**Program Review Self-Study Template**

*Office of Academic Programs & Planning*

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| **Program(s):** |  |
| **Department:** |  |
| **College:** |  |
| **Department Head/Chair:** |  |
| **Additional Self-Study Faculty Leaders:** |  |
| **Program/Department Website:** |  |
| **Reviewer Names and Affiliations:** |  |

*Preamble:*

*The format and prompts within this template are provided in an effort to stimulate a thorough reflection and analysis of your program. It is not intended that you must respond to each and every question; rather, we offer this template as a helpful guide, which is based on our experience of the review process. Please use your professional judgement and disciplinary experience in determining the most effective order, structure, and content for presenting your program to the institution and your review team.*

**I. Identity**

**A. History and Context**

*Provide a brief history of the degree program within the overall context of the department, including the year that the program was implemented. List the other degree programs and subprograms — minors, concentrations, specializations, and certifications — that are offered by the department.*

**B. Mission and Goals**

*State the mission or purpose of the department and provide any other statements that might relate to this mission, such as the department’s vision, values, and goals. If the department has a strategic plan, provide a link in this section, or include a copy in Appendix A.*

**C. Progress Since the Last Review**

*Summarize both the findings and recommendations of the previous self-study and reviewer’s report. Explain the progress made by the department since that time in reference to the program’s last action plan. Include the most recent action plan in Appendix A.*

**II. Degree Program**

**A. Program Learning Objectives**

*State the program learning objectives/outcomes (PLOs) as they are currently published in the Cal Poly Catalog. Describe any changes that have been made to the PLOs since the last program review. Do the PLOs provide a reasonable, appropriate, and comprehensive summary of the knowledge, skills, and values expected of program graduates? Do they reflect national disciplinary standards?[[1]](#footnote-1)*

**B. Curriculum and Co-Curriculum**

*Describe the program curriculum as published in the Cal Poly Catalog, considering the relationship between major, support and General Education (GE) courses. Download a copy of the degree flowchart and curriculum sheet and place them in Appendix B. How has the curriculum changed since the last program review? How does the curriculum compare with those of other peer and aspirational programs? While not required, it may be useful to conduct a comparative analysis using the table in Appendix C.*

*Using the table in Appendix D, map the major curriculum to the PLOs, indicating the expected level of skill development (introduced, developed, or mastered) for each course. Discuss any patterns, imbalances, or gaps. Do the skills developed in these courses build on each other in an intentional, progressive manner to form a scaffold toward the degree?*

*Describe any significant co-curricular opportunities for students in the major. Co-curricular opportunities are defined as learning experiences that do not provide credit hours, as do courses. How do these experiences help students to achieve the PLOs?*

**C. Pedagogy**

*Describe the pedagogy utilized within the curriculum and co-curriculum, including any instructional methods that are unique or distinctive. How does the program share in Cal Poly’s signature pedagogy of* [*Learn by Doing*](https://morethanamotto.calpoly.edu/project/about)*?*

*High impact practices include learning communities, community-based projects, students working with faculty on a research project, co-ops/internships and other work-related field experiences, study abroad, and culminating experiences like the senior project. Describe high impact practices within the degree program other than the senior project.*

**D. University Learning Objectives**

*Looking at all aspects of the degree program, reflect on students' ability to achieve the* [*University Learning Objectives*](http://www.catalog.calpoly.edu/universitylearningobjectives/) *(ULOs). How well does the student’s combined experience of the major and GE curricula approach the ideal represented by the ULOs? While not required, it may be useful to map the PLOs to the ULOs using the table in Appendix E, explaining any patterns, imbalances, and gaps.*

**E. Service/Support Courses**

*Describe any key service/support courses that the department offers to students outside the major. Complete the student-credit-unit (SCU) production profile in Appendix F. What percentage of SCUs is produced for students outside the department? How does the department account for the needs of these students in scheduling service/support courses? How does the department account for the effectiveness of these courses?*

**III. Resources**

**A. Faculty**

***Faculty Profile.*** *Using the table in Appendix G, summarize the experience and expertise of the department’s full- and part-time faculty members. How well do they meet the needs of the degree program?*

***Faculty Composition.*** *Using the table in Appendix G, analyze the department’s faculty profile by full-time-equivalent (FTE) position. How has the faculty composition changed over the last six years?*

***Faculty Recruitment and Retention.*** *Describe the department’s history of faculty recruitment and retention over the last six years. Has the department faced challenges in this area?*

*Describe the department’s projected hiring needs over the next six years. What methods does the department use to substantiate these needs?*

