California State University | Stanislaus

Academic Program Review SELF-STUDY TEMPLATE

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I. PROGRAM OVERVIEW

Introduce your program. Provide historical information to set the context.

B. RELATIONSHIP TO MISSION AND STRATEGIC PLAN

Describe current and future curricular plans and their alignment with the college and University's Mission and Strategic Plan.

C. PROGRAM DESCRIPTION

Describe the program and purpose of the program. Describe course requirements for majors. Note your program's Catalog description. Include your program's contribution to majors, general education, and to non-majors/graduate programs (if applicable) and complete Appendix 10, Degree Audit Information. Briefly describe important program and field changes over the past seven years and any curriculum revisions made in response to these or other changes. (CFR 2.7)

D. ACTIONS SINCE THE LAST REVIEW: PREVIOUS IMPLEMENTATION PLAN

Discuss the <u>previous</u> implementation plan. The implementation plan provides an ongoing map for assessing components of the program over time and has been designed maintain the program through: 1) Learning maintenance – a study of program learning outcomes (e.g. study on student achievement of critical thinking skills) and 2) Program maintenance – a study of areas that support a program's development through program maintenance outcomes (e.g., the study of anticipated student profile over the next six years or schedule of equipment replacement).

Please attach the <u>previous</u> implementation plan and the six annual reports submitted during the APR cycle to the APR Self Study (see Appendices 7 and 9 for both templates).

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Include a summary of curricular changes and implementation plan findings/actions.

II. PROGRAM DATA REVIEW

Data for the following reviews are provided by the Office of Institutional Research at the hyperlinked categories below.

A. STUDENT PROFILES AND ENROLLMENT TRENDS

Discuss program trends using the following student profiles. Note student characteristics, degrees conferred, retention and graduate rates (time to degree), course grade distribution, course enrollment history, and comparisons with University enrollment trends if applicable.

Provide an evaluation of the program's success in recruiting, retaining, and graduating students, overall and disaggregated by demographic characteristics (e.g., gender, ethnicity, and transfer/native). Describe key actions taken or planned to ensure student success. Include Alumni Survey data if available.

Admissions

Enrollment

New Students

Degrees Conferred

Retention and Graduation Rates

Course Enrollment

B. FACULTY PROFILE

Review and discuss full and part-time faculty expertise and academic credentials as needed for delivering the program's curriculum. Include curriculum vitae for all program faculty. Include faculty diversity, released time and reimbursed time from grants/contracts, anticipated retirements and other faculty issues important for program effectiveness. (CFR 2.8)

Faculty and Staff

C. DELIVERY OF INSTRUCTIONAL PROGRAM

Provide a profile of the program noting the instructional sites (Turlock, Stockton, and/or other off-campus sites), including courses taught via distance/online education and credit hour equivalency calculation for those courses. Describe issues and actions taken or planned, as appropriate related to program delivery, such as the scheduling of courses in order to meet student program need. (CFRs 3.6, 3.7)

D. PEER INSTITUTIONS / BENCHMARKING

1. COMPARISON TO SIMILAR PROGRAMS AND/OR ASPIRANT PROGRAMS

Discuss your program in comparison to similar and/or aspirant programs. Comparison candidates include other CSUs as well as those listed on the Peer Institutions document at http://www.csustan.edu/ir/documents/PeerInstitutionFinalSelectionReportkp090909 FINAL.pdf (Table 1, page 5).

If accredited, your accrediting agency may have already developed a list of peer institutions. Include your list of comparison institutions. Include also any benchmarking you have completed to programs/external sources.

2. MARKET FORCES

Discuss shifting trends, market forces, and future opportunities that might impact program demand and numbers of students enrolled or attracted to your programs. Consider engaging alumni and community members in a focus group to determine current and future needs.

E. SUMMARY FOR PROGRAM DATA REVIEW

Provide a summary of this section. Indicate trends observed in the data, identify areas of strength, areas for improvement and discuss the next steps in program assessment.

III. COMMITMENT TO STUDENT LEARNING

A. FACULTY

1. ADVISING / MENTORING

Evaluate the effectiveness of student advising and mentoring and involvement with student majors. (CFRs 2.12, 2.13, 2.14)

2. TEACHING

Evaluate collective faculty expertise for covering the breadth of the program's curriculum. Describe the teaching philosophies and instructional methods used within the program and evaluate how well these support achievement of program learning outcomes and promote student learning. Evaluate how well the program encourages, evaluates, and rewards high-quality teaching. (CFRs 2.8, 2.9, 3.2, 3.3, 3.4)

3. SCHOLARSHIP, RESEARCH, AND CREATIVE ACTIVITY

Evaluate effectiveness of collective faculty engagement on balance across scholarship, research, and/or creative activity and level of support for these scholarly activities. Evaluate program support for and involvement in faculty development, especially new, non-tenured, and part-time faculty. Include faculty participation in development opportunities related to teaching, learning, and/or assessment; external and internal funding awarded to faculty; awards and honors.

