universities nationally, and internationally
4. Community organizations, business, industry, and government

C. Community Engagement:
1. How does the department contribute to the community?
2. Does the department share its expertise with local groups?
3. Does the department sponsor activities which are open to and/or benefit the community?

Section 4: Strategic and Resource Planning
1. Provide your current department mission, including date of last revision
2. Provide your current department strategic plan, including date of last revision
3. How does the department align with and support the University’s mission, vision and learning commitments? Specifically, how has the unit contributed to the achievement of SCSU’s Strategic Action Plan?
4. Provide an evaluation of currently available department resources. What resource adjustments or reallocations will need to occur in order to address future programmatic, student and/or stakeholder needs and demands?
5. Assuming current rates of funding, what programmatic changes will need to occur to address these resource constraints?

Section 5: Staff
1. How does the department create a positive climate within the unit? How does it promote and facilitate personal and professional development of its faculty and staff?
2. What are the long-term hiring needs of the department and how does the unit promote the recruitment and hiring of diverse faculty and staff?

Section 6: Leadership and Governance
1. How does your unit/office encourage engagement and innovation among all members of the unit in department activities and programs?
2. How does the unit/office contribute to the institution? How are staff involved in university-wide committee work?

Section 7: Future Direction and Continuous Improvement
(This section should provide a self-evaluation of the department’s strengths, weaknesses, and possible future directions based on assessment and evaluation findings, changing student demographic, market and trend data, and information on disciplinary changes, best practices, student interest, etc.)
- What are the changing dimensions of the services provided by the department? What are the directions of the services at peer institutions? How is the department staying abreast of national best practices and innovations?
- What are the department’s strengths? What are the departmental plans to capitalize on its strengths? What are departmental plans to overcome self-perceived weaknesses?
- Where does the department see itself in 5 years?
Appendix A: Planning & Continuous Improvement Process Annual Timeline

The Planning & Continuous Improvement Process will occur on the following approximate timeline:

**August 1:** Office of Strategy, Planning & Effectiveness completes SCSU’s annual work plan report and shares it with the campus community.

**August 1:** President, management team, and Strategic Planning Committee hold their Annual Planning Retreat to review progress on the Strategic Action Plan, update strategic objectives and initiatives based on new opportunities or threats, amend current fiscal year annual work plan as necessary, and develop a template and guidelines for the next fiscal year’s annual work plan and budget development.

**August 15:** Based on the planning retreat, the Office of Strategy, Planning & Effectiveness updates SCSU’s current fiscal year Annual Work Plan, drafts the next fiscal year Annual Work Plan template, and prepares the data reports for use by units/departments.

**Prior to Convocation Week:** The Updated Annual Work Plan (AWP) and a draft of the next fiscal year’s Annual Work Plan (AWP+1) template, planning data, and institutional performance report is distributed to Deans/Vice Presidents to share with departments and offices for discussion during Convocation Week.

**Sept. 1:** Begin implementation of AWP.

**Sept. 1 – Oct. 1:** VPs and Deans hold their annual meeting with individual units to review the previous year’s work plan report, the current year’s work plan, and to discuss issues, potential future initiatives and any reprioritization and resource reallocation that will be necessary. This meeting will be in preparation for the drafting of the unit’s next fiscal year work plan and budget plan. New initiatives requiring new funding must complete the New Initiative Funding process (Steps 1-7).

**Oct. 15:** Units electronically submit a proposal of their next fiscal year work plan and budget plan, including any reprioritization and reallocation that will be necessary. It must align with the University’s annual work plan. It should then be sent to their Dean/Vice President for review, approval and inclusion in the division’s work plan along with the draft proposed budget plan.