***Faculty Scholarship.*** *Describe the department’s response to the Teacher-Scholar Model as defined in* [*AS-725-11*](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1725&context=senateresolutions)*. Discuss the ways in which the department promotes student research, faculty scholarship promotes student learning, or students become involved in faculty scholarship. Is the Teacher-Scholar Model a meaningful aspiration for the department?*

*Using the style appropriate to the discipline, create a bibliographic list of the department faculty’s scholarly achievements over the last six years and include this list in Appendix H. Organize the list according to standard headings such as books, articles, papers, awards, grants, and grant applications, as well as categories specific to the discipline. How well has the faculty as a whole met the expectations of the department and college, as expressed in policies on retention, promotion, and tenure?*

**B. Administration**

*Describe the administration of the department, both in terms of faculty (e.g., the department head/chair and any other members released to perform administrative functions) and support staff. How well do these positions meet the needs of the program?*

**C. Facilities, Equipment, and Information Resources**

*Describe the facilities, equipment, and information resources (e.g., book, journals, and databases) that are used by the department. How well do these resources meet the needs of the degree program? What plans exist for the maintenance, repair and replacement of existing resources, as well as the acquisition of new ones?*

**D. Revenues and Expenditures**

*Using the table in Appendix I, provide a summary of the department’s total state-based revenues and expenditures for the last six years. Explain any significant increases or decreases.*

*Using the table in Appendix I, provide a summary of the department’s non-state funds (i.e., endowments, discretionary accounts, and other non-state accounts). What is the primary purpose of these funds? How successful has the department been in its development efforts?*

**IV. Program Effectiveness**

**A. Student Learning**

*Provide an overview of program-level assessment efforts during the last six years. If the department had a long-term assessment plan for this period, include it in Appendix J along with any annual assessment reports submitted to Academic Programs and Planning (APP).*

*How comprehensive were the department’s assessment efforts? Which PLOs did they address? How successful was the department in using the assessment results to “close the loop” and improve the program?*

*According to WASC, a program that is highly developed “has a fully articulated, sustainable, multi-year assessment plan that describes when and how each outcome/objective will be assessed and how improvements based on findings will be implemented. The plan is routinely examined and revised, as necessary.”[[2]](#footnote-2) If the program had an assessment plan for this period, how did it compare to this standard? If the program did not have an assessment plan, consider attending the assessment-planning workshop series offered by APP. Assessment Director Jack Phelan (*[*jgphelan@calpoly.edu)*](mailto:jgphelan@calpoly.edu)) *is also available to assist the department in this area.*

**B. Student Success**

***Persistence and Graduation Rates.*** *Using the data provided by APP, analyze trends in the program's overall first-time freshmen (FTF) persistence rates for years 1 through 3 and graduation rates for years 4 through 6 over the last six years. Over the same time period, analyze trends in new transfer students (NTR) graduation rates for years 2 through 4. Include all the tables and charts in Appendix K. How do the program's overall persistence and graduation rates compare to those of the college and university? What has the department done to improve these rates for all students?*

*Using the data provided by APP, analyze trends across the last six cohorts in the percentages of FTF students graduated within six years, still enrolled after six years, dismissed, and not currently enrolled. Include the chart in Appendix L. How are these trends impacting graduation rates?*

*Note: The student numbers in a small program will show a high degree of variability, making it difficult to read trends. In this case, averaging the numbers over six years may provide a better basis for comparison.*

***Student Success Policies.*** *Explain how the following recently revised campus policies have been implemented in the degree program:* [*Academic Probation and Disqualification*](http://www.catalog.calpoly.edu/academicstandardsandpolicies/academicstandards/#Undergraduate%20Academic%20Probation%20and%20Disqualification)*,* [*Change of Major*](http://www.catalog.calpoly.edu/academicstandardsandpolicies/otherinformation/#ChangeofMajor)*, and* [*Expected Academic Progress*](http://www.catalog.calpoly.edu/academicstandardsandpolicies/academicstandards/#ExpectedAcademicProgress(EAP)Policy)*. How have these policies impacted student persistence and graduation rates?*

*Using the program’s first-time freshmen persistence profile provided by APP, analyze the number of students changing into or out of the major over the last six years. Include the profile in Appendix M. Is the program a net importer or exporter of students? Is this a problem? If it is, how has the problem been addressed?*

***High Failure Rate Courses.*** *Using the Grade Analysis dashboard, download the department’s grade distributions by course and section and include the two spreadsheets in Appendix N after deleting the instructor names. Do any of the department’s courses have high failure rates? This might be defined as a course in which less than 90% of the grades are a C or better. Are students in some sections more likely to succeed than in others? If high failure rates are a problem, how has it been addressed?*