B. ASSESSMENT FOR STUDENT LEARNING

1. PROGRAM LEARNING OUTCOMES

List the Program Learning Outcomes. Indicate any changes made to your program learning outcomes since the last Academic Program Review.

2. CURRICULUM MAP

The curriculum map (APR Procedures, Section V.B, Curricular Alignment and see Appendix 5, Curriculum Map Template) illustrates the connection between PLOs and CLOs. Attach your most recent curriculum map to the APR.

3. STUDENT ASSESSMENT/ACHIEVEMENT

Referring to the annual reports, summarize the following:

- Describe how achievement of each program learning outcomes was assessed using direct/indirect methods.
- Discuss department/program strategies for collecting, analyzing, and discussing findings.
- Summarize actions taken based on assessment of student learning findings.
- If targets have been established, indicate student achievement on targets.

In addition to the program assessment completed through the annual reports and implementation plan, programs are asked to provide a description of contribution to institution-level student learning outcomes.

4. GENERAL EDUCATION

Evaluate the program's effectiveness in providing service courses to the General Education program. Provide a review of all general education courses offered by the program, including a paragraph for each area of general education describing how these courses align with general education goals and the results (not the data) of any assessment activities undertaken to make this determination. Attach up-to-date sample syllabi for each general education course offered by the program.

Describe how the General Education program aligns with/complements the program's student learning outcomes, by describing in a paragraph or two how the 51-unit program complements or supports the major program of study, including (by reference if appropriate) any assessment activities or discussions used to make this determination. Identify any areas for further development or other recommendations for the GE program. (CFR 2.2a)

5. GRADUATE EDUCATION

For graduate programs, evaluate the effectiveness of the methods used by the graduate program to sustain a graduate level academic culture. Include an evaluation of the extent of active student involvement with the scholarly literature of the field and ongoing student scholarly engagement. As appropriate, identify strategies for improving graduate culture that the department, college, or University may employ. For master's degrees, also describe how the information derived from the assessment of the six student learning goals for graduate students has been used to improve the graduate program (see Appendix 3, Graduate Assessment).

6. WRITING PROFICIENCY COURSES

Describe the effectiveness of the program in improving students' writing skills through writing proficiency courses. (CFR 2.2a) See Guidelines for Writing Proficiency Courses

7. SERVICE COURSES (CFR 2.2A)

Evaluate the program's effectiveness in providing service courses to other majors.

C. SUMMARY FOR COMMITMENT TO STUDENT LEARNING

Provide a summary of this section. Indicate trends observed in the data, identify areas of strength, areas for improvement and discuss the next steps in program assessment.

IV. RESOURCES

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Discuss and describe the quality and sufficiency of your physical facilities and equipment.

B. FISCAL RESOURCES

Describe the overall fiscal operations of the program with regard to its purpose, size, and scope.

C. TECHNOLOGY RESOURCES AND SUPPORT

Discuss and describe the quality and sufficiency of technical resources and support.

D. LIBRARY RESOURCES AND INFORMATION LITERACY

The Library prepares reports for each APR in collaboration with program faculty. Program faculty meet with Library Liaison. Discuss and describe the quality and sufficiency of library holdings and resources.

E. SUMMARY FOR RESOURCES

Provide a summary of this section.

V. EXTERNAL CONSULTANT AND IMPLEMENTATION PLAN

A. EXTERNAL CONSULTANT/ACCREDITATION REVIEWERS

Identify the external consultant. Indicate the objective of questions/concerns for which you requested guidance from the consultant. Include the External Consultant's Report as an APR Attachment (see Appendix 6, External Consultant Review).

B. IMPLEMENTATION PLAN

As part of the Provost's APR meeting and/or with the final implementation plan completed for the next seven years, the department chair provides an evaluation of the effectiveness of the academic program review procedures and recommendations for improving the process. Elements to consider include a review of the self-study components, criteria, college and University review processes, student participation, and faculty participation (see Appendix 7, Seven-Year Implementation Plan Template).

VI. PROGRAM REVIEW REPORT APPENDICES

Appendix 1 – Academic Program Review Signature Page

Appendix 2 – Substitution of Special Accreditation Self Study for the Academic Program

Review Self Study

Appendix 3 – Graduate Assessment

Appendix 4 – Academic Program Review Timeline

Appendix 5 – Curriculum Map Template

Appendix 6 – External Consultant Review

Appendix 7 – Seven-Year Implementation Plan Template

Appendix 8 – Provost's Academic Program Review Meetings

Appendix 9 – Annual Report Template

Appendix 10 – Degree Audit Information