

**California State University, Sacramento**  
**Program Review Process Experiment, 2007-2011**

**Proposed Program Review Process:**

**A. Pre-Self Study Information Packet – Reviewed by Program Review Team and Department**

- Previous Review: Program Review Report and External Reviewer Report
- Departmental Data Set by Office of Institutional Research

**B. Self Study Proposal - 1 to 3 pages**

- Developed by departments after consultation with dean and program review team.
- Signed off by dean, department chair, and program review chair

**C. Self Study**

**D. Program Review – 10 to 15 pages report**

- Program Review Team
- External Reviewer
- Program Review Team meets department and dean

## **OPTION A: Current Self Study Guidelines**

### **Program Review Self Study Guidelines**

#### **I. Program Introduction/History**

- A. Describe your program's mission and goals (undergraduate, graduate, general education). In what way do program goals respond to community and regional needs?
- B. Assess the effectiveness of any changes (Department, College and University) made in response to recommendations from the last program review. (Include the list of recommendations in an appendix of the report).
- C. What major state and national trends (new developments in theory, research, and pedagogy) are occurring in your discipline? How does your curriculum structure and course offerings compare to those of similar programs in your discipline? What responses to changes in the discipline is your department planning and/or implementing?

#### **II. Academic Programs**

- A. Describe learning expectations for your academic programs (undergraduate and graduate, Centers and Institutes)
  1. Specify expectations for:
    - a. the discipline
    - b. writing and reading in the major including:
      - i. descriptions of current writing and reading requirements
      - ii. standards for general expository and discipline-specific writing and reading
      - iii. any plans for the development of writing and reading skills
      - iv. plans for the assessment of current requirements and of measures to encourage writing and reading skills
    - c. computer/information competence.
  2. Indicate on what these expectations are based (judgment of faculty, standards/trends in discipline, expectations of programs at other schools, surveys of students/alumni, etc.)
  3. Indicate how expectations are communicated to students
- B. How is your curriculum structured (including core requirements, prerequisites, and electives) to achieve your learning expectations? If your curriculum requires that majors take more than 120 units for their degree, provide a justification for the extra units.

Include a matrix that displays learning expectations and how courses contribute to achieving the expectations.
- C. What teaching strategies has your faculty found to be particularly effective in helping students achieve your learning expectations, e.g. service learning, field work, application assignments, etc.? (Include copies of course syllabi in an appendix.)
- D. Describe your department's involvement in (if any) and evaluation of distance and distributed education courses.
- E. Describe your program's assessment plan. Include both assessment of student learning outcomes and surveys of graduating seniors, and graduate students and alumni.
- F. Using assessment data, analyze the effectiveness of your program including the ability of students to meet:
  1. The department's learning expectations
  2. The University learning goals
  3. Writing and reading standards in the major
  4. Computer/information competence standards

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- G. Describe how your department maintains consistency in multiple sections of courses.
- H. Discuss changes needed to enhance or improve the effectiveness of your academic program outcomes.
- I. If your department and its programs offer General Education and/or Service courses:
  - 1. Provide evidence that courses are meeting the General Education area criteria.
  - 2. From the perspective of the department/programs being served, to what extent do your service courses meet their needs?
  - 3. Describe how your department maintains consistency in multiple sections of General Education courses.
- J. Explain how your department/program:
  - 1. addresses the increasing cultural diversity of CSUS students in the curriculum, as appropriate;
  - 2. accommodates differences in student preparation and access to educational opportunities; and
  - 3. Helps students gain an effective knowledge of how to live and work in our diverse society.
- K. If your department offers a minor, a concentration or a certificate program, provide evidence of its contribution to the mission of the department, college and university, and its viability with respect to enrollment patterns since the last program review and to the resources expended to support the program.

### **III. Students**

#### **A. Student Profile**

Data for the last six years is available on the Office of Institutional Research web site for the items below (<http://www.oir.csus.edu/>). Analyze the data, including a comparison of your majors to majors in your College and the University. If the data indicates a need for a response by your department, describe your plan of action.

