



Preparing a Winning Self-Study

A University Program Review Committee Workshop

MARCH 15, 2019

UPRC MEMBERS: DRS. KEGLEY (CHAIR), ANDERSON-FACILE, LEON,
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ADMINISTRATIVE SUPPORT: MARTA RUIZ

Program Timeline for Development of Self-Study and Program Plan

Feb

- Programs appoint committee and Chair to carry out review.
- Chair meets with AVP-AP or designee to review policies and procedures.

March

- Departments notify UPRC Chair of Self-Study and Program Plan status.

Sept

- Program Committee completes Self-Study and Program Plan and submits to the AVP-AP.
- Chair and Dean make recommendation to AVPAP on an external reviewer.

Oct

- The Office of Academic Programs (with the Provost, Dean, and Program) sets a time for external reviewer's visit.

Nov

- External reviewer conducts an on-site visit to examine program and assess the Self-Study and Program Plan.
- Visit concludes in exit interview with Program Coordinator, faculty, School Dean, UPRC Chair, AVP-AP, and Provost.

AVPAP = Associate Vice President for Academic Programs

UPRC = University Program Review Committee

Progress toward a MOUAP

MOUAP = Memorandum of Understanding and Action Plan

Dec

- External reviewer's report is received.

Jan

- Dean has the option to provide written comments and recommendations.

Feb

- UPRC reviews Self-Study, Program Plan, and any other documents.
- UPRC submits report to Chair of the Academic Senate (with copies to Program Chair and Provost).

Mar

- Dean and Program faculty present draft MOUAP to Provost for discussion.
- The Provost, in negotiation with the program faculty, the appropriate Chair, and School Dean develop MOUAP.

Apr

- Finalized MOUAP is signed by the Chair, Dean, and Provost then forwarded to the UPRC and AVPAP.

Recommendations for completion of the Self-Study and Program Plan

- ▶ Avoid discipline-specific jargon. Whenever extensive use of jargon or acronyms is required, a glossary should be provided to assist the reviewers.
- ▶ Use evidence-based claims to support resource requests.
- ▶ Figures and tables should be numbered, have proper titles and captions, and be referenced within the text.
- ▶ Use a double-sided format, with sequentially numbered pages and spiral binding.
- ▶ Provide an electronic copy plus ten complete hard copies (including all appendices) to the Office of Academic Programs.

Introduction (1 page maximum)

- ▶ The purpose of the self-study text is to describe the mission, role, and function of the program within the context of the larger University educational experience.
- ▶ Briefly describe the role of the program within the university context.
- ▶ Include any noteworthy differences in scope or approach when compared to similarly named programs at other institutions.

What has changed since the Previous Review? (2-3 pages maximum)

- ▶ How were other recommendations from previous External Reviewer, UPRC, and Provost addressed by the Program?
- ▶ Other relevant changes may be included here if not discussed elsewhere.

Program's Role in Relationship to the University (2 pages maximum)

- ▶ Relate the Program mission, goals, and objectives to those of the University.
- ▶ Describe the relationship between program objectives and the university learning outcomes (ULOs). http://www.csub.edu/q2s/_files/fac-staff/prgmInfo/NSME/CHEM/BCHEM_BS_map.pdf
- ▶ Describe how curriculum design serves the program objectives and intended outcomes.
- ▶ Briefly describe the relationship of your program to other associated programs.

Evidence of Program Quality: General Advice

- ▶ Start this section early
 - ▶ Request any necessary data from IPRA
 - ▶ Conduct any needed surveys
- ▶ Use lots of figures, graphs, tables, etc.
 - ▶ Explain them
 - ▶ Reflect on them
- ▶ Remember! Your audience is typically not familiar with your discipline

Evidence of Program Quality: Student Learning Outcomes (SLOs)

Use SLO data to demonstrate program quality as it relates to:

- Degree curriculum
- Other impacted programs (e.g., general education or service)

Changes in the curriculum due to assessment of SLOs

Placement of students in careers, graduate/professional programs

Student involvement in scholarship or creative activities

Other evidence

- Alumni satisfaction surveys
- Employer satisfaction surveys

Evidence of Program Quality: Faculty and Program Effectiveness

Measures of successful degree completion

- Analyze student retention
- Analyze graduation measures
- Describe efforts to improve such measures

Compare your program to similar programs at other universities

Record of peer-reviewed scholarship for each faculty member

- Summarize grants, presentations, manuscripts, exhibitions, performances, and creative works under the review period
- Provide indicators of quality
- Describe how the scholarship has enhanced the program