**C. Student Engagement**

*Describe any methods (e.g., surveys and focus groups) that the department has used during the last six years to obtain feedback on the program from currently enrolled students. What do the results suggest about student satisfaction with the degree program?*

*Describe the department’s methods for involving students in the governance of the department and program (e.g., College Based Fee Committee or student members of faculty committees). What has been their contribution, for instance, to the hiring of faculty or the development of policies and procedures?*

*Note:**Students should be partners in the program review process. They may make an active contribution by offering poster sessions, demonstrating the application of rubrics, or providing their own feedback on the program in private meetings. Reviewers should be able to examine samples of student work.[[3]](#footnote-3)*

**D. Graduate Success**

*Summarize the results of the* [*Graduate Status Report*](https://careers.calpoly.edu/search.php) *over the last six years. What do these results suggest about the success of recent graduates in obtaining jobs or graduate-school placement?*

*Describe any other measures of graduate success used by the department (e.g., pass rates on professional exams, certification/licensing/registration rates, number of graduate degrees awarded, etc.). What do the results suggest about the effectiveness of the program in preparing students for their lives after Cal Poly?*

*Describe any measures used to obtain feedback from recent graduates, alumni, and employers (e.g., surveys, focus groups, visiting professionals, etc.). What do the results suggest about the effectiveness of the program?*

**V. Program Planning**

**A. Prospective Student Demand: Admissions**

*Analyze trends in first-time freshmen (FTF) and new transfers (NTR) enrollment data — students who applied, were selected, and enrolled — for each of the last six years (see data in Appendix O). How do program selection and yield rates compare to those of the college and university? Is the program enrolling the desired number of FTF and NTR students?*

*Analyze trends in the FTF and NTR entrance measures — Grade Point Average (GPA), Multi-Criteria Admissions (MCA), and test scores as applicable. How does the quality of the enrolled FTF and NTR students compare to that of the college and university? Is the program enrolling the desired quality of FTF and NTR students?*

**B. Instructional Capacity and Enrolled Student Demand**

*Given the existing curriculum and the resources that are currently available to the department (i.e., faculty, facilities, and equipment), estimate the numbers of unique students that the department can accommodate in the degree program and in service/support courses, explaining the method in each case. How do these estimates compare to the actual numbers of unique students served over the last three years? (This information is available in the Enrollment and Schedule Planning dashboard under the Schedule Planning tab). Compare the growth or decline of faculty (Appendix G) to the growth or decline of teaching demand (including major courses and service/support courses). Are there curricular revisions that might be made to improve the program’s educational effectiveness and increase its capacity?*

*Review the implementation of* [*PolyPlanner*](https://registrar.calpoly.edu/PolyPlanner) *by the department and the use of this online planning tool by students. How well is the department able to use the PolyPlanner data to anticipate enrolled student demand for courses?*

**C. Employer Demand for Graduates**

*Describe the job opportunities available to students after they complete the degree program. How well is the program meeting the needs of employers? Does the demand for graduates justify the current size and focus of the program? What does the demand suggest about the future size and focus?*

*Using the information provided by the federal* [*Bureau of Labor Statistics*](https://www.bls.gov/) *(BLS) and the state* [*Employment Development Department*](http://www.edd.ca.gov/) *(EDD), summarize the employment trends for the field(s) represented by the degree program. How has the department prepared to meet the needs of the future? The following links may be useful:*

* *BLS* [*Employment Projections*](https://www.bls.gov/emp/)*, especially the* [*Occupational Projections Data*](https://data.bls.gov/projections/occupationProj)*.*
* *BLS* [*Occupational Employment Statistics*](https://www.bls.gov/oes/)*, especially the* [*Occupation Profiles*](https://www.bls.gov/oes/current/oes_stru.htm)*.*
* *EDD* [*Employment Projections*](http://www.labormarketinfo.edd.ca.gov/data/employment-projections.html)*, especially the* [*Occupation Projections for 2014-24*](http://www.labormarketinfo.edd.ca.gov/file/occproj/cal$occproj-2014-2024.xlsx)*;* [*Industry Data*](http://www.labormarketinfo.edd.ca.gov/data/industries.html)*; and* [*Labor Market Information for Educators and Trainers*](http://www.labormarketinfo.edd.ca.gov/customers/educators-trainers.html)*.*

**VI. Themes**

**A. Program-Specific Theme**

*If the department has chosen to investigate a program-specific theme, describe the question to be asked or the problem to be solved, the method of investigation, the results, and their implications for program improvement.*