- 1. Enrollment patterns in the majors, minors, concentrations, credentials
- 2. Gender and ethnic composition
- 3. Retention and graduation rates
- 4. Part and full-time enrollments
- 5. "Native" and transfer students

#### **B. Student Academic Performance**

Data is available on the Office of Institutional Research web site (<http://www.oir.csus.edu/>). Compare the data for your program with that of other programs in your College and the University. If the data reveal issues that merit your attention, describe the issues and plans for action.

- 1. Grading distribution
- 2. GPA's
- 3. Students on probation
- 4. WPE pass rates
- 5. Preparation for upper division/graduate coursework (no comparison data available under this heading)

#### **C. Student Academic Support**

- 1. Describe how the department provides academic and career advising. Are faculty and students satisfied that the advising needs of students are met? (Data from SNAPS and Program Assessment Questionnaire is available on the Office of

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Institutional Research web site at <http://www.oir.csus.edu/>). If data indicates a need for response describe your action plans.

2. What support does your department provide for students in need of extra assistance? To what extent are your faculty and students satisfied with the support available at the department level: At the University level? If your analysis reveals a need for changes, describe plans.

D. Student Professional Development

What opportunities does your department provide to socialize students into the discipline or provide them with professional opportunities?

**IV. Faculty**

A. Faculty Profile

Data on faculty are available on the WEB (<http://www.oir.csus.edu/>). Analyze these data, including a comparison of your faculty profile to the faculty profiles in your College and the University. If the data indicate a need for a response by your department, describe your plan of action. Include analysis regarding:

1. Full and part-time faculty
2. Gender and ethnic composition
3. Student-faculty ratio, class size

- B. Assess faculty profile for the ability to offer the curriculum and to support program goals. Describe plans for addressing any identified issues.

C. Faculty as teachers:

1. Analyze data available from the College Outcomes Survey (COS) and Program Assessment Questionnaire (PAQ) [*Available from the Office of Institutional Research*] to identify any issues that need action. Describe plans for addressing issues.
2. Describe how the faculty are involved in professional development activities to improve and enhance their teaching effectiveness.
3. To what extent are faculty using "best practices" in their roles as teachers? How are faculty offering students a variety of learning experiences to address the diversity of student learning styles? (see COS data)
4. Comment on your faculty's innovations in pedagogy and their knowledge of current trends in their academic specialties.
5. Describe the department's process for evaluating teaching effectiveness (in the major and in general education offerings). How are data used to enhance or improve teaching?

D. Faculty as Scholars

1. Describe the department's specific expectations for scholarly, creative activities
2. Describe scholarly and creative activities of faculty in the last six years (vita).
3. Analyze the extent to which the faculty meet the department's expectations for scholarly/creative activities. Identify issues in need of improvement and describe action plans.

E. Faculty Service to the University and Community

1. Describe faculty involvement in service to the University and Community in the last six years.
2. Analyze the extent to which the faculty meet the department's expectations for service. Identify issues in need of improvement and describe action plans.

**V. Governance Process at the Program, College and University Levels**

- A. Describe faculty involvement in planning, developing, and implementing department policies;

1. Indicate the role of the chair/coordinator in department governance

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2. Indicate whether the department has a formalized set of rules or procedures for departmental governance (if so, please include such guidelines as an appendix to the self study).
- B. Describe student involvement in the departmental governance process
  - C. Comment on the relationships of your department/programs with your College and the University

## **VI. Institutional Support/Resources**

Please describe adequacy of support, strengths, and concerns about the following resources and services:

- A. Library
  1. Curriculum support offered by the collection
  2. Services provided by library for faculty and students
- B. Computer/Technology
  1. Technology/resources for meeting program and faculty needs
  2. Services provided by media center and computer center for faculty and students
- C. Student Support Services (e.g. Admissions and Records, Advising Center, Learning Skills Center, Union, Multicultural Center, Educational Opportunities Program, Writing Center)
- D. Faculty Support Services (e.g., Center for Teaching and Learning, Computing, Communications, and Media)
- E. Physical Facilities and Equipment
- F. Financial Resources (faculty, staff, operating expenses)
  1. Enrollment and faculty numbers support of the curriculum
  2. Program staff
  3. Total operating expense budget (include statement about processes used for effective use of budget)

## **OPTION B: Academic Programs and Assessment**

### **Program Review Self Study Guidelines**

- A. Describe learning expectations for your academic programs (undergraduate and graduate, Centers and Institutes)
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      - iii. any plans for the development of writing and reading skills
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  3. Indicate how expectations are communicated to students
- B. How is your curriculum structured (including core requirements, prerequisites, and electives) to achieve your learning expectations? If your curriculum requires that majors take more than 120 units for their degree, provide a justification for the extra units.

