

# Academic Department Manual

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Guidelines:

## **Undergraduate Degree Programs Five-Year Program Review for 2001-2002**

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### **Guidelines for Five-Year Program Review For Undergraduate Degree Programs**

The review provides information, analysis, and evaluation that help tie the progress of the Department and program to the [University Strategic Plan](#) of the University. Each department will relate its activities and programs to the Strategic Plan for the University and to the performance indicators provided by the Provost and the College Dean. Before beginning the review, the Department needs to have a clear idea of those objectives set forth for the College and any that might have been identified for the Department by the College Dean or Provost. Since the report will be linked to performance based budgeting, it is important that the report include evidence to support

its self-evaluation. For example, FTES and the number of majors are indicators of the Department's interest in and ability to attract and retain students; assessment activities could be one indicator of how serious a department is about student learning.

Using the [University Strategic Plan](#) as the focus, the Department will outline whether and where there is need for change, the strategies to be used to implement change, the establishment of timelines by which change will occur, and other decisions important to the program. The five major areas of self-study evaluation are:

1. Creation of High Quality Learning Environments
2. Information Literacy
3. Faculty Development and Scholarly Activities
4. Service Learning
5. Performance-Based Budgeting

**While requests for resources are an integral part of the campuswide strategic planning process, program reviews are an internal examination of student learning, the curriculum, and the faculty's role in providing a positive environment for learning. Although the program review is one means of evaluating the program's success in fostering student learning, continuous assessment of learning outcomes and objectives for the major is the other. What are students learning? Is it what we want them to learn? How are they learning and what modifications are resulting from the information we collect about student learning? How can we do what we're doing well, better? How will we change what we are not doing well?**

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## OVERVIEW

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- [Checklist](#)

The checklist and timetable for program reviews is attached to these guidelines. Questions about the review process for undergraduate programs should be referred to the Vice Provost for Academic Affairs (ext. 6101).

- Systemwide Review Cycle

Every degree program has been placed on a systemwide list that identifies the specific review cycle. If a department offers more than one degree (more than one bachelor's degree and/or master's degree), the reviews for each degree may be conducted during the same year to avoid duplication.

- Institutional Research Data

The Office of Institutional Research maintains a set of reports for each program conducting a program review including student demographic information, degrees

granted, major enrollments, surveys of recent graduates, course FTES, and grades. In addition to these regular data, programs may wish to contact the Director of Institutional Research (ext. 5624) to arrange for special reports; these **requests must be made well in advance of the time period for the actual writing of the self-study report.**

- Conclusion

Departments should feel free to modify some of the questions in consultation with the Vice Provost for Academic Affairs. Departments can substitute accreditation and reaccreditation efforts for the Five-Year Review but they should make certain that those programs that have undergone accreditation or reaccreditation address the salient points of the Five-Year Review document.

Finally, we emphasize that quantity of information and paper does not substitute for quality of the program and degree as reviewed in the self-study report. **The future orientation is important here because of the influx of new faculty and the retirements of a generation of older faculty who have served as founding members and foundations of departments.** This future orientation also has to do with making departments better, and this is a good time to think in those terms. What do departments need to do to make qualitative changes, to set the forces in motion? Does the self-study and the Five-Year Review justify your needs?

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### **Plan for Self-Study**

1. Present a five-page statement/overview that discusses how the Department and its programs meet the five principles in the [University Strategic Plan](#).
  - Creating and enhancing innovative, high quality learning environments in and outside of the classroom.
  - Investing in faculty and staff development and renewal.
  - Enhancing academic programs by building state-of-the-art technological learning environments in and outside of the classroom.
  - Reaffirming the role of CSU, Chico as the anchor institution of the region in serving the educational, cultural, and economic needs of Northern California.
  - Diversifying sources of revenue and strategically managing resources entrusted to us.
2. **The purpose of the Five-Year Review is to assess the present state of the program under review and where the program expects to be in the next five years.** Attempt to limit the length of the self-study report to 30-35 pages. The Department should provide a separate review report for each degree program under review.

The self-study report needs to be concise, cogent, and future oriented. The important data for the self-study are the number of majors, the shifting of majors, the FTES figures over a five-year period, the FTES figures, student-faculty ratio, and the measure of how faculty positions are being used wisely, productively, and efficiently to satisfy the Department, College, and University goals. The key questions that should be addressed in the self-study are: How are the Department and program goals tied to the [University Strategic Plan](#)? Is there a clear indication that the Department is working to accomplish the five priorities?

3. **Summary:** Write a thoughtful and analytical summary that focuses on a future orientation: Where are you now and where do you expect and want to be in five years? Provide a candid and realistic assessment of the program (e.g., How well are you doing now? How does your program support, enhance, and contribute to student learning?). Identify potential ways to improve the program (e.g., How are you going to improve the environment for student learning? If conditions were ideal, what would you need to move the program to a new level?).

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## OUTLINE FOR SELF-STUDY

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### I. Self-Study

What have you accomplished from your implementation plan five years ago? What changes have occurred since the last review/accreditation? How has this affected student learning, faculty development, good management of resources, service contributions of faculty and students, communication and critical thinking (information literacy) skills of students? How have these accomplishments related to University, College, and Department goals?