**Nov. 15:** Deans/Vice Presidents complete their review of unit work plans and submit their Division Work Plan to the President and the Provost. The Division Work Plans should include a draft of their proposed budget plan that is based on the budget planning guidelines and anticipated revenue and expense for the division. It also must align with the division work plan. Instances of resource reallocation and any requests for new institutional funding should be clearly delineated in the budget plan. Process and documentation for new institutional funding requests should be completed as described in the “New Initiative Development” process through Step 7.
Dec. 15: The President and Provost meet with each Vice President/Dean to discuss the draft annual work plan and the proposed budget plan. The President and Provost evaluate alignment of the division work plans with the University’s Strategic Action Plan, the reasonableness of the proposed budget plan (revenue and expense targets, reallocation plan, and new institutional funding requests) and provide feedback and suggestions for revision and further development.

Jan. 5: VPs and Deans integrate feedback from the President and Provost and submit revised work and budget plans.

Jan. 15: The management team meets in retreat to develop the University’s annual work plan and draft a budget plan for the next fiscal year based on strategic objective implementation plans and division plans. They review new initiatives requiring new institutional funding

Feb. 1: The SCSU Annual Work Plan is posted to an internal web site for community review and comment. The Strategic Planning Committee provides formal review and comment. Initiatives to be considered for institutional funding will complete Step 8 of the “New Initiative Development Process.”

March 15: SCSU Annual Work Plan for the next fiscal year is completed, recognizing changes may still occur based on the planning requirements of the Office of the Chancellor. A draft budget plan for next fiscal year is developed and published (with assumptions and estimations of unknown variables).

April 1: Initiatives completing Step 8 of the “New Initiative Development Process” will be reviewed and prioritized for funding (if funding is available).

June 1: Year-end progress reports on unit work plans for the current fiscal year are submitted electronically to the Dean/Vice President.

July 1: Year-end progress reports for colleges/units are submitted to the President.
## Appendix B: Academic Program Review and Accreditation Distribution by College

### College of Liberal Arts

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<tr>
<th>Department</th>
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| Theatre & Film Studies | Film Studies BA | X | 2010 | 2017 |
|                        | Theatre BA | X | NAS | 2010 | AY 2017-18 |

### College-level

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### Herberger Business School

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  - Spring 2015 Spring 2022

### Emotional/Behavioral Disorders GC
- X NCATE/BOT
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### Learning Disabilities GC
- X NCATE/BOT
  - Spring 2015 Spring 2022

### Special Education MS
- X NCATE/BOT
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### CFS: Early Childhood Special Education MS
- X NCATE/BOT
  - Spring 2015 Spring 2022

### Teacher Education
- Elementary (K-6) Education BS
  - X NCATE/BOT
    - Spring 2015 Spring 2022
- Reading Instruction Minor
  - X NCATE/BOT
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- Reading Teacher K-12 GC
  - X NCATE/BOT
    - Spring 2015 Spring 2022
- Teacher Leader GC
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- Curriculum and Instruction MS
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    - Spring 2015 Spring 2022

### School of Health & Human Services

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<td>2019</td>
<td></td>
</tr>
<tr>
<td>Travel and Tourism BA</td>
<td>X</td>
<td></td>
<td>X</td>
<td>2014</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Geography MS</td>
<td></td>
<td></td>
<td>X</td>
<td>2014</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Science GC</td>
<td></td>
<td></td>
<td>X</td>
<td>2014</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Geographic Information Science MS</td>
<td></td>
<td></td>
<td>X</td>
<td>2014</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>Tourism Planning and Development MS</td>
<td></td>
<td></td>
<td>X</td>
<td>2014</td>
<td>2019</td>
<td></td>
</tr>
<tr>
<td>International Relations BA</td>
<td></td>
<td></td>
<td>X</td>
<td>2010</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Political Science BA</td>
<td></td>
<td></td>
<td>X</td>
<td>2010</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Political Science</td>
<td></td>
<td></td>
<td>X</td>
<td>2010</td>
<td>2016</td>
<td></td>
</tr>
<tr>
<td>Social Studies Education BS</td>
<td></td>
<td></td>
<td>X</td>
<td>2008</td>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td>Traffic Safety Education</td>
<td></td>
<td></td>
<td>X</td>
<td>NCATE/BOT</td>
<td>Spring 2015</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Spring 2022</td>
<td></td>
</tr>
</tbody>
</table>
Appendix C: 2013-2017 Program Review and Accreditation Schedule

