**Program Review Self Study: Information and Instructions1**

**Overview:**

* The Program Review Self Study is intended to provide the opportunity to reflect on past, present, and future program achievements and challenges to achieving its goals. There are four audiences for the self-study: external reviewers, Dean, Provost, program faculty, and PAC.
* The Self Study should show alignment between the program and the strategic goals of the University and the CSU.
* The Self Study should be typed, single-spaced, use 12 pt. font and 1 inch margins, and not exceed 15 pages.
* Contents of the Self Study should be organized as follows:

1. Cover page

2. Table of Contents

3. List of Exhibits (tables, figures, etc.)

4. Self Study (organized by responses to each section)

5. Appendices (relevant portions of the data notebook, Annual Assessment Reports, faculty data, course syllabi, etc.)

* Later in the process, the External Reviewers’ Report, program response to the External Reviewers’ Report, response to the Self Study by the College Dean, Deans of the Library and IITS (if provided), as well as the Program Review Executive Summary and Recommendations from the PAC and the Program Review MOU will be appended to the Self Study. Together, these materials constitute the completed Program Review.

1 These instructions/template are based on the Academic Senate Policy for the Review of Academic Programs and the Guidelines for Implementing the Program Review Policy.

**Use the template below for completing the Self Study**

**PROGRAM REVIEW SELF STUDY**

[NAME OF DEGREE PROGRAM]

**The Self-Study shall contain the following five sections:**

I. Introduction

II. Achieving educational outcomes

III. Developing and applying resources

IV. Additional themes/Special issues

1. Planning for the next five years

**SUBMITTED** [date]

**I. Introduction [to the Self Study]**

This short section (~ two pages) serves as an introduction to the program for the external reviewers.   
Possible topics for reflection include:

A. Departmental Mission

B. Design of the degree program, its distinctive features, current strengths and challenges/weaknesses

C. Faculty and student demographics/information

**II. Achieving Educational Outcomes**

Document how the program achieves its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning.

The program shall include and reflect upon the following:

* Annual Assessments conducted since the previous Program Review (the Annual Reports and associated feedback should be placed in an appendix attached to the self-study report). What did the program faculty assess? What did the faculty learn about student progress toward mastery of program goals (PSLOs) from these assessments? What program-level changes have been made/will be made based on Annual Assessment data?
* Include the program's student learning outcomes (PSLOs) and course by PSLO matrix or a curriculum map in the appendices.
* Describe any changes in the major that have been made since the last program review, and discuss the rationale supporting the changes?
* If available, describe evidence beyond the Annual Assessments of PSLOs showing that students are achieving the program's desired learning outcomes. Such evidence could include measures of student satisfaction (current students and alumni), assessment of capstone activities, graduate school acceptance rates, and student careers related to the major, etc.
* Describe how the program contributes to the University curriculum? For example, what are the program's obligations and contributions beyond its own major? How do the PSLOs for service courses reflect the University's Mission?

**III. Developing and Applying Resources (Capacity Review)**

Describe how the program sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources (e.g., technology and library, etc.). In other words, the program should describe the extent to which it has the resources it needs to accomplish its goals. Focus only on the most important areas (typically, not more than two). The previous Program Review should be referenced whenever possible. All programs will include profile information for ***ALL*** faculty (provided by the office of Institutional Planning and Analysis), as well as curriculum vita for tenured/tenure-track faculty in appendices.

Possible questions to consider include:

* Does the program employ faculty in sufficient numbers, and with appropriate ranks, professional qualifications, and diversity to support its academic program consistent with its educational objectives?
* Does the program employ professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs?
* Are faculty workload, incentives, and evaluation practices aligned with institutional practices?
* Is the program able to support appropriate and sufficient faculty development opportunities that are designed to improve teaching and learning?
* Are fiscal and physical resources aligned with program educational goals, and are they sufficiently developed to support and maintain the kind of educational program it delivers?
* Does the program have access to information resources, technology, and staff sufficient in size and skill to support its academic offerings and the scholarship of its faculty?
* Are the program's organizational structure and decision-making processes clear and consistent with University policies and effective in supporting the program?

**IV. Additional Themes/Special Issues**

Reflect on no more than two other issues that are of importance to the program and faculty at the time of the Review. This section should focus on the most important/pressing issues faced by the program. Topics and questions the program may want to consider (suggestions only) include:  
*Student Readiness*

* How ready are incoming freshmen, transfer students, and beginning graduate students to begin their coursework in the program?
* Have entry-level requirements for the major been adjusted since the last Program Review?
* Does the program have relationships with counterparts at local high schools, community   
  colleges, and nearby four-year institutions that are used to improve the readiness of arriving   
  students?

*Graduates*

* Are graduates well prepared to begin their chosen careers or advanced study?
* What program improvements might enhance the preparation of graduates?

*Advising and Mentoring*

* How is academic advising handled within the program?
* How are students in the major made aware of career opportunities?
* How does the program assess the quality and quantity of student contact with program faculty?
* What program improvements might enhance the academic and career advising of students?

*Enrollment and Progress toward Graduation*

* Have there been enrollment trend changes in the number of majors since the last Program   
  Review?
* Does the major have a sufficient student base to be able to offer required courses often enough to enable students to make rapid progress toward completion of their degrees?
* What measures are taken to ensure timely academic progress of students, and how effective   
  are these?
* If program faculty have relationships with counterparts at local high schools, community   
  colleges, and nearby four-year institutions, how are these used to attract majors?

*Pedagogy and Instruction*

* How do the research and creative activities of the program faculty manifest themselves in the   
  academic degree program? In particular, how are students encouraged to become active   
  participants in faculty research activities?
* How are different modes of instruction used in the major? In particular, how are students   
  encouraged to become active participants in the learning process, and how is technology used?
* Is the academic degree program offered--in whole or in part--off-campus? If so, how is the   
  quality of the off-campus program maintained?
* Does the program offer on-line courses? How do these courses fit into the curriculum?
* How is course staffing determined by faculty expertise, rank, and status (TT vs. lecturer)?
* In courses with multiple sections/instructors, are the sections coordinated? If so, how is this done? If not, should they be coordinated?

*Extracurricular Activities*

* What extracurricular or co-curricular experiences and activities are supported by the program   
  (for example, student clubs and organizations, student involvement in research, etc.)?
* What is the level of participation by majors in these activities, both in terms of numbers of   
  students and depth of commitment?

1. **Planning for the Next Five Years**

Reflect upon how effectively the program is accomplishing its purposes and achieving its educational objectives. This section should begin with a short section about how the results of the previous five or seven-year Program Review were used to improve program quality and learning outcomes. Conclude with specific recommendations for program improvement and future directions during the next review cycle. These **recommendations should be clearly linked to evidence provided in the Self Study** and be framed as actionable items that, if undertaken by the program faculty, staff, and others in the wider University, will improve program quality.