

core/curric	Criteria	Data	Definition	department	Faculty Voice/Governance	Process	resources	StratP/In and Accred	uniqueness	value-added	Description
				1							Across schools
	1						1				Added criteria: community involvement and civic engagement (strategic planning goal)
						1					Are other state colleges engaged in a similar process?
	1	1									Be wary of rigid application or emphasis on job placement
						1					Cannot let past hold you down
						1					Collaboration (not just "me')
			1				1				con - aligning accreditation of departments with college
		1									con - concern about market-driven cuts
							1				con - limited faculty time and resources
							1				Con - more work
							1				Con - no resources for process (release time)
	1										Con - outside review criteria may not be the same as internal reviews
						1					con - who makes final decisions?
								1			Consistent with SSC mission (scale -3 -2 -1 0 +1 +2 +3)
1											Core curriculum may need to be established to pull out recommendation from departmental reports
	1										Costs
1	1										Criteria must assess not only the ability of students to find a job but the ability to develop a career and to be educated citizens
	1						1				Criteria must not unfairly disadvantage smaller departments/programs
	1							1			Criteria should be developed out of mission and strategic plan
	1										Criteria should not be numbers-driven
		1									Data we need should find a way to get it - double majors
	1	1									Demographic trends?
				1		1					Departmental self-evaluation
				1		1					Departments drafting planning report
				1		1					Departments should start
				1		1					Departments working together
			1								Diversity of program focus - unclear where to go...look same or more diverse?
								1			Do not duplicate what is necessary for NEASC Standard IV committee (academic program)
			1				1				Does strengthening one program mean weakening another, given limited resources?
				1		1					Don't get stuck in departmental discussions

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		1		1							Each department provides list of programs that are vibrant/growing which would benefit from resources
											Empower faculty
											Empower newer faculty to enhance process
	1									1	Essentiality
	1										External demand
						1					Faculty breakouts
	1										Faculty create program assessment criteria - how to apply to different types of programs (liberal arts mission) - values driven vs. data driven
	1										Faculty decide the criteria
	1									1	Faculty develop evaluation criteria - values-driven vs. data-driven
						1	1				Faculty time constraints are very real, and so the process being "faculty driven" must try to mean something and not end up being a slogan
	1										Faculty, student, alumni satisfaction should be included as criteria
					1	1					Forums for non-tenured faculty (safe)
					1	1					General-specific
					1	1					Get everyone in the conversation
								1			Going back to our mission: diversity
	1	1								1	Good teaching DESPITE inadequate "inputs" . These need to be documented but not held against programs. Barriers to student growth.
											Heart of institution
	1	1					1				Hire and outside "data gatherer"
								1			How do criteria dovetail with NEASC criteria for evaluation
					1	1					How do we get ALL faculty especially senior faculty involved in the process?
							1				How do we share the load in a small department where everybody is doing everything?
1											How does core curriculum fit in because it is not owned by any one department
				1		1					How is task force chosen? Will that impact decisions in my department?
		1									How long to we look at data set to measure outcomes?
					1	1					How to get people to show up
1						1					How will the discussion about the core impact the process?
			1								How would ranking be done?
						1					Institutionalize

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				1		1					Interdepartmental collaboration
1											Interdepartmental courses (e.g., environmental science interdisciplinary sequence)
1	1										Internal demand (core)
						1					Internal departmental assessment first? Interdepartmental cooperation
						1					Is the timeframe of this process too compressed?
			1								Is there a difference between a program and a concentration?
						1					Keep it positive
								1			NEASC criteria
						1					Needs for institutional assessment
							1				One faculty member per department - release time each semester
	1	1							1		Outputs that are unique to individual programs along with standardized measures
											Personal - "I am retiring in 5 years - will mine go?"
											Pro - good way for junior faculty to get oriented to program (counts as service...potential for scholarship if presented and written up)
							1				Pro - potential for enhanced resources
	1					1		1			Program assessment - accreditation? External reviews?
1	1										Program contributes to student abilities in the areas of critical thinking, creative problem solving, communications skills, good citizenship (ethics, cultural sensitivity, etc)
	1					1					Program elimination/reduction - what are the benefits of elimination? How will it hurt the college?
1	1										Program exposes students to new perspectives/broadens world view
											Pros - faculty voice in process
										1	pros - opportunity to change relationship between undergrad and grad program
										1	Pros - reduce overlap in programs across disciplines
										1	pros - transformation of programs to stay competitive?
						1					pros wider view of program needs/effectiveness
			1		1	1					Questions: Governance? Review team - stakeholders?
			1								Rank
	1	1									Regional impact
	1									1	Revenue Generation should not be a driving force. Other resources generated by programs may be more intangible, adding to intellectual and cultural life of community
						1	1				Scheduling issues - is this important enough to block out time on a regular basis

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					1	1					Several town meetings with themes
	1										Size, Scope and productivity
	1										Some criteria may apply to some programs but not others
		1									Some programs/curriculum are so new they have not been able to generate evidence of success
	1									1	Student outcomes - Program prepares students for future careers and professional growth
						1	1				Student/employer alumni, advisory board input. What would be the resources to secure this information?
						1					Students will be affected
						1					SWOT
1											Tailor courses to students re core curriculum - example - Comp I - menu of course options e.g. music, literature, scientific writing
						1					Task force needs to happen soon
						1		1			The process must maintain the fundamental mission of SSC as a liberal arts college
	1							1			The value of a program must be assessed relative to the mission of SSC and the strategic plan, not by market - revenue factors
					1						There has to be a relationship to governance
						1					This is about the future of SSC (this is the hook)
		1									Threshold data - Nancy's model
					1	1					Timeline input by the faculty
					1	1					Timeline input by the faculty
		1									Trends impact
1	1										Undergraduate research/portfolio presentations/creative projects
					1						Use senior faculty to guide process
	1							1			Use the NEASC criteria
					1						We need lots of faculty involvement and students - not just data and a spreadsheet
							1				We'll need APRs for coordinating work
							1				What are we going to do less of? Teaching? Meetings?
					1						What could happen to me? Where else would I teach?
			1								What is meant by "ranking" by the review team?
			1								What is productivity?
			1								What is student success ? Competencies? Retention Rates - career/jobs in fields

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			1								What is the definition of program (...flow sheet?)
							1				What is the impact DGCE has on the day program - how do we make that more fluid?
				1		1					What is the role of the department chair in this process? Is it to be one of simply protecting one's department?
							1				What resources are available for assessment?
		1									What type of data will come from the department that does not already exist in IR?
		1									What type of qualitative data should be included?
								1			What unique benefits do we offer the Commonwealth? Workforce? Citizenship?
	1					1					Who develops the criteria for the process?
				1							Will departments/programs have the opportunity to reorient themselves rather than having their future dictated to them?
			1								Will our decision-making hurt us during our audit/criteria (ex. Enrollments in between 250-200; researchers vs. enrollment)
							1				Will the process allow faculty to be given time off from teaching in the spring to undertake the review
							1				Will there be less budget for undergraduate education at the end of the process
10	32	15	11	12	12	39	18	15	2	5	