2012-2013: Program Review

- Department of Communication Studies (CLA)
  - Intercultural Communication Minor
  - Relational Conflict Minor
  - Communication Studies BA
  - Communication Studies BA- Supplemental
  - Communication Studies Interdepartmental BS

- Department of History (CLA) AY 2015
  - History BA

- Department of Biology (COSE), has not confirmed timeframe
  - General Biology BES
  - Biomedical Sciences BS
  - Biotechnology BS
  - Ecology and Field Biology
  - Biological Sciences MA

- Department of Computer Science and Information Technology (SCEE)
  - Computer Algorithmics Minor
  - Computer Organization and Programming Minor
  - C.N.A. Language Packages and Operating Systems Minor
  - Network Modeling and Simulation BS
  - Data Communications Minor
  - Network Information Security Systems Minor
  - Network Security Information Systems BS

- Department of Environmental and Technological Studies (SCEE)
  - Environmental Science BS
  - Environmental Studies BS
  - Environmental Studies BES

- Department of Geography and Planning (SOPA) AY 2015/ emailed on 8-10-15, expected completion Fall 2016
  - Geographic Information Sciences Minor
  - Geographic Information Sciences GC
  - Geographic Information Sciences MS
  - Geography BA
  - Geography BES
  - Heritage Preservation Minor
  - Planning and Community Development BA
  - Travel and Tourism BA
  - Geography MS

- Center for Continuing Studies
  - Liberal Education Studies BES

- Department of Global Studies (CLA)
  - Global Studies BA

2013-2014: Program Review

- Department of English (CLA)
• Creative Writing BA
• English Studies BA
• English Literature BA
• Linguistics BA
• Rhetoric and Applied Writing BA
• TESL (minor only)
• English Studies MA
• Rhetoric MA
• TESL MA

• Department of Chemistry and Biochemistry (COSE) **AY 2015, expected completion Fall 2016**
  - Forensic Science Minor
  - Biochemistry BS
  - Chemistry BS (Professional)

• Physics and Astronomy (COSE)
  - Optics Minor
  - Physics BS
  - Physics BES
  - Nuclear Medical Technology BS
  - Radiologic Technology BS

• Department of Educational Leadership and Higher Education (SOE)
  - Higher Education MS
  - Higher Education Administration Ed.D.

• Department of Counseling and Community Psychology (SHHS) **AY 2015 emailed on 8-10-15**
  - Chemical Dependency BS
  - Community Psychology BS
  - Community Psychology BES
  - Chemical Dependency GC

• Department of Economics (SOPA) **emailed 8-10-15 for copies. Should be sending.**
  - Business Economics BA
  - Economics BA
  - Mathematical Economics BS
  - 5th Year BA/MS
  - Applied Economics MS
  - Economics MS
  - Public and Nonprofit Institutions MS

**2014-2015: Program Review**

• Department of Foreign Languages & Literature (CLA)
  - French BA
  - German BA
  - Spanish BA

• Department of Kinesiology, Health and Physical Education (SHHS) **emailed on 8-10-15**
  - Community Health BS
  - Physics Education non-teaching BES
  - Recreation and Sports Management BS
• Exercise Science MS
  • Sports Management MS
  • Department of Criminal Justice (SOPA)
    o Criminal Justice Studies BA
    o Criminal Justice Studies MS
    o Public Safety Executive Leadership MS
  • Department of Sociology and Anthropology
    o Social Responsibility MS *moved to COLA/emailed on 8-10-15*

