Training 3: Qualitative Self-Study Exercise

ANNUAL PROGRAM CHECK-IN TRAINING SERIES

Spring 2025

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Annual Program Check-In Process

Background and Process Overview

Academic Transformation Working Group Charge

As technology evolves and cultural and workforce needs change over time, **academic programs need to keep pace with and be tied to current industry needs** and learner demand.

This working group was charged to study the **determinants of academic program viability** and establish **data-informed check-in points** for identifying programs for which substantive revisions will be required to **realign them to current workforce needs** and **learner demand**. The group was also asked to identify and recommend key metrics and a protocol for flagging programs for further review to understand why their enrollments are low and/or trending downwards.

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Program Viability & Curricular Innovation Working Group Recommendations Summary

- **Establish Guiding Principles** for Program Viability that Encourage Curricular Innovation (p. 12)
- **Clarify the Metrics** Used to Assess Program Viability and Encourage Curricular Innovation (p. 13)
- Implement Comprehensive and Inclusive Data Literacy **Professional Learning Opportunities** that Support Program Success (p. 19)
- Develop and Implement **Decision-Making Guidelines** for Academic Program Viability Processes (p. 20)
- Implement a **Program Check-In Process** for all Academic Programs (p. 22)
- Create a **Tiered Support Model** for all Academic Programs (p. 23)
- Construct a **Review and Appeals Process** that Honors Shared Governance (p. 27)
- **Align Budget Model** Principles and Revisions with **Program Growth Incentives** and Program Enhancement Needs (p. 27)

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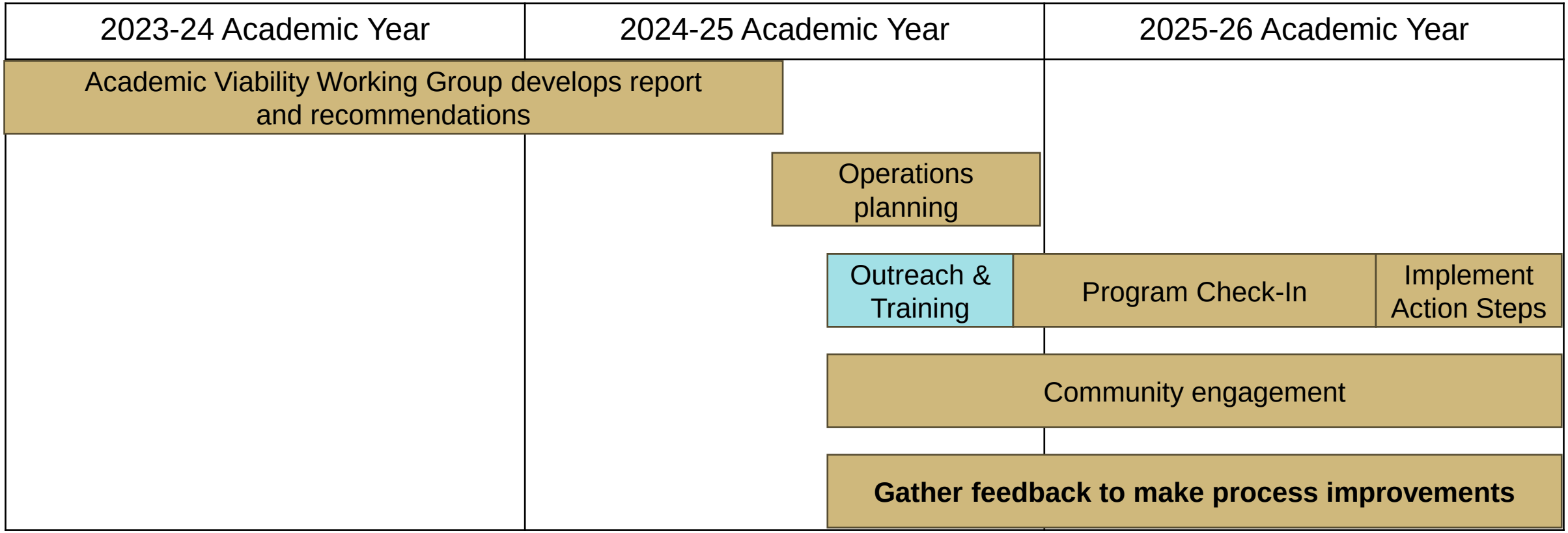
Academic Program Viability and Curricular Innovation: Full Report

