**Guiding Questions for Peer Reviewers**

When drafting the report, reviewers should consider the following guiding questions in relation to both the self-study and the site visit. These questions, which are based on Cal Poly’s program review template, are provided here so that reviewers may understand the context of the self-study and the concerns of the institution. It is not intended that reviewers respond to every question, but they may find it convenient to organize the report according to the main headings that are also provided below.

**I. Identity**

*Does the department have a clear sense of its identity? Is the mission clearly stated and shared by faculty and staff stakeholders?*

*Has the department made progress in addressing the findings and recommendations of the last self-study and reviewers report? Has the last action plan been reviewed and revised on an annual basis?*

**II. Degree Program**

*Do the program learning objectives (PLOs) provide an effective summary of the knowledge, skills, and values expected of program graduates? Do they reflect national disciplinary standards?*

*How does the curriculum compare with those of other peer and aspirational programs? Do the skills developed in required courses build on each other to form a scaffold toward the degree? How do co-curricular experiences help students to achieve the PLOs?*

*Does the program have a distinctive pedagogy? How does the program share in Cal Poly’s signature pedagogy of* [*Learn by Doing*](https://morethanamotto.calpoly.edu/project/about)*?*

*How well does the student’s combined experience of the major and GE curricula approach the expectations of the* [*University Learning Objectives*](http://www.catalog.calpoly.edu/universitylearningobjectives/) *(ULOs)?*

**III. Resources**

*How well do faculty and staff positions meet the needs of the degree program? How has the faculty changed over the last six years? Has the department faced challenges in faculty recruitment and retention?**What methods does the department use to substantiate projected hiring needs?*

*Is the Teacher-Scholar Model Teacher-Scholar Model as defined in* [*AS-725-11*](http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1725&context=senateresolutions) *a meaningful aspiration for the department? How well has the faculty met the expectations of the department and college, as expressed in policies on retention, promotion, and tenure?*

*How well do the department’s facilities, equipment, information, and financial**resources meet the needs of the degree program? How successful has the department been in its development efforts?*

**IV. Program Effectiveness**

*How comprehensive were the department’s efforts to assess student learning? Did the department use the results to “close the loop” and improve the program? Does the department have a well-developed assessment plan?*

*Has the department obtained feedback on the degree program from currently enrolled students? What do the results suggest about student satisfaction with the program?*

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

**V. Program Planning**

*How do selection and yield rates compare to those of the college and university? Is the program enrolling the desired number and quality of first-time freshman (FTF) and new transfer (NTR) students?*

*How do estimates of the program’s instructional capacity, i.e., the number of students that the department can accommodate in the degree program, compare to the actual numbers of unique students served over the last three years? Are there curricular revisions that might be made to improve the program’s educational effectiveness and increase its capacity?*

*How well is the program meeting the needs of employers? Does the current or future demand for graduates justify the current size and focus of the program?*

**VI. Themes**

*The university theme is diversity and inclusivity, as described in the* [*Diversity Strategic Framework*](http://content-calpoly-edu.s3.amazonaws.com/diversity/1/images/DiversityStrategicFrameworkReport_web.pdf)*.*

*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 diverse group of students?*

*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? Is there an achievement gap between groups of students?*

*What steps has the department taken to recruit and retain a diverse faculty and staff? How successful were these efforts?*

*Do faculty and staff members treat each other with respect? What has the department done to develop their cultural competence and engagement?*

*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?"*

*Do students have well-structured opportunities to "work productively as individuals and in groups" (ULO 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?*

*How are the* [*Diversity Learning Objectives*](https://ulo.calpoly.edu/) *currently addressed in the program? What opportunities exist within required major and support courses for students to increase their understanding of diversity?*

**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?*