2015-2016: Program Review
  • Department of Ethnic & Women’s Studies (CLA)
    o African American Studies Minor
    o African Studies Minor
    o American Indian Studies Minor
    o Asian Pacific American Studies Minor
    o Chicano/a Studies Minor
    o East Asian Studies Minor
    o Ethnic Studies Minor
    o Latin American Studies Minor
    o Women’s Studies BA
    o Women’s Studies BES
  • Department of Philosophy (CLA)
    o Philosophy BA
    o Philosophy BES
  • Religious Studies Program (CLA)
    o Religious Studies Minor
  • Department of Mathematics and Statistics (COSE)
    o Math BA
    o Statistics BS
    o Applied Statistics MS
  • Earth and Atmospheric Sciences (SCEE)
    o Geology Minor
    o Earth Science BA
    o Hydrology BS
    o Meteorology BS
  • Department of Political Science (SOPA)
    o International Relations BA
    o Political Science BA

2016-2017: Program Review
  • Department of Psychology (CLA)
    o Psychology BA
    o I-O Psychology MA
  • Department of Sociology and Anthropology (CLA)
    o Anthropology BA
    o Sociology BA
- Sociology Interdepartmental BA
- Cultural Resource Management Archeology MS

- Department of Theatre & Film Studies (SOTA)
  - Film Studies BA

- Gerontology Program (SHHS)
  - Gerontology Minor
  - Gerontology GC
  - Gerontology MS

**2017-2018: Program Review**
- Department of Communication Studies (CLA)
  - Intercultural Communication Minor
  - Relational Conflict Minor
  - Communication Studies BA
  - Communication Studies BA - Supplemental
  - Communication Studies Interdepartmental BS

**2018-2019: Program Review**
- Department of Environmental and Technological Studies (SCEE)
  - Environmental Science BS
  - Environmental Studies BS
  - Environmental Studies BES
- Department of English (CLA)
  - Creative Writing BA
  - English Studies BA
  - English Literature BA
  - Linguistics BA
  - Rhetoric and Applied Writing BA
  - TESL (minor only)
  - English Studies MA
  - Rhetoric MA
  - TESL MA
- Department of Computer Science and Information Technology (SCEE)
  - Computer Algorithmics Minor
  - Computer Organization and Programming Minor
  - C.N.A. Language Packages and Operating Systems Minor
  - Network Modeling and Simulation BS
  - Data Communications Minor
  - Network Information Security Systems Minor
  - Network Security Information Systems BS

**2019-2020 Program Review**
- Department of Global Studies (CLA)
  - Global Studies BA
- Physics and Astronomy (COSE)
  - Optics Minor
  - Physics BS
- Physics BES
- Department of Educational Leadership and Higher Education (SOE)
  - Higher Education MS
  - Higher Education Administration Ed.D.
- Department of Economics (SOPA)
  - Business Economics BA
  - Economics BA
  - Mathematical Economics BS
  - 5th Year BA/MS
  - Applied Economics MS
  - Economics MS
  - Public and Nonprofit Institutions MS
- Department of Foreign Languages & Literature (CLA)
  - French BA
  - German BA
  - Spanish BA
Accreditation Schedule
Accreditation reviews follow their own cycle. Accredited programs are required to have a midcycle follow-up with their dean if not required by their accrediting body.

2013-2014 Accreditation Visits
- AACS
  - Herberger School of Business
- ABAI
  - Advanced Behavior Analysis MS emailed on 8-10-15 for add’l paperwork

