Program Review Self-Study Instructions

The self-study should be submitted to the college/school dean no later than March 1st of the same year as the site visit. The document should be between 20-30 pages, excluding appendices. It should not exceed 30 pages. If the department undergoing review has multiple degrees, a separate self-study must be prepared for each degree. A common set of supporting materials may be provided for multiple reports.

Download the template from the Program Review website as a Word document. When you have completed all entries, remember to update the Table of Contents. (Select the Table of Contents to highlight, right-click, and choose Update Field.)

Once completed, send the self-study **as a PDF document(s)** to the Program Review Coordinator. The self-study can be divided into several sections, if needed to accommodate large file size. **Appendix F,** Faculty Vitae, can be quite large and can be submitted separately. The Program Review Coordinator will send the self-study on to the appropriate dean (Undergraduate Studies or Graduate Studies) for review, and then on to your department's college/school dean for approval.

IMPORTANT note on format retention: If you choose to upload the Word template to Google Drive to share and collaborate with your department, create the final PDF *from there* (print to PDF) to retain the correct outline format.

I. Introduction/Overview

Provide a broad overview discussing when the program began, how many programs (e.g., on and off-campus, one major or several, minor(s), certificate(s), undergrad/grad, etc.), how many faculty (T/TT and lecturers), how many staff, how many students.

The description should orient the reader to your program, including items such as degree offerings, general education/university requirement courses, and service courses (e.g., courses for other majors/programs that are not GE courses, courses that serve community interests, etc.). If there are additional pedagogical innovations within your department (e.g., a strong emphasis on service learning/externships/co-ops/etc., please describe here).

Describe major events in program history, such as administrative affiliations, degrees, faculty composition, mission, etc.

II. Previous Action Plan or Recommendations from Prior Review

Discuss action items from the prior review action plan, the progress made, and the reasons for any incomplete action items. Much of this information can be easily extracted from the department's annual reports. In **Appendix A**, include the team report and action plan from the previous program review. (Contact the Program Review Coordinator if you need copies of either of these documents.)

III. Departmental Description and Evaluation of the Program

Among other evidence, consider the standard data set provided by OIE (Office of Institutional Effectiveness). Using the instructions found on the Program Review web page under the Office of Institutional Effectiveness banner at the bottom of the page, include it as **Appendix B**. Use this information as appropriate in the discussions in the following areas:

A. Mission and Goals of the Program

State the mission and goals of your program, noting any changes since the prior review.

1. Alignment of the Program and the University's Missions and Goals

How does the program mission statement support the mission(s) and goals of the university?

2. Alignment of the Program and the College/School Goals

How does the program mission statement support the mission(s) and goals of the college/school?

3. Reflection of Any Recent Changes in the Discipline

Have there been any significant changes in the broader academic disciplinary area(s) relating to the program that require changes to the program's structure, focus, or emphasis?

B. Effectiveness of the Instructional Program

1. Student Learning as Assessed Through the Program's Student Outcomes Assessment Plan (SOAP)

Summarize the status of assessment of student learning in the program. Comment on the information contained in **Appendix C**. Describe any changes made in the program's curriculum, pedagogy, advising, tutoring or any other programmatic change in response to outcomes assessment.

2. Curriculum

a. Structure/Coherence of Instructional Program

Assess the structure, currency, comprehensiveness, adequacy, coherence, and delivery of the curriculum as appropriate. Include a discussion of the role of writing in the curriculum and the nature of the culminating experience expected of undergraduate students (if this is an undergraduate program). Self-studies may report on recognition/awards for innovative curriculum and/or outstanding students, external funding for curricular innovation or reform, and use of major specific portfolios.

For graduate programs, include information on the program's Graduate Writing Requirement, and include the written policy as **Appendix H**. For culminating experiences other than theses, also include written guidelines or policies for projects or comprehensive examination in **Appendix H**.

For graduate programs, please comment on the outcomes of the various culminating experiences in the program in terms of student learning, time to degree completion, etc.

b. Subprograms (Options, Concentrations, Special Emphasis)

Are your subprograms in compliance with Executive Order 1071? If they are not in compliance, what are the plans of the program to bring them into compliance? (https://calstate.policystat.com/policy/15032383/latest/)

If your degree program does not have options, concentrations, or special emphasis, please state "Not Applicable"

c. Cooperative Efforts with Other Academic Programs – Joint Degrees/Minors/Certificates, Service Courses, General Education Courses

Evaluate your effectiveness and/or challenges in cooperatively offering joint degree programs, service courses, and/or General Education courses.

d. Research on Effectiveness of Teaching and Learning

Describe activities of your faculty members in classroom research, pedagogy, innovative instruction, and the scholarship of teaching and learning. Discuss the impact of this scholarly work and creative activities on the curriculum and on student engagement and learning. (Note: Other types of research and scholarly activities are reported in Section III-C)

3. Community Engagement and Interactions (Professional, Disciplinary, Industry/Regional)

Summarize opportunities for student internships, employment, and/or continued educational paths of program graduates, as well as the ways in which external communities interact with students and/or the curriculum. Comment on ways in which program faculty, students and the various communities they serve interact. In specific, of interest are comments on any programmatic interactions with the off-campus regional community, any related professional communities, and/or the broader disciplinary community.

