Appendix V: Elements of the Self-Study for Program Review

Approved on May 5, 2010

Reviews of degree-granting programs are conducted by the Program Assessment and Review Council of the Academic Senate, the College, and the Division of Academic Affairs. A degree-granting program is defined as an academic program that leads to a baccalaureate, master's, or doctoral degree. Departments offering multiple degree-granting programs may, at their option, have these programs reviewed separately or together. If reviewed together, only one self-study is required. Required submission format is electronic as an email attachment; if document exceeds 100 pages, a CD submission is preferred.

Section I. Mission, Goals, and Environment

A. Briefly describe the program’s mission and goals, and note any changes since the last program review. Identify areas of distinction or special competence.

B. Briefly describe changes and trends in the discipline, and what the program is doing to respond. Describe, if relevant, how external changes (e.g., community needs for graduates in the discipline) have affected academic offerings.

C. Identify the program’s priorities for the future. Indicate how the program arrived at these priorities.

D. If the program is offered in a self-support mode, describe how it is included in the mission, goals, and priorities of the department (e.g., new student groups regionally, nationally or internationally; new delivery modes, etc.).

Section II. Educational Programs

A. Briefly describe the existing program, any new programs (degrees, majors, minors, options, certificates) developed since the last program review, and any programs that have been discontinued. Include self-support programs.

B. Using information supplied by Institutional Research, with optional additional data from the program, department, or college, discuss student demand for the program’s offerings and any problematic areas, such as over- or under-enrollment, retention, graduation, time to degree, impaction, or low completion rate courses; see instructions for Tables 1-4 for undergraduate degree programs in Appendix 1 and Tables 5-8 for post-baccalaureate programs in Appendix 2.

C. Comment on the program’s enrollment trends since the last program review based on information concerning enrollment targets [FTES (Full Time Equivalent Student)], faculty allocation [FTEF (Full Time Equivalent Faculty)], and student-faculty ratios. For post-baccalaureate programs, comment on whether there is sufficient enrollment to provide a community of scholars in terms of formal and informal sharing of ideas, experience and knowledge, and whether graduate students have sufficient exposure to graduate-only coursework.

D. Briefly describe any plans for curricular changes in the short (up to three years) and long (seven year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described in Section I.C. above.
E. Include information on any self-support programs.

F. The data submitted to the Chancellor’s Office includes only those students generating FTES for the purpose of budget allocation as of census date. In order to generate FTES, a student must be matriculated into a state-support academic program and be enrolled in state-support courses for unit credit. The Chancellor’s Office files represent the primary source of data as reported by the Office of Institutional Research and Assessment (IR&A).

Since Fall 2003, the CSU-Long Beach campus has developed a secondary reporting utility, CS-Link. The parameters for these reports are quite different than those transmitted to the Chancellor’s Office, as they include all “current” students (those eligible to enroll without having to reapply to the University); for example, these reports do not include students enrolled for zero units (e.g., GS 700), students on leave, students with a double major, students studying abroad, and students who have not registered for the current semester.

Although for longitudinal continuity and alignment the reports generated by IR&A will be the primary source for all program review and assessment, as well as accreditation analyses, you are welcome to briefly include data here from CS-Link that contributes to an understanding of your educational programs.

SECTION III. GENERAL EDUCATION

A. Describe your department’s role in the college and university in offering courses that satisfy General Education (GE) relative to the department, college, and university mission.

B. Describe the criteria employed by the department to assign faculty to teach General Education courses. Note, in table format, the percentage of your department’s GE courses taught by tenured/probationary faculty, lecturers [FT (Full Time), PT (Part Time)], graduate assistants, and teaching assistants. See instructions for Table 9 Department Faculty Instruction in General Education in Appendix 3.

C. In table format, note the percent of your department’s total FTES offerings in: 1) lower division general education, 2) service courses, 3) GE capstone, 4) major courses, and 5) elective courses. See instructions for Table 10 Department FTES by Type of Instruction in Appendix 3.

D. Describe how the department’s student learning outcomes (SLOs) are aligned with the General Education SLOs. How does the department ensure that course coordination occurs across multiple sections with respect to disciplinary and GE SLOs?

Section IV. Student Learning Outcomes and Assessment

A. For each degree/credential/certificate program offering described in Section II A above, list the expected student learning outcomes.

B. Describe the assessment of student learning outcomes for each program, including the methods or techniques used and how the information is analyzed. Within this description, be sure to include assessment relative to the department’s GE skills and GE discipline-specific content (if/how applicable).

C. Describe how department members are involved in the assessment process.

D. Describe the results of the assessment of student learning outcomes for each program since the last program review. Within this description, be sure to include results of assessment relative to the department’s GE skills and GE discipline-specific content (if/how applicable).
E. Describe the process for using the results of assessment for program improvement in the degree/credential/certificate program and general education, and provide at least two examples since the last review of changes in programs that were made on the basis of the results of assessment.

F. Include information on any Special Sessions self-support programs offered by the department or unit, with particular emphasis on the assessment of student learning outcomes in alternative delivery formats (online, off-campus, compressed schedule, etc.).

G. Attach all annual reports on assessment since the last program review as an appendix.

Section V. Faculty

A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERPs, resignations), and how these changes have affected the program’s academic offerings. Describe tenure density in the program and the distribution among academic ranks (assistant, associate, professor); see instructions for Tables 11 and 12 in Appendix 4.

B. Describe changes anticipated over the period until the next program review, and indicate the program’s priorities for future hiring.

1. Identify how these priorities and future hiring plans relate to relevant changes in the discipline, the career interests of students, the strategic plans of the university, and regional, national or global developments.

2. Discuss the department’s faculty diversity within the context of college, university, and academic discipline(s) goals for diversity, any efforts the department is making to maintain/increase faculty diversity, and how these efforts link to the overall hiring plans described in 1 (above).

C. Describe the role that full-time or part-time temporary lecturers and student assistants play in the department’s curriculum and academic offerings. Indicate the percentage of courses taught by part-time or temporary faculty and student teaching assistants since the last program review. Identify any parts of the curriculum that are the responsibility of part-time or temporary faculty or Teaching Assistants (TA).

D. Evaluate the department’s or program’s capacity to support its curricular offerings at this time, and whether the faculty is sufficient to accommodate the size and scope of planned changes in the future.

E. Include information on all instructor participation in any self-support programs offered by the department.

Section VI. Student Services

A. Briefly describe how the department advises its majors, minors, and graduate students.

B. Discuss the program’s efforts to support the academic success of diverse learners (this may include any relevant information regarding, for example, quality of learning, retention and graduation rates, advising, etc.).

C. Describe opportunities for students to participate in honors programs, undergraduate or graduate research, service learning, internships, and so forth, and how these opportunities are supported. List the number of faculty and students participating in each type of opportunity, and indicate plans for the future in these endeavors (expand, maintain, decrease).
D. Include information on student services provided to students enrolled in any Special Sessions self support programs.

Section VII. Resources and Facilities

A. List the state-support and non-state resources received by the program since the last program review and the source of these revenues (e.g., state budget, UCES, external funding, etc.), as indicated in the instructions for Appendix 5, Table 13.

B. Identify any special facilities and/or equipment used by the program, such as laboratories, computers, large classrooms, or performance spaces. Identify any changes since the last program review and priority needs for the future.

C. Describe the current library resources for the program, the priorities for acquisitions in the period until the next program review, and any specialized needs such as collections, instruction, etc.

Section VIII. Planning

A. Summarize all the major changes planned in the period until the next review.

B. Summarize all new or additional resources needed to support the planned major changes.