2014-2015 Accreditation Visits
- NCATE/BOT
  - Communication Arts and Literature BS (Education)
  - Earth and Space Science Education Grades 9-12 BS
  - Earth and Space Science/General Education Grades 5-12 BS
  - English Education MS
  - French BS (Teaching)
  - German BS (Teaching)
  - Spanish BS (Teaching)
  - History MA/MS
  - Art Education BS
  - Music Teaching BS
  - Life Science/General Science Education (5-12) BS
  - Life Science Education Grades 9-12 BS
  - Biology Sciences MS
  - Chemistry /General Science Education Grades 5-12 BS
  - Chemistry Education Grades 9-12 BS
  - Social Studies Teaching BS
  - Math Teaching BS
  - Early Childhood BS
  - Developmental/Adaptive Physical Education Minor
  - Health and Physical Education BS
  - Physical Education BS
  - Physics/General Science Education Grades 5-12 BS
  - Physics Education Grades 9-12 BS
  - Earth and Space Science Teaching BS x 2
  - Technology Education BS and MS
  - Family Studies MS
  - 5th Year GC in Child and Family Studies
  - Parent Education MS
  - Instructional Technology Certificate
  - Design for E-Learning GC
  - Instructional Technology GC
  - Library Media Specialist GC
  - Information Media MS
  - Special Education BS
  - Autism GC
  - Developmental Disabilities GC
• Early Childhood Special Education GC
• Emotional/Behavioral Disorders GC
• Learning Disabilities GC
• Special Education MS
• Elementary Education (K-6) BS
• CFS: Early Childhood Special Education MS
• Counseling Psychology: Rehabilitation Counseling MS
• Traffic Safety Education

• CSWE
  • Social Work BS
  • Social Work MSW

2015-2016
• ABET
  • Computer Engineering BS
  • Electrical Engineering BS
  • Manufacturing Engineering BS
  • Mechanical Engineering BS ME
  • Land Surveying and Mapping BS, BES, GC
• ASEM
  • Engineering Management MEM
• ATMAE
  • Technology Studies Minor
  • Technology Studies BES
  • Technology Management BS
• CACREP
  • Community Counseling MS
• Commission on Applied & Clinical Sociology
  • Applied Sociology

2016-2017 Accreditation Visits
• ACEJMC
  • Mass Communications BS
  • Mass Communications MS
  • National Association of Schools of Theatre
    • Theatre BA
• CAAA and SLP
  • Communication Science Disorders MS
• CAMFT
  • Marriage and Family Therapy GC
  • Marriage and Family Therapy MS
• CACREP
  • College Counseling MS
  • School Counseling MS
  • School Counseling GC
  • Community Counseling MS
2017-2018 Accreditation Visits
- CCNE/MBoN
  - Nursing BS
- NAACLS
  - Medical Lab Science
- National Association of Schools of Art & Design
  - Graphic Design Minor
  - Ceramics BFA
  - Drawing BFA
  - Graphic Design BFA
  - Painting BFA
  - Printmaking BFA
  - Sculpture BFA
  - Art History BA
  - Art BA
  - Integrated Media BFA
  - New Media: Music and Art Minor
- National Association of Schools of Theatre
  - Theatre BA
- CAAA and SLP
  - Communication Sciences and Disorders MS

2019-2020 Accreditation Visits
- ABET
  - Applied Computer Science BS
  - Computer Science BS and MS

2020-2021 Accreditation Visits
- National Association of Schools of Music
  - Music BA
  - Music BES
  - Music BMus
  - Music MM
- CORE
  - Counseling Psychology: Rehabilitation Counseling MS

2021-2022 Accreditation Visits
- CAATE
  - Athletic Training BS
- NCATE/BOT
  - Communication Arts and Literature BS (Education)
  - Earth and Space Science Education Grades 9-12 BS
  - Earth and Space Science/General Education Grades 5-12 BS
  - English Education MS
  - French BS (Teaching)
  - German BS (Teaching)
  - Spanish BS (Teaching)
  - History MA/MS
- Art Education BS
- Music Teaching BS
- Life Science/General Science Education (5-12) BS
- Life Science Education Grades 9-12 BS
- Biology Sciences MS
- Chemistry/General Science Education Grades 5-12 BS
- Chemistry Education Grades 9-12 BS
- Social Studies Teaching BS
- Math Teaching BS
- Early Childhood BS
- Developmental/Adaptive Physical Education Minor
- Health and Physical Education BS
- Physical Education BS
- Physics/General Science Education Grades 5-12 BS
- Physics Education Grades 9-12 BS
- Earth and Space Science Teaching BS x 2
- Technology Education BS and MS
- Family Studies MS
- 5th Year GC in Child and Family Studies
- Parent Education MS
- Instructional Technology Certificate
- Design for E-Learning GC
- Instructional Technology GC
- Library Media Specialist GC
- Information Media MS
- Special Education BS
- Autism GC
- Developmental Disabilities GC
- Early Childhood Special Education GC
- Emotional/Behavioral Disorders GC
- Learning Disabilities GC
- Special Education MS
- Elementary Education (K-6) BS
- CFS: Early Childhood Special Education MS
- Counseling Psychology: Rehabilitation Counseling MS
- Traffic Safety Education
- Human Relations Minor
Appendix D: St. Cloud State University Mission, Vision, Learning Commitments & Strategic Action Plan