Evidence of Program Quality: Service to the Community

Describe program activities for applied learning

- Field placements
- Internships
- Practice-based learning opportunities
- Grant partnerships

Efforts to recruit students who reflect the community

Efforts to recruit faculty who reflect the community

Evidence of Program Viability and Sustainability: Demand & Need (10 pages maximum)

Analyze trends for demand and need for the Program

Number of student majors, applications, and admits in the case of post baccalaureate programs, enrollments, and degrees granted since the previous review

Trends within the profession, local community of society generally that identifies an anticipated need, or lack of thereof, for the program in the future (including, if available, market research)

Faculty Resources

Proportions of faculty ranks, SFR, cost/FTES, class size and FTES by category

Trends since the previous review

Faculty workload (i.e., direct WTU teaching assignments and reassigned time by faculty member) disaggregated by course category (GE, major, service, developmental)

Professional and Leadership Development

Mentoring

Retention and Succession planning



Financial Resources



- ❑ Analyze the operational budget (revenues and expenditures)
- ❑ Percentage of external funding in relationship to operational costs
- ❑ Assessment of administrative support services

Supplies, Equipment; Oversight and Management of Required Resources

- ❑ Information and Technology Resources
- ❑ Equipment
- ❑ Facilities

Summary Reflections

- How are the curriculum, practices, processes and resources properly aligned with the goals of the program?
- How are department/programs goals aligned with the goals of constituents that the program serves (e.g., the students, the university as a whole, the service community)?
- How is the level of the program quality aligned with the college/university's acceptable level of program quality? Aligned with the constituents' acceptable level of quality?
- How well are program goals being achieved?
- What student learning outcomes are achieved at the expected level?
- What are the challenges to the Program quality?

Questions?



Program Plan (15 pages maximum)

The program uses the evidence-based inquiry and analyses documented in the comprehensive Self-Study to inform future planning for program maintenance and improvement.

This section might address such questions as:

- ▶ What are the program's goals for the next seven years?
- ▶ How will the program specifically address any weaknesses identified in the self-study?
- ▶ How will the program build on existing strengths?
- ▶ What internal improvements are possible with existing resources (through reallocation)?
- ▶ What improvements can only be addressed through additional resources?
- ▶ Where can the formation of collaborations improve program quality?

Curriculum Planning:

1. Changing the sequence of courses in the major curriculum
2. Adding or deleting courses
3. Refinement or articulation of pre-requisite or disciplinary requirements
4. Re-design of the content or pedagogy of specific courses

Obviously, the primary questions driving such changes would be:

- Are our students achieving the desired learning outcomes for the program?
- If not, what elements of the curriculum could be changed to improve learning?

Resource Utilization

1. The program should evaluate whether its current offerings are the right mix going forward. Should some programs be placed on moratorium, discontinued, return from moratorium? Should new programs be developed?
2. Assignment of faculty to teach specific courses or sections
3. Changing the scheduling of certain courses or the frequency with which they are offered
4. Changing the number of students required in course sections so that student learning and effectiveness of teaching are maximized
5. Implementing improved advising and support services to increase learning, retention, and/or graduation rates
6. Adjusting the allocation of faculty resources across General Education, the major, and the graduate program (if appropriate)
7. Providing additional professional development or research resources for faculty
8. Adjusting faculty teaching load and assigned/release time

Guiding Questions:

- ❑ How can resources within the department be allocated in such a way as to better achieve the mission and goals of the department?
- ❑ At what point in the prioritization of departmental goals do these recommendations fall?
- ❑ What are the costs of each recommendation (both the direct monetary cost and the opportunity cost in the form of lost resources for other initiatives)?
- ❑ What is the extent of departmental funds available and where might the department turn for external funding?

Make a case to the Dean and to the University Program Review Committee for specific additional resources as indicated

For example, the program may request:

- ❑ Additional or reduction of faculty or support staff
- ❑ Additional funds to support faculty professional travel or research
- ❑ Release time for program assessment activities, curriculum development or research-related activities
- ❑ A reduction or increase in program enrollment target

Appendices

- ▶ Appendices provide supporting evidence that is too detailed to be included in the text itself but may be referenced throughout. In addition to those appendices outlined below, the program may choose to add its own.

Academic Program Data Profile (provided by IRPA)

Up-to-date catalog copy

Roadmaps to graduation

Faculty Abbreviated Vitae (2 pages each)