PROGRAM CHECK-IN LAUNCH TIMELINE



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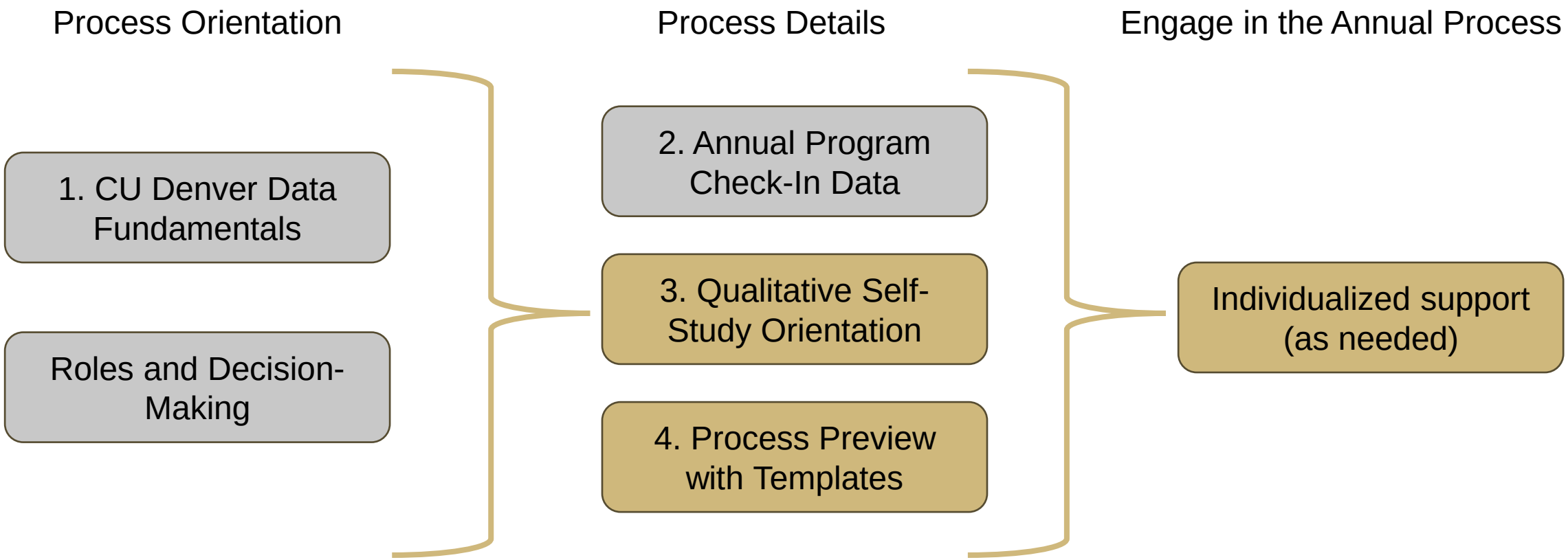
Annual Program Check-In Website