Mission
We prepare our students for life, work and citizenship in the twenty-first century.

Vision
Through active discovery, applied knowledge and creative interaction, we positively transform our students and the communities where they live and work.

Our vision defined
St. Cloud State University makes a positive, long-term impact on the lives of our students. We provide rigorous and relevant academic experiences with engaged, active learning opportunities in an intellectually vibrant, inclusive and diverse campus community. Our graduates are well-prepared to act as responsible global citizens and professionals who remain actively connected with our university.

Learning Commitments
• Active and applied learning
• Community engagement
• Sustainability
• Global and cultural understanding

Approved by the Minnesota State Colleges and Universities Board of Trustees April 20, 2011

Strategic Action Plan
The current St. Cloud State University Strategic Action Plan can be found at:
http://www.stcloudstate.edu/ospe/planning/default.asp
# Appendix E: Checklist and Steps in Program Review Process

## Step 1: Identification of Programs/Units

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Affairs develops and reviews schedule for program review with Deans.</td>
<td>Yearly</td>
</tr>
<tr>
<td>Units to be reviewed during upcoming academic year are notified by their Dean.</td>
<td>Spring Semester preceding review year</td>
</tr>
<tr>
<td>Official notice is sent to each department from the Provost</td>
<td>March</td>
</tr>
<tr>
<td>OSPE Program Review office provides data analysts with the list of upcoming departmental reviews, so they can begin to gather the requisite data sets</td>
<td>March</td>
</tr>
<tr>
<td>Departments are provided with the opportunity to meet with OSPE staff regarding the process—either one on one with the department chair or the entire department (during a department meeting)</td>
<td>Late Spring Semester/Early Fall Semester post official notification in March</td>
</tr>
</tbody>
</table>

## Step 2: Selection of Consultants

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department/Unit identifies/recommends potential reviewers for level of review selected and forwards names and credentials to Dean(s).</td>
<td>Spring Semester preceding review year</td>
</tr>
<tr>
<td>Dean selects reviewers and notifies departments of selection.</td>
<td></td>
</tr>
<tr>
<td>OSPE sends reminder to program and Dean that reviewers should be selected and notified by Sept 30</td>
<td>September 1 in year of review.</td>
</tr>
<tr>
<td>Department chair contacts reviewers about availability and provides information to Dean.</td>
<td>By September 30 in year of review</td>
</tr>
</tbody>
</table>

## Step 3: Self Study

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department begins self-study.</td>
<td>Spring Semester preceding review year</td>
</tr>
<tr>
<td>OSPE staff provides a standard data set for use completing the self study An explanation of the data sets is provided in a meeting with OSPE data analysts Training is provided for the Tk20 program review platform and Sharepoint repository.</td>
<td>August/start of academic year</td>
</tr>
<tr>
<td>OSPE sends reminder to program and Dean that self study is due by Dec 15.</td>
<td>By November 15 in year of review</td>
</tr>
<tr>
<td>Department completes self-study in the Tk20 program review platform</td>
<td>By December 15 in year of review</td>
</tr>
<tr>
<td>Department forwards copy of Tk20 self-study report to Dean(s).</td>
<td>At least 7 weeks prior to the site visit</td>
</tr>
<tr>
<td>Following review, Dean(s) may return document to department for additional information.</td>
<td>6 weeks prior to the site visit</td>
</tr>
</tbody>
</table>

