**Program Review Self-Study Template**

*Office of Academic Programs & Planning*

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

*Note: The format and prompts within this template are provided to stimulate a thorough reflection and analysis of Cal Poly degree programs. It is not intended that a department must respond to each and every question; rather, Academic Programs offers this template as a helpful guide, which is based on past experience with the review process. Authors, please use your professional judgment and disciplinary experience in determining the most effective order, structure, and content for presenting your program to the institution and your review team.*

This note should be removed from the final version of the report*.*

**I. Identity**

**A. History and Context**

*Provide a brief history of the degree program, including the year it was first implemented. Situate this history within the context of the department, college, and university. Academic Programs & Planning can provide histories of the college and university. 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 reviewers’ report. Explain the progress made by the program 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 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, including Instructionally Related Activities, that the department provides 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 used within the curriculum and co-curriculum, including high-impact practices and any other instructional methods that are unique or distinctive to the department or discipline.[[2]](#footnote-2) How does the program share in Cal Poly’s signature pedagogy of* [*Learn by Doing*](https://morethanamotto.calpoly.edu/project/about)*?*

**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 minors or key service/support courses that the department offers to students outside the major. How does the department account for the needs of these students in scheduling such courses? How does the department assess their educational effectiveness?*

*Using data from the Student Credit Unit (SCU) Production Profile, complete the table in Appendix F and analyze trends in SCU production. What do these trends say about the nature of the department in terms of the instruction provided to students inside or outside of the major degree program?*

**III. Resources**

**A. Faculty**

***Faculty Profile.*** *Using the table in Appendix G, summarize the experience and expertise of all the department’s faculty members, whether lecturers or professors. How well do they meet the needs of the department and degree program?*

***Faculty Composition.*** *Using the table in Appendix G, analyze the department’s faculty composition by full-time-equivalent faculty (FTEF) position and by tenure density for the first and last years of the period under review. How has the faculty composition changed during this period?*

***Faculty Recruitment and Retention.*** *Describe the department’s history of faculty recruitment and retention during the period under review. Has the department faced challenges in this area?*

*Describe the department’s projected hiring needs over the next six to seven 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 that promotes student learning, or student involvement in faculty scholarship. How successful has the department been in fostering, as stated by the resolution, “meaningful student engagement in faculty scholarly activity and inclusion of scholarship in teaching to create vibrant learning experiences for students?”*

*Using the style appropriate to the discipline, create a bibliographic list of the department faculty’s scholarly achievements during the period under review 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 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 period under review. 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 period under review. 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 & Planning (APP).*

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

*Did the department undertake any other assessment-related initiatives (e.g., curriculum mapping or faculty development)? What were the results? How did they contribute to the effectiveness of the program?*

*According to WSCUC, 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.”[[3]](#footnote-3) If the program had an assessment plan during this period, how did it compare to this standard? If the program did not have an assessment plan, developing one should be a goal of the strategic action plan. For assistance, please contact Academic Assessment Director Michael Nguyen (*[*mnguy300@calpoly.edu)*](mailto:jgphelan@calpoly.edu))*.*

**B. Student Success**

***Persistence and Graduation Rates.*** *Using the data provided by APP, analyze trends in the program's overall first-time first-year (FTFY) persistence rates for years one through three and graduation rates for years four through six during the period under review. Over the same time period, analyze trends in new transfer students' (NTR) graduation rates for years two through four. 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 period under review in the percentages of FTFY 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.*

***High Failure Rate Courses.*** *Using the Grade Analysis dashboard, consider the department’s grade distributions by course and section for the most recent academic year. Download the two spreadsheets and include them in Appendix M. 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 encounter difficulty than in others? If high failure rates are a problem, how have they been addressed?*

**C. Student Engagement**

*Describe any methods (e.g., surveys and focus groups) that the department has used during the period under review to obtain feedback on the program from currently enrolled students. Summarize the results and include any reports in Appendix N. 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 to the program review process?*

*Note:**According to the WSCUC Program Review Rubric, 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.[[4]](#footnote-4)*

**D. Graduate Success**

*Summarize the results of the* [*Graduate Status Report*](https://careerservices.calpoly.edu/gsr) *during the period under review, using the table provided in Appendix O. Considering the response rate, what do the results suggest about the success of recent graduates in obtaining employment or graduate-school placement? Are there job titles, employers, or graduate schools that are typical for recent graduates? (This section may also be addressed under Section V.C. Employer Demand for Graduates.)*

*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.) and include the results in Appendix O. 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, social media, visiting professionals, etc.) and include the results in Appendix O. What do the results suggest about the effectiveness of the program?*