ANNUAL PROGRAM CHECK-IN TRAININGS



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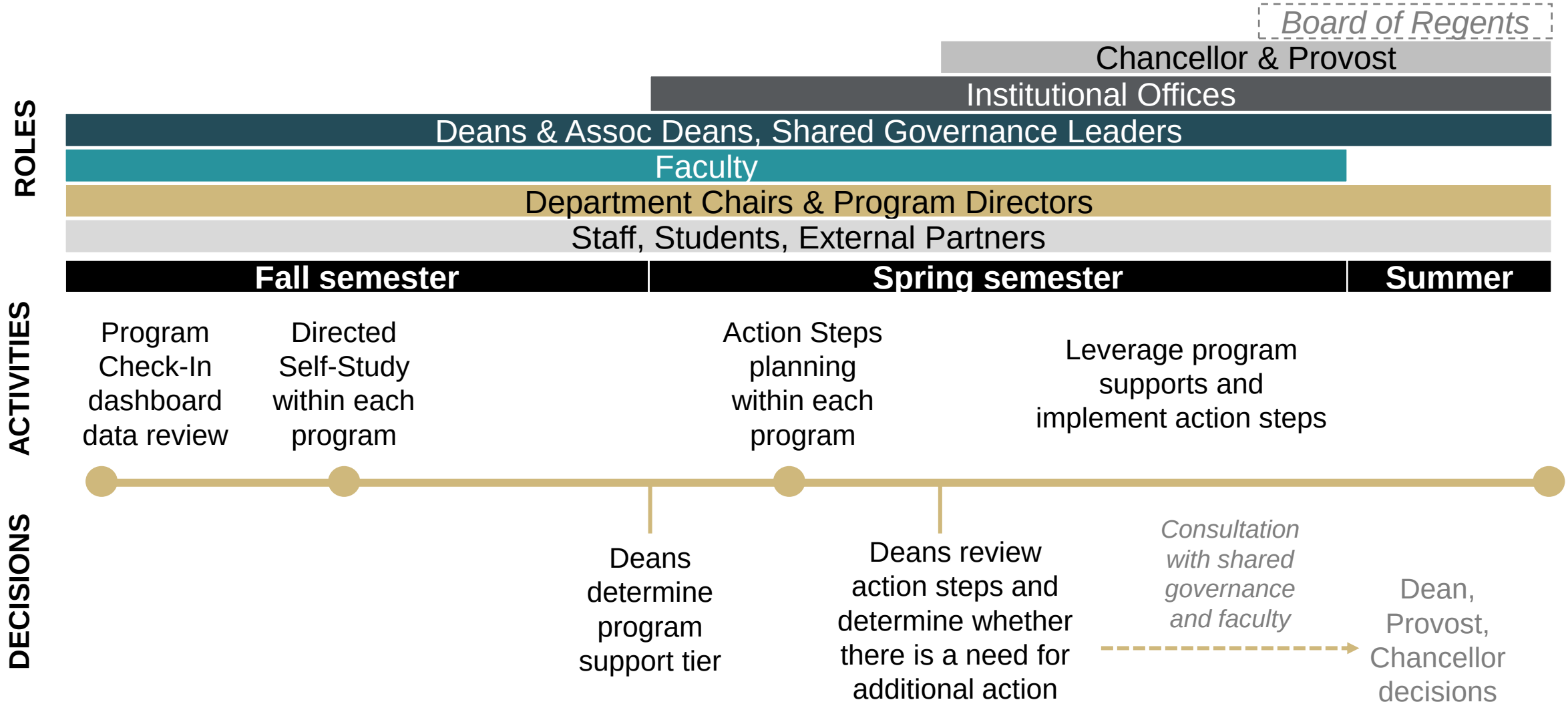
ENGAGEMENT TIMEFRAMES BY ROLE



Workshop #1: CU Data Fundamentals Recap
University Dashboards – Most Commonly Used Tools

Navigation: CU Denver Tableau Server – University Dashboards project

- Admissions Trends
- Headcount Enrollment Dashboard
- Student Credit Hour Enrollment
- Student Success (Retention/Graduation)
- Degrees Awarded & Time to Degree

- Weekly Tracking
  - Admissions Tracking
  - Others (Enrolled Headcount, Student Credit Hours)
- Faculty/Staff Headcount
- Surveys

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Workshop #1 Recording

Roles and Responsibilities Q&A: Recap

Role	Responsibilities
Faculty	Engage in the Check-In process as advisors and advocates, identify action steps for your program based on insights from the dashboard and self-study, collaboratively implement action steps *(Note: Program staff may also take on some of these responsibilities)*
Dept Chairs & Program Directors	Lead the Check-In process for your program, engage your faculty, identify and manage implementation of action steps for strengthening your program
Associate Deans	Serve as a resource for faculty and chairs/directors
Deans	Assess the school/college portfolio of programs, determine tiers of support; if needed, make recommendations to the Provost regarding program changes
Shared Governance Leaders	Engage in the Check-Ins as faculty advisors, consultation with school/college leaders regarding local shared governance engagement
Institutional Offices (e.g. OIRE, SESS, TIPS)	Provide data, training, and support to programs in service of improved program viability, curricular innovation, etc.
Staff, Students, External Partners	Receive updates regarding the Check-In and provide input as requested
Provost & Chancellor	Assess recommendations made by the Deans and determine next steps
Board of Regents	Final decision-makers for any program discontinuance decisions