Include a matrix that displays learning expectations and how courses contribute to achieving the expectations.
- C. What teaching strategies has your faculty found to be particularly effective in helping students achieve your learning expectations, e.g. service learning, field work, application assignments, etc.? (Include copies of course syllabi in an appendix.)
- D. Describe your department's involvement in (if any) and evaluation of distance and distributed education courses.
- E. Describe your program's assessment plan. Include both assessment of student learning outcomes and surveys of graduating seniors, and graduate students and alumni.
- F. Using assessment data, analyze the effectiveness of your program including the ability of students to meet:
  - A. The department's learning expectations
  - B. The University learning goals
  - C. Writing and reading standards in the major
  - D. Computer/information competence standards
- G. Describe how your department maintains consistency in multiple sections of courses.
- H. Discuss changes needed to enhance or improve the effectiveness of your academic program outcomes.
- I. If your department and its programs offer General Education and/or Service courses:
  - A. Provide evidence that courses are meeting the General Education area criteria.
  - B. From the perspective of the department/programs being served, to what extent do your service courses meet their needs?
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- C. Helps students gain an effective knowledge of how to live and work in our diverse society.
- K. If your department offers a minor, a concentration or a certificate program, provide evidence of its contribution to the mission of the department, college and university, and its viability with respect to enrollment patterns since the last program review and to the resources expended to support the program.

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## **OPTION C: Focused Inquiry**

### **Program Review Self Study Guidelines**

#### **Guidelines for Self-Studies (Revised Cal Poly San Luis Obispo Model)**

*"First and foremost, the purpose of academic program review at California State University, Sacramento is to acknowledge the strengths and seek ways of further enhancing the quality of academic programs."*

In general terms, this is accomplished by reviewing the program's mission and goals as they relate to the mission of the institution; the curriculum through which the program's mission and goals are pursued; the extent to which the program is achieving its objectives for student learning; the quality and diversity of the faculty and staff and their contributions to achieving the program's mission and goals; and the quality of the infrastructure supporting the program (e.g., library and other educational resources; physical facilities, etc.).

To support the review, all programs are expected to include in their self-studies:

1. General information about the program, e.g., data on students, faculty, staff, facilities, etc. (most of which is supplied by Office of Institutional Research);
2. A statement of intended student learning outcomes at the program level; methods for assessing them, including the use of direct measures; assessment results to date; and documentation of the use of assessment results in efforts to achieve program improvement (assistance with the preparation of which is available from the University Assessment Coordinator); and
3. The results of a *focused* inquiry addressing issues of particular interest/concern to the program itself, in the context of what is currently important to the college and university.

For 2007/08 reviews, items of special importance to the university include:

- California State University, Sacramento is an integral part of the community, committed to access, excellence and diversity (mission statement);
- President's Destination 2010 initiatives: Foster Excellent Academic and Student Programs, Build a Welcoming Campus, Create a Dynamic Physical Environment, and Develop Community Support;
- Attention to factors affecting graduation rates and other elements of student success (e.g., realistic curricular flowcharts, with courses scheduled to make timely graduation possible; clear and reasonable requirements for change of major; advising for majors); and
- Preparation of students to be successful professionals, civic leaders, and informed citizens in a diverse national and global society.

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Programs are strongly encouraged to involve their faculty in all stages of Academic Program Review, including design of the self-study. The Program Chair, the Dean, and the Review Team Chair all sign off on the self-study proposal and the time-line for its preparation. The Office of Associate Vice President of Academic Affairs is available to provide consultation and assistance, as feasible, at all stages in the process.