

Guidelines for Five-Year Curricular Reviews of the
Academic Programs and Annual Reports to the Committee
on Curriculum and Academic Planning

I. FIVE-YEAR REVIEWS:

1. Mission and Philosophy:

(a) Program's curriculum in the context of Old Wentbury's Mission;

(b) Curricular and educational philosophy:

the ideas and principles underlying the structure of the curriculum (core requirements, particular tracks/options, electives, course sequencing etc.); curricular innovation (any departure from the traditional);

(c) Changes in (a) and/or (b) in the last five years, and their rationale.

2. Goals and Objectives:

(a) Long term curricular goals:

new courses/sequences/degrees to be developed in the next five years with justification (e.g., changes in student demand/interest, in the discipline(s), in professional/graduate school requirements); and the resources available (or required) for meeting the goals;

(b) Shorter term objectives: specific steps for achieving (a), i.e., phasing in of long term curricular plans, including any grant proposals contemplated to aid development;

3. Present Curriculum:

(a) Degree requirements, if different from the current catalogue;

(b) Courses which have been discontinued, changed, or added since the publication of the current catalogue, with explanations; course descriptions and syllabi for new courses, with the name(s) of instructor(s).

(c) Frequency of course offerings: any changes from the current catalogue; ratio of day:evening courses; summer courses; reasoning behind evening and summer course offerings;

(d) General education courses: impact on recruitment of majors to the liberal arts and on quality of service to majors;

3.(e) Curricular arrangements with other programs; articulation agreements with programs at Long Island's two-year schools.

(f) Number of courses taught by full-time faculty, number taught by adjunct faculty, and the ratio between them, in each semester during the period under review.

4. Pedagogy and Related Professional Development:

- (a) Program's teaching methods; innovations introduced and/or planned, including the use of the computer and multimedia systems;
- (b) faculty initiatives taken or planned (including grant proposals) to develop expertise in the new technologies available for classroom use.

5. Students/Graduates:

- (a) Analysis of changes in the number of (i) majors and (ii) students enrolled in program courses over the last five years;
- (b) Quality of student performance:

Minimum GPA (if any) expected of majors in required courses and advice to students who fail to meet the minimum; standards (including writing, reading and reasoning skills) required of students at different course levels; strategies used for improving performance; attrition and retention of majors;

- (c) Graduates: numbers graduating in each of the last five years; graduate achievements (jobs/graduate school).

II. ANNUAL REPORTS:

To be submitted to the CAP Committee every year, except in the year in which a full five-year review is completed.

- 1. Section 3 above, parts (a), (b), (c), and (d).
- 2. Curricular impact of any changes (additions, subtractions, professional development) in program faculty.
- 3. Changes in number of majors and students served from previous year.