

Program Review Self-Study Guide

The Program Review Self-Study Guide supports programs writing their self-study. This guide describes the central points of inquiry and evidence for effective program review. This means understanding the program's contexts, including the current Sonoma State Strategic Plan and its initiatives and core values and WSCUC expectations for the meaning, quality, and integrity of the degree. Programs are encouraged to follow the guide as far as it fits within the unique aspects of the program. The guide addresses six significant areas of inquiry: program context and curriculum, assessment, faculty, program resources, student population, and a proposed plan of action, and offers prompts and questions intended to assist faculty in their assessment of their program. Some prompts and questions may apply; others may not. Choose those that support your self-study the best.

Program Context and Curriculum

This section of the self-study should focus on the context and goals of the program, the role of the program in the mission of the university, how the program serves regional and state needs, how the program might be distinctive, and the coherence and quality of the curriculum. For context, you may provide a brief overview of the program and relevant history, as well as information about external contexts such as disciplinary accreditation. You should also describe your program's progress in addressing recommendations from the previous program review and how the program supports the Sonoma State Strategic Plan. This section is where you will describe the program curriculum, specifically addressing its coherence and consistency, the alignment between program learning outcomes (PLOs) and the required courses, and pedagogical methods used in the program.

The following questions should serve as prompts for writing this section.

- What are the program's goals (e.g., in student learning and success, in alumni impact, in faculty impact, in community impact, etc.)? How do the program's mission, vision and goals relate to the university's?

- What are the program learning outcomes (PLOs)? For undergraduate programs, how are they aligned with WASC Core Competencies (written and oral communication, quantitative reasoning, critical thinking, and information literacy)? For graduate programs, how do the PLOs address the intellectual competencies foundational in the field? And how are the graduate program's expectations clearly differentiated from and more advanced than undergraduate expectations?
- How does the program ensure alignment between individual courses (and their sequencing, as appropriate) and the program learning outcomes? You may want to use your program curriculum map to illustrate in which courses the students engage the program learning outcomes and any sequencing of learning.
- Are there program-specific pedagogical methods (faculty approaches to activities and assignments) that are important?
- Are there required and/or relevant learning experiences outside of the classroom and what is their relationship to the program learning outcomes (e.g., internships, community-based learning, research experience, study abroad, etc.)?
- Does the program serve other programs or contribute to the GE program, and if so, how? How do other programs, including GE, contribute to the curriculum in the program?
- What progress has the program achieved with respect to recommendations from the previous program review? Were there any curricular changes implemented as a result of the previous program review (as differentiated from curricular changes made as a result of assessment, which is addressed below)? Do you foresee any disciplinary changes that might affect curriculum in the next five years?

Assessment

This section should address how the program evaluates its progress toward goals, and the extent to which its students' achievement levels in the program learning outcomes meet departmentally

agreed-upon expectations. You should describe the methods used to assess student achievement of program learning outcomes and effectiveness of pedagogical methods and curriculum design. It should reflect program learning outcomes and goals described in the previous section.

The following questions may serve as prompts for writing this section.

- How do program faculty collect and analyze data on student performance in program learning outcomes?
- Summarize findings from direct and indirect assessment of student learning, identifying particular areas of strength or challenge.
 - For direct assessment, please describe the methodology for sample selection and size. Direct assessment may include departmental evaluation of capstone projects, pre-tests and exit tests for majors, exams, signature assignments, or other student evidence.
 - Indirect assessment may include student evaluations of the program (not evaluations of the faculty), student self-assessment of learning gains, exit surveys, focus groups, and employer, alumni, or other stakeholder surveys or focus groups.
- Were there any changes to the curriculum made during the review period as a result of assessment findings?
- Are you evaluating other program goals that are not directly student-learning-related? Please describe the assessment and its results.
- What are your plans to develop or change assessment strategies over the next review period?
Are there notable limitations that inhibit effective assessment of learning outcomes?

Faculty

This section should address the program's faculty profile and how the faculty profile meets the program's goals. Do you have the number of faculty and the kind of faculty you need to meet your program's goals? How do their research and scholarship contribute to the program's goals?