C. Recruitment, Retention, Graduation, and Student Services

1. *Comment on recruitment and enrollment (based on the data provided in **Appendix B**). Has the program taken on specific actions to increase enrollment since the last program review? What impacts did those actions have? Graduate programs may include the program's Recruitment Plan in **Appendix H**.*

2. *Comment on retention and graduation with specific reference to data provided by OIE (**Appendix B**).*

   a. *For undergraduate programs - Analyze and discuss program review data with particular emphasis on equity gaps in retention, graduation, and course performance outcomes. Include retention across each year, equity gaps, and 4- and 6-year graduation rates for FTF and UDT.*

   b. *Discuss barriers to timely graduation*

   c. *For graduate programs - Analyze and discuss program review data on degree completion rates/time to degree. Include retention across years and equity gaps as appropriate.*

   d. *Comment on support services for students (e.g., advising, mentoring of students, career development, student placement in internships, stretch/lab-supported courses, course redesigns, supplemental instruction, department provided tutoring). For graduate programs, please also comment on your use and interactions with the Graduate Student Success Center, either formally as a program or informally with individual students. Comment on your efforts in terms of the impacts on your students and program.*

D. Faculty Effectiveness in Research, Scholarly, and Creative Activities

Attach Curriculum Vitae of all tenure-track and tenured faculty members as **Appendix F.** Summarize your department's collective strengths in the following areas:

1. *Faculty productivity and highlights/pride points related to scholarship, research, and creative activity in the department/program.*

2. *Programs, projects or scholarship that provide high impact experiences for students related to faculty research, scholarship or creative activity.*

E. Resources

Financial/Budgetary

Comment on the department tables from the Budget Book and include the tables in **Appendix D**. To retrieve budget information, go to https://adminfinance.fresnostate.edu/budget/bb/index.html. Click on the latest Budget Book, and then on the banner labeled "E. The General Fund Budgets". Go to Division 1: Academic Affairs. Document A is the summary of the budget for each college and its departments, and Document B is the itemized budget for each department, by college. If the current year's budget is not yet available because the period has not ended, you may provide the current year's budget information at a later date.

Please provide a description of challenges and opportunities related to your departmental budget (e.g., challenges/opportunities that may relate to faculty availability, professional development support, investments in technology, particular large-scale equipment/supplies, staff, space, etc.). If applicable, describe fundraising and grant-funding resources.

Faculty/Staff

Comment on the program faculty profile (numbers, rank, teaching load) in **Appendix E**.

For graduate programs, include in **Appendix H** the criteria employed by the department in the assignment of faculty to teach graduate courses, to serve on committees that administer the culminating experience (thesis, project, comprehensive examination, as applicable) and for determining graduate faculty and members of the graduate program faculty consultative group.

Adequacy and Availability

Evaluate the quality, currency, match of strengths to program goals, of the collective faculty and staff (e.g., evidence of leadership in national and regional organizations in the discipline, awards for outstanding teaching, scholarship and creative activity, external funding either for individuals or collaborative efforts, evidence of success in recruiting faculty and staff from underrepresented groups). Comment on any curricular areas for which the department has difficulty hiring.

Professional Development/Travel Support

Comment on the adequacy and availability of institutional support and external funding for professional development and travel.

Implementation and Currency of Technology

Discuss the program's use of technology in classrooms, faculty offices, and labs, and comment on the adequacy and currency of technological resources in use.

Other

Comment on the adequacy in areas such as space allocation, library resources, and levels of staff support.

IV. Plan for the Next Review Period

A. Recommended Changes to Vision, Mission, and Goals of the Program

Enter up to three changes

B. Recommendations to Improve Effectiveness of Instructional Program

1. *Curriculum - Describe anticipated changes in the discipline, including cooperative efforts with other programs.*
2. *Recruitment, Retention, and Student Services - Relate any plans for improving recruitment, retention, and student services.*
3. *Community Interactions (Professional, Disciplinary, Industry/Regional) -Describe any plans for enhancing community interactions.*

C. Resources

Based upon the self-study process, what are your plans within existing resources? What important improvements in your program could be made with additional resources? Please discuss plans for future Faculty/Staff needs (**Appendix G** Optional), technological or equipment needs, space needs, library resource needs, etc.

As you look to the next five years and what you want your department to be, list three resources that you need to have to achieve these goals. What are the associated costs, and what impact will these have on your department, particularly in relation to student success outcomes?

V. Additional Issues

This section contains responses to issues that may have been raised by the supervising dean or review officers.

VI. Appendices

A. Visiting Team Report and Action Plan from prior review
B. Standard Data Set

1. *Course Offering and Enrollments Table*
2. *Student Data*

C. Current Assessment Plan (SOAP)

Use the required template provided at http://fresnostate.edu/academics/oie/assessment/soap/index.html)

D. Department Data from the Budget Book

To get this information, go to the [Budget Books web page](). Click on Budget Book for appropriate year (e.g., 2025-26), and then on tab E "The General Fund Budgets." In Division 1 "Academic Affairs," Document A is the summary of the budget for each college and its departments, and Document B is the itemized budget for each department, by college. If the current year's budget is not there because the period has not ended, it can be added later in the program review process.

E. Faculty Profile

Number, tenure/tenure track vs. part-time, ethnicity, teaching loads and assigned time

F. Faculty Vitae

Each CV must be a maximum of two pages. It is the responsibility of the faculty member to create their own executive summary.

G. (Optional) Faculty Hiring Plan
H. (Graduate only) Graduate Policies

1. *Approved Graduate Writing Requirement Policy**

2. *Guidelines for Thesis, Projects and Comprehensive Examinations**

3. *Graduate Program Recruitment Plan*

4. *Graduate Consultative Group Policy, Criteria for Teaching Graduate Courses and Serving on Culminating Experience Committees.*

*Note: 1 and 2 should include the program appeal process.