## Step 4: Preparation for Consultants' Visit (Fall of Review Year)

<table>
<thead>
<tr>
<th>Description</th>
<th>Date/Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department schedules a 2-3 day site visit for Spring semester after consideration of Dean’s availability.</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>Team leader of review team is identified.</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>Department Chair confirms site visit dates/times with Dean’s Office.</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>OSPE- Program Review office provides funding and payment information to departments</td>
<td>October</td>
</tr>
<tr>
<td>Department obtains consultants' home address and social security number and creates vendor number for consultants.</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>Department assists reviewers with travel arrangements, hotel</td>
<td>Fall Semester</td>
</tr>
<tr>
<td>Step 1: Reservations and Honorariums</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Department notifies OSPE of consultant information, including home address, social security number, vendor number, honorarium and chosen method of travel funding.</td>
<td>Late Fall Semester/Early Spring Semester</td>
</tr>
<tr>
<td>OSPE processes consultant contract(s)</td>
<td>Late Fall Semester/Early Spring Semester</td>
</tr>
<tr>
<td>Department sends tentative schedule for reviewers to Dean(s).</td>
<td>Spring Semester</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 2: Tentative Schedule</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean reviews schedule, reports any needed changes to department.</td>
<td>Spring Semester</td>
</tr>
<tr>
<td>Department develops finalized schedule for site visit and distributes to Dean(s) and all members of the department.</td>
<td>At least 2 weeks before site visit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Step 3: Funding and Payment</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>OSPE- Program Review office provides funding and payment information to departments (second time/reminder)</td>
<td>February</td>
</tr>
<tr>
<td>Department distributes final Tk20 self study report to Dean and consultants</td>
<td>At least 2 weeks before site visit</td>
</tr>
<tr>
<td>Department secures meeting rooms, makes arrangements including beverages and meals during the site visit. <strong>NOTE:</strong> meals for department members must be paid by the department.</td>
<td></td>
</tr>
<tr>
<td>Department prepares documents and exhibits needed for site visit.</td>
<td></td>
</tr>
</tbody>
</table>

**Step 5: Site Visit**

- Department/unit hosts reception for team, if desired.
- Review team follows developed schedules.
- Department secures any required travel information for payment during meeting with consultants. This information should be packaged and sent to OSPE- Program Review office (AS 101) during site visit.

**Step 6: Consultants' Report and Follow-up**

- Review team prepares written report in an electronic format (.pdf preferred) and sends to Dean. Within a month of visit to SCSU.
- Consultants' report received by Dean and sent to Department.
- Once the consultant's report is received and approved, OSPE will process consultant's payment.
- Department develops written response in an electronic format (.pdf preferred) to the consultant’s report and recommendations and sends to Dean. Within 3 weeks of receiving report (7 weeks after the site visit).
- Dean(s) schedules meeting with department to discuss the response to the report and proposed recommendations. Two weeks following department response (9 weeks after the site visit).
- Following meeting, Dean(s) sends written response in an electronic format (.pdf preferred) to the department. The response includes approval of recommendations to be implemented. Three weeks following meeting (12 weeks after the site visit).
- OSPE follows up with departments/programs to make certain that all paperwork and documentation have been processed and received. Summer following review.