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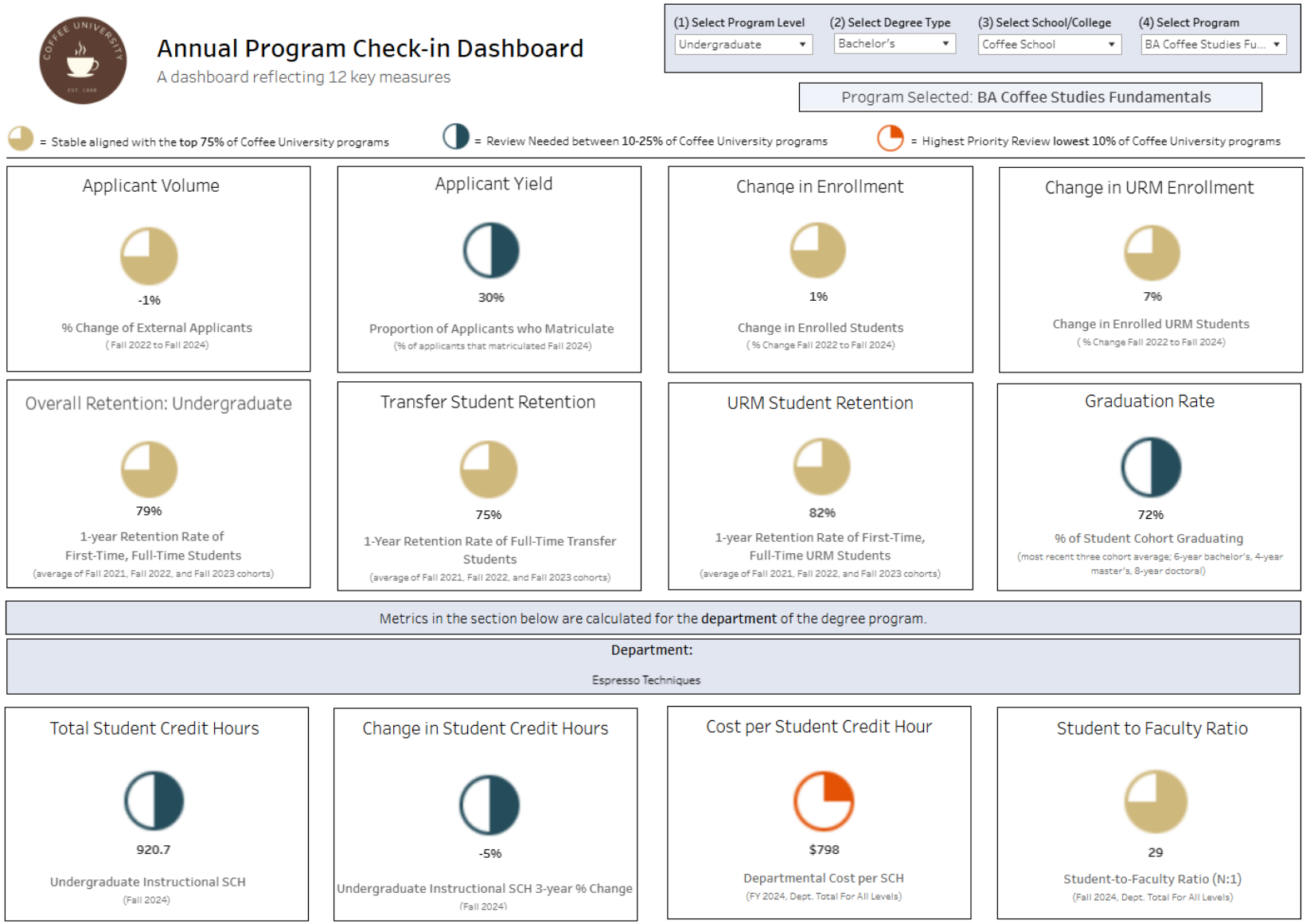
[Roles & Responsibilities Q&A Recording]

Workshop 2: Annual Program Check-In Data: Recap Program Dashboard w/ Metrics



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CATEGORIES & SUPPORT TIERS

Today

Dashboard
(Quantitative)

- **Stable:** aligned with the top 75% of CU Denver degree programs
- **Review Needed:** between 10-25% of CU Denver degree programs
- **Highest-Priority Review:** lowest 10% of CU Denver degree programs

Identified automatically for each specific data element based on internal benchmarks

Self-Study
(Qualitative)

- **Strong:** The program has several examples of the strengths in a specific category
- **Additional Support Needed:** The program has strengths, but also several opportunities in a specific category
- **Area of Concern:** The program has few examples of strengths and many opportunities in a specific category

Identified by program/department leaders for 5 different categories in the holistic self-study rubric

Program Support Tiers
(Combination of Quantitative & Qualitative)