- What faculty specializations exist and how are they aligned to program curriculum, program mission, and program quality?
- What is the faculty make-up in the program? Have there been any meaningful trends during the review period (for example, new tenure-line faculty hires, retirements, separations, demographic changes, etc.)? Do you have adequate faculty to maintain program quality, as appropriate to your program? You may want to consider:
 - Number of full-time faculty and the ratio of full-time to lecturer faculty
 - Student-faculty ratio for teaching and for advising
 - Ability to recruit and retain a diverse faculty
 - For graduate programs, consider addressing these WSCUC guidelines:
 - At least one full-time faculty member
 - A preponderance of the faculty hold the discipline's relevant terminal degree
 - The number of faculty is sufficient to exert collective responsibility for developing and evaluating curricula, academic policies, and teaching and mentoring
- Is there adequate support for faculty professional development? You may want to consider:
 - Faculty workload (including course development, department, school, university, and community service, and scholarship)
 - Availability of faculty mentoring programs
 - Availability of and participation in professional development opportunities
- How does faculty scholarship and/or creative activity, including any external funding, relate to or impact the program's goals and mission? (For example, does this impact recruitment and retention, workload, curriculum, and/or opportunities for student research?)

Program Resources

This section addresses faculty workload related to instruction, advising, and other forms of student support, and departmental, school, or university service, and adequacy of university resources to meet the needs of students and faculty. Does the program have the resources it needs to deliver its curriculum and achieve its goals?

- What kind of student support is offered in the program and at the institutional level? You may consider the following:
 - Who is responsible for advising first-year students, majors, prospective majors, graduating students, and graduate students? Who advises regarding GE? Who does career advising? Who works with at-risk students? How is successful advising documented and measured?
 - Are campus support services appropriate for the needs of your students? What additional services are needed?
 - Is there support in the department and at the institutional level for student research or engagement in the community (fieldwork, internships, community engagement)?
- Are there adequate library and information resources to meet curricular and research/scholarship needs of students and faculty? How do program faculty work with library faculty for information literacy and/or research literacy instruction?
- Are there adequate technology resources in support of pedagogy, student learning and research/scholarship for faculty and students? (For example, support for developing online courses, support for discipline-specific software, classroom technology, etc.)
- Are there adequate instructional spaces and facilities? You may want to consider the following, as appropriate:
 - Classroom space, including access to alternate learning/universal design classrooms
 - Instructional laboratories and studios
 - Research/scholarship laboratories, studios, offices

- General office space for faculty and staff
 - Student study space
- Do you have adequate staff support, including clerical and technical staff, to support program operations?
- What department or program needs and trends may impact the operational budget over the next review period? Do you foresee any resource changes that could impact the quality and integrity of the program?

Student Success

This section describes the current student population in the program, student success metrics related to graduation, retention, and post-graduate employment or ongoing education, and the ways in which the program anticipates changes in demand for this academic preparation.

- Are there any trends or changes in the numbers or composition of your student population in the last review period? How have these trends impacted your enrollment strategy? You may want to consider:
 - Numbers and percentages of underrepresented students, first-generation students, and low-income students
 - Numbers and percentages of non-traditionally-aged students
 - Gender balance
 - Numbers of first-time freshmen and transfer students
- What do the data reveal about retention trends, time to degree for first-time freshmen, transfer students, and graduate students (as applicable), and number of degrees conferred? What are your plans for improving retention and graduation rates?
- What do trends over the last review period in student applications, admits, and enrollments, as well as any data related to reasons students give for choosing the program, reveal about

program demand? Are there any market trends or changes in career prospects for graduates that might affect student demand in the next five years?

- What are student and alumni perceptions of the program, including satisfaction with the program, instruction, advising, and course offerings? How have you used this information to improve your program?
- What are your students doing after graduation and/or program completion? What are you doing to support students in achieving their goals during their time at SSU and/or after they leave? How have you used this information to improve your program?

Reflection and Plan of Action

This section of the self-study provides space to reflect on the outcomes of the self-study process and the significance of the findings presented in the above sections for future development of the program.

Faculty should reflect on what they've discovered about the program's strengths and weaknesses, notable successes, and opportunities for growth.

- What is the program's action plan for the next five years? How do the findings from the self-study serve as a foundation for building an evidence-based plan for program improvement?
- How will the program build on existing strengths?
- How will the program specifically address any weaknesses identified in the self-study?
- Are there possible collaborations that may improve program quality?
- What improvements are possible with existing resources? What improvements can only be addressed through additional resources?

Appendices

Please provide the following documents as appendices to your self-study.

- Curriculum map(s)

- Syllabi from the previous academic year