**V. Program Planning**

**A. Student Demand**

***Admissions.*** *Using the data provided by APP, analyze trends in first-time first-year (FTFY) and new transfer students' (NTR) enrollment data — students who applied, were selected, and then enrolled — for the period under review. Include the tables and charts in Appendix P. How do program selection and yield rates compare to those of the college and university? Is the program enrolling the desired number of FTFY and NTR students?*

*Using the same data, analyze trends in the FTFY and NTR Multi-Criteria Admissions (MCA) scores for the period under review.[[5]](#footnote-5) Include the tables and charts in Appendix P. How does the quality of the enrolled FTFY and NTR students, as indicated by their average MCA scores, compare to that of the college and university? Is the program enrolling the desired quality of FTFY and NTR students?*

***Change of Major.*** *Using the program’s FTFY six-year adjusted cohort data provided by APP, analyze the number of students changing into or out of the major during the period under review. Include the data in Appendix Q. Is the program a net importer or exporter of students? Is this a problem? If it is, how has the problem been addressed? In general, how is the movement of students into or out of the major degree program factored into enrollment planning?*

**B. Instructional Capacity**

*Describe the planning practices used by the department to ensure that major courses are scheduled (i.e., in terms of seats and sections) to meet student demand. In general, can students enroll in the major and support courses that they need to graduate in a timely fashion? Are there any recognized bottlenecks? If so, what has been done to address them?*

**C. Employer Demand for Graduates**

*Describe the job opportunities available to students after they complete the degree program. (This may be an appropriate place to address the results of the Graduate Status Report.) 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 its 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. University Theme: Diversity and Inclusion**

***Diversity of Students.*** *Consider the program's undergraduate enrollment profile disaggregated by gender, underrepresented minority (URM) status, and Pell Grant eligibility (Appendix R). Compare the program's disaggregated profile to those of the college and university. How diverse is the student body of the program in relation to those of the college and university? Is the program becoming more or less diverse over time?*

***Diversity of Faculty and Staff.*** *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 period under review, what steps did the department take to ensure a diverse pool of candidates? How successful were these efforts?*

*Describe the department's efforts to retain a diverse faculty and staff. How successful have these efforts been? Does the department face any special challenges in this area?*

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

***Inclusive Environment.*** *In Vision 2022, the President stated his ambition to create "an enriching, inclusive environment where every student, faculty, and staff member is valued." What has the department done to help achieve this vision?*

***Diversity Learning.*** *Consider the university’s* [*Diversity Learning Objectives*](https://academicprograms.calpoly.edu/content/academicpolicies/diversity_lo) *(DLOs). 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?*

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

*As part of the Graduation Initiative, all CSU campuses were given graduation-rate goals to attain by the year 2025. The specific goals set for Cal Poly are noted below.*

* *First-time first-year four-year graduation-rate target: 71%*
* *First-time first-year six-year graduation-rate target: 92%*
* *New transfer students' two-year graduation-rate target: 45%*
* *New transfer students' four-year graduation-rate target: 93%*
* *Underrepresented minority students' graduation rate gap target: 0%*
* *Pell-eligible students' graduation rate gap target: 0%*

*What has the department done to help the campus reach these goals?*

**VII. Findings**

*Based on the insights gained during the preparation of this self-study, what are the strengths of the program and what aspects should be improved? How might these findings influence the program’s strategic action plan?*

*Based on this assessment, where would the department like the degree program to be at the end of the next cycle of review? How might this forward-looking view of the program, its resources, and its effectiveness inform the department’s strategic goals?*

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

1. WASC Senior College and University Commission (WSCUC), “Program Learning Outcomes Rubric,” August 2013. [↑](#footnote-ref-1)
2. The AAC&U promotes high-impact practices that “have been widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students.” These practices include first-year experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; e-portfolios; service and community-based learning; internships; capstone courses and projects (e.g., Senior Project). See “[High-Impact Practices](https://www.aacu.org/resources/high-impact-practices).” [↑](#footnote-ref-2)
3. WSCUC Senior College and University Commission, “Program Learning Outcomes Rubric,” August 2013. [↑](#footnote-ref-3)
4. WSCUC, “Program Review Rubric” [↑](#footnote-ref-4)
5. For information about how the MCA process applies to freshmen applicants, see the [Freshmen Selection Criteria](https://admissions.calpoly.edu/applicants/freshman/criteria.html) webpage. Transfer students MCA scores are generally based on major-specific coursework, GE coursework, and GPA, with consideration given for hours worked and/or participation in extra-curricular activities. [↑](#footnote-ref-5)