- **Stable**: Program is below benchmark in only 1-2 areas
- **Review Needed:** Program is below benchmark in 3-5 areas
- **Highest-Priority Review:** Program is below benchmark in 6 or more areas

Identified by the dean of each school/college based on a portfolio-level view of programs

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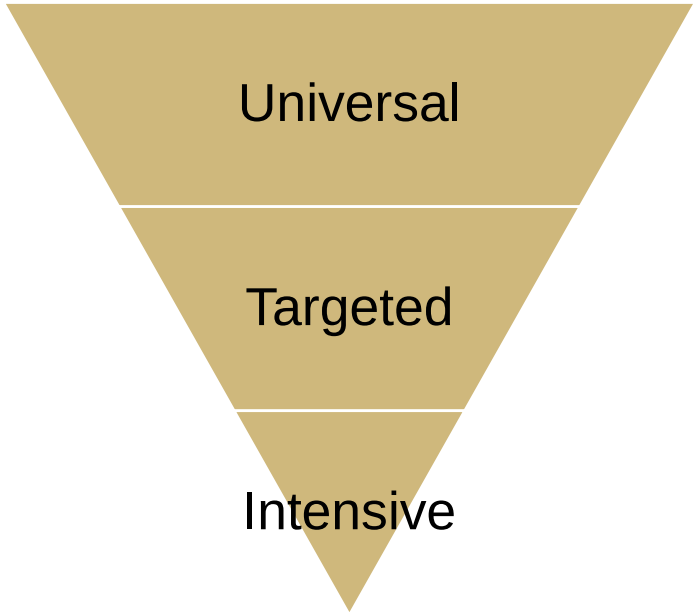
TIERED SUPPORTS



UNIVERSAL: Every program receives support in the form of the annual Program Check-In, access to the DSTk, and market intelligence data. All programs will develop plans including specific action steps to strengthen program viability. Programs that are consistently Stable may not need to complete annual Check-Ins.

TARGETED: Programs identified as Review Needed could receive support through consultations with market intelligence, UComm, OIRE, SESS representatives, as well as additional conversations with academic leaders.

INTENSIVE: Programs identified as Highest-Priority Review will require closer examination. In addition to receiving universal and targeted supports, programs in this tier will be expected to engage in strategic discussions regarding the future viability of the program within their school/college and Provost Team.

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Annual Program Check-In Qualitative Self-Study

Overview and Exercise

Workshop 3: Qualitative Self-Study

Learning Objective 1	Learning Objective 2	Next Steps
Go into the program self-study rubric and process for curating and sharing data – moving from data to insight to action (qualitative focus).	Reflect on template efficacy and data interpretation, and overall content, providing feedback for a refined iteration.	• Sign-up for the Process Preview • Ask questions during workshops • Provide feedback on workshops

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Program Check-In Workshop Invite

Qualitative Self-Study

Directed Self-Study
- Engage program faculty, staff and other constituents
- Intended as a collaborative and reflective process
- Incorporating expert industry knowledge

Purpose
- The self-study outcomes will help inform targeted action steps and identify opportunities for consultation and institutional support

Assigning Designations/Ratings
- Strong
- Additional Support Needed
- Area of Concern

Key Driver Categories
Research & Creative Contributions
Alignment with the Strategic Plan
Community Engagement
Competitive Position
Unique Program Elements

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Directed Self-Study Process

Complete the Qualitative Self-Study in **Fall 2025:**

1. Access the **Directed Self-Study Template**
2. Review the **Holistic Rubric** for a better understanding (included in the template)
3. **Engage** faculty, staff, students and other colleagues in self-study draft
4. Complete the Qualitative Self-Study **Template**

Assessing and Overall **Rating for Key Driver Categories**:

- **Strong:** The program has several examples of the strengths in a specific category
- **Additional Support Needed:** The program has strengths, but also several opportunities in a specific category
- **Area of Concern:** The program has few examples of strengths and many opportunities in a specific category

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Program Self-Study Template: By Category

- How were the program **constituents engaged?** (250 words or less)
- **Research and Creative Work**: Overall rating and supporting details (500 words or less)
- **Alignment with Institutional Strategic Plan**: Overall rating and supporting details (500 words or less)
- **Community Engagement**: Overall rating and supporting details (500 words or less)
- **Competitive Position**: Overall rating and supporting details (500 words or less)
- **Unique Program Elements**: Overall rating and supporting details (500 words or less)