**Step 7: Information to Academic Affairs**

- Department sends to Academic Affairs (or possibly the Sharepoint site) and OSPE- Program Review office via Dean’s Office, electronic copies of the four (4) reports: Tk20 self-study report, consultants' report, Department response and Dean's response. By September 1 (year following review).
Appendix F: SAMPLE ITINERARY/AGENDA FOR EXTERNAL REVIEW VISITATION

<table>
<thead>
<tr>
<th>DAY #1</th>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6:00 pm</td>
<td>Informal reception and meeting for consultants, department faculty, and invited guests</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY #2</th>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:00 am</td>
<td>Entrance Interview: Consultants, Dean and Associate Dean. The graduate dean should be involved for units offering graduate programs.</td>
</tr>
<tr>
<td></td>
<td>9:30 am</td>
<td>Consultants meet with individual faculty members.</td>
</tr>
<tr>
<td></td>
<td>12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00 pm</td>
<td>Consultants tour department facilities.</td>
</tr>
<tr>
<td></td>
<td>2:00 pm</td>
<td>Consultants meet with undergraduate majors/minors and/or graduate students.</td>
</tr>
<tr>
<td></td>
<td>3:00 pm</td>
<td>Consultants meet with department.</td>
</tr>
<tr>
<td></td>
<td>4:00 pm</td>
<td>Consultants meet with alumni, employers, community advisory committee, or other appropriate individuals from outside the university.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DAY #3</th>
<th>TIME</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8:30 am</td>
<td>Consultants tour Learning Resources Center.</td>
</tr>
<tr>
<td></td>
<td>9:00 am</td>
<td>Consultants meet with faculty from outside of department, as appropriate.</td>
</tr>
<tr>
<td></td>
<td>11:00 am</td>
<td>Consultants meet together to discuss findings, recommendations.</td>
</tr>
<tr>
<td></td>
<td>12:00 pm</td>
<td>Lunch</td>
</tr>
<tr>
<td></td>
<td>1:00 pm</td>
<td>Consultants meet with Department Chairperson and College Dean.</td>
</tr>
<tr>
<td></td>
<td>2:00 pm</td>
<td>Exit Interview: Consultants meet with Dean, Associate Dean and Graduate Dean (if appropriate).</td>
</tr>
<tr>
<td></td>
<td>3:30 pm</td>
<td>Consultants depart.</td>
</tr>
</tbody>
</table>
Appendix G: New Initiative Proposal Process and Flowchart

New Initiative Proposal Flowchart

1) Develop pre-proposal using the standard form. Identify potential collaborators across campus. All potential collaborators should be involved in discussion at this point. Curriculum changes should be initiated via the curriculum process at this time.

2) Appropriate department/program/division should officially approve the pre-proposal via the signature form provided. All affected departments/programs/divisions should be included.

3a) Pre-proposal will be electronically posted to a controlled access university site.

3b) Additional collaborators are identified and brought into discussion. Interested individuals initiate dialogue with originators in an effort to establish potential collaborative efforts.

4) Representative committee of the dean or immediate supervisor and representatives from all departments/programs/divisions in the originators college or division review, rate and comment on pre-proposals. The representatives of this committee should be chosen by each department/program/division and not appointed by the dean or immediate supervisor. The pre-proposal will be rated using the forms provided. All pre-proposals are forwarded with these ratings and comments.

5) The dean or immediate supervisor comments on the fit for the college and university academic action plan. Specific comments regarding how the pre-proposal moves the college forward should be included.

6) The university-wide committee should include the Resource Allocation and Budget Sub-Committee of the Strategic Planning Committee plus all vice presidents and academic deans.
7) A “yes” decision means the development of a full proposal by the originator, collaborators and respective dean or immediate supervisor using the forms provided. A “no” decision means originator and collaborators must analyze feedback and make appropriate modifications. (See Step #11).

8) Appropriate department/program/division should officially approve the pre-proposal via the signature form provided. All affected departments/program/divisions should be included.

9) The same committee evaluating the pre-proposals in step #6 will evaluate the full proposals. Proposals will be ranked according to funding priority. Approved proposals that are not funded should be fully re-evaluated (starting at Step #1) after two years.

10) Funding recommendations are forwarded to the Provost and President for final decision.

11) Originators and collaborators analyze decision and make appropriate modifications prior to resubmission. Proposal can only be submitted 1 time per cycle.