**B. University Theme: Diversity and Inclusivity**

*The aim of this section is to encourage each department to respond to Cal Poly's* [*Diversity Strategic Framework*](http://content-calpoly-edu.s3.amazonaws.com/diversity/1/images/DiversityStrategicFrameworkReport_web.pdf)*. This section is organized according to the framework's imperatives.*

***Imperative 1: Recruit and Enroll a Diverse Student Body.*** *Consider the program's undergraduate enrollment profile disaggregated by gender and underrepresented minority (URM) status (Appendix P). Compare the program's disaggregated profile to that of the college and university. How diverse is the student body of the program in relation to that of the college and university? Is the program becoming more or less diverse over time? What has the department done to recruit and enroll a more diverse student body?*

***Imperative 2: Recruit and Hire a Diverse Workforce.*** *Describe the department's efforts to recruit and hire a diverse faculty and staff. If the department has conducted a faculty or staff search over the last six years, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts?*

*Note: Because of privacy concerns, the department is not being asked to track faculty and staff demographics.*

***Imperative 3: Retain a Diverse Student Body.*** *Consider the program's FTF graduation rates for years 4 and 6, disaggregated by gender and URM status (Appendix Q). Compare the disaggregated graduation rates of men to women and URM to non-URM students. Is there an achievement gap between groups of students? What has the department done to improve graduation rates for all groups of students?*

*Note: The student numbers in a small program may not permit a meaningful disaggregation of graduation rates. In this case, a consideration of anecdotal evidence, i.e., the faculty’s experience of individual students, may be more revealing.*

***Imperative 4: Retain a Diverse Workforce.*** *Describe the department's efforts to recruit and retain a diverse faculty. How successful have these efforts been? Does the department face any special challenges in this area?*

***Imperative 5: Foster Cultural Competence and Become Culturally Engaged.*** *Consider the level of cultural competence and engagement that exists among department staff and faculty. Do these stakeholders treat each other with respect, based on an acceptance and appreciation of their different positions and perspectives? What has the department done to develop their cultural competence and engagement?*

***Imperative 6: Remove Barriers to a Welcoming Campus Climate for Students, Faculty, Staff, and Visitors.*** *Use the results of the* [*Campus Climate Survey*](https://campusclimate.calpoly.edu/study-results) *as a guide for discussing the experiences of students, staff, and faculty within the department. How does the department climate compare to that of the campus? What has the department done to work toward the President’s Vision 2022 ambition of "an enriching, inclusive environment where every student, faculty and staff member is valued?"*

***Imperative 7: Collaborate to Attain Diversity Goals.*** *Consider the climate for collaboration among students, staff, and faculty within the department. Do students have well-structured opportunities to "work productively as individuals and in groups" (University Learning Objective 4)? Do they have adequate opportunities to participate in faculty research, scholarship, and creative activity? Do faculty and staff members collaborate in areas of common concern, e.g., the curriculum and co-curriculum, student advising, and advancement? Do these efforts extend beyond the boundaries of the department to leverage resources and create a culture of collaboration in the college and university?*

***Imperative 8: Enhance Exposure to a Learning Environment that Encourages Diverse Perspectives, Learning, and Scholarship.*** *Consider the PLOs and program curriculum in relation to ULO 6, "Make reasoned decisions based on ... a respect for diversity," as well as the* [*Diversity Learning Objectives*](https://ulo.calpoly.edu/) *(DLOs), which expand on ULO 6. How are the DLOs currently addressed in the program? What opportunities exist within required major and support courses for students to increase their understanding of diversity? Do all students have equitable access to educational opportunities in the curriculum and co-curriculum?*

**C. CSU Theme: Graduation Initiative 2025**

*As part of the Graduation Initiative, departments were asked to set program-specific graduation-rate goals for FTF and NTR students. Include the program goals and corresponding analysis in Appendix R. How do the program's recent graduation rates compare with the goals set for those cohorts? Is the program on track to meeting its long-term goal for students graduating in 2025?*

*How is the department addressing one or two major issues that were identified as barriers to students graduating in four years (two years for transfer students)?*

**VII. Findings**

*Based on insights gained during the completion of this self-study, what are the strengths of the program and what aspects of the program should be improved? What short- and long-term goals does the department have and what issues should be addressed within the strategic action plan?*

*Note: This final section can be considered an executive summary of the current status of the program and its priorities for the next six years.*

1. WASC Senior College and University Commission, “Program Learning Outcomes Rubric,” August 2013. [↑](#footnote-ref-1)
2. WASC Senior College and University Commission, “Program Learning Outcomes Rubric,” August 2013. [↑](#footnote-ref-2)
3. WASC, “Program Review Rubric” [↑](#footnote-ref-3)