### II. Student Learning

- A. List learning goals you have set for the next five years and explain their relationship to Department, College, and University goals.
- B. **How does your Department and its programs assess student learning? Attach the Department or program assessment plan (Appendix B). What are the student learning outcomes expected of your majors? Do you see differences in student learning from the time that students enter the major or option to graduation?** Has your Department applied for a Student Centered Learning Award? Has your Department supported students for the Undergraduate Awards for Research and Creativity?

### **III. Curriculum**

- A. Briefly state how your program and faculty meet or address the major intellectual trends in your discipline (e.g., theory, research, social issues, ethical issues, pedagogy). Present evidence that you think is appropriate for your discipline and programs. Where does your program stand with regard to these trends? What are you doing or planning to do to make certain your program reflects these disciplinary foci?
- B. What is the relationship of your curriculum to your program goals, to College goals, to the [University Strategic Plan](#)?
- C. What services do you provide to interdisciplinary programs?

### **IV. General Education, Writing Proficiency, and Experiential Learning**

- A. How is your program involved in General Education?
- B. What are the writing standards and goals for your students and how are they applied in General Education and Writing Proficiency classes?
- C. Does your program offer experiential learning opportunities?

### **V. Enrollment and FTES**

- A. What have been the enrollment trends in your program? What has been the status of your major or options (numbers of students) over the last five years?
- B. What are the FTES figures for your program over the last five years? What are the FTES figures per number of faculty in your program? (Rely on Institutional Research for this information.)
- C. Why do students select your major? What do you do to get students to major in your program? How do you recruit students?
- D. Are your program's four-year plans realistic? Describe typical enrollment behaviors of students in your program. Do students graduate in four years? On the basis of transcript analyses of 15 students in the major, what actually happens? Create a grid that lists the number of courses offered by your program and the hours and days of the week that they are offered.
- E. What factors govern course scheduling decisions in your program? Is the scheduling process working for your students? Are Department resources being used wisely to positively affect scheduling and course enrollments?

### **VI. Advising**

- A. What activities constitute your advising program? How frequently does advising occur for each major? Who is responsible for advising and how do you assess advising?

- B. What is your typical retention rate of majors? Have you done anything to improve it?

## **VII. Facilities**

How are you currently using offices, lecture rooms, conference rooms, labs, and other facilities, and how might you use available space better (by day of week, hour of day)?

## **VIII. Governance**

What is your administrative organization? How are curricular and other decisions made?

## **IX. Information Literacy**

- A. What kinds of experiences are you providing that increase student skills in evaluating and interpreting information? How are you working to improve information literacy (e.g., the WEB to enhance curriculum or student learning)?
- B. How are you helping students improve their skills in using this information to communicate persuasively and to think critically?
- C. What are you doing to address the strategic priority that deals with incorporating the various forms of technology into our educational programs where they will aid in strengthening the learning environment?
- D. Briefly state how your faculty use technology in instruction.
- E. Do you have information literacy courses in your department/program curriculum? What are they?

## **X. Faculty Development and Scholarly Activities**

What notable activities have your faculty been engaged in since your last five-year review (creative and scholarly activities)? What has the Department done to enhance faculty opportunities in this area (e.g., scheduling and/or adjusting teaching loads to allow for flexible time, awarding College/Department dollars to pursue scholarly activity, participation in CELT and TLP, and analyzing how the program's personnel process rewards scholarly activity)? Has the program provided opportunities for students to engage in research and scholarly activity? Has your Department supported students for the Undergraduate Awards for Research and Creativity?

## **XI. Development Activities**

What is your Department doing to contribute to College and University advancement and development goals? Does your Department participate in specific development activities? Do you systematically keep in contact with your alumni?

## **XII. Co-Curricular Opportunities**

Are there co-curricular opportunities available for students, staff, and faculty to interact through clubs, activity groups, study groups, field trips? Who participates? What kinds of efforts does the program make to promote these types of activities?

## **XIII. Service Learning**

Is your program engaged in service learning projects as explained below? How?

A. Community Outreach: What kind of links do you have with employers, relevant institutions, agencies, and community organizations? To what extent are any of these involved in your curricular plans?

B. Do any of your instructional programs serve regional and community clients? Do you have short courses and workshops (credit or non-credit through The Center for Regional and Continuing Education) designed to meet the needs of off-campus clients in the community and region?

Does your program offer service-learning courses? What are they?

## **XIV. Implementation Plan**

A. A concise and realistic implementation plan is included with the self-study sent to the outside reviewer. Assume no new resources will be forthcoming, what are your plans for the next five years? Be sure to tie your implementation plan to the results of the self-study and link it to Department goals, College and University goals, and the [University Strategic Plan](#).

B. Following receipt of the outside reviewer's report and its consideration by the program faculty, **the faculty will revise the implementation plan if and where appropriate**. This revised implementation plan will be included in materials sent to the review team composed of the Vice Provost for Academic Affairs, Department Chair, College Dean, Dean of Graduate Programs (where appropriate), and an undergraduate (and graduate student when appropriate) from the program undergoing the Five-Year Review. The final implementation plan should reflect the views of

the program faculty and consideration of the suggestions of the outside reviewer.

## **XV. External Review Process**

A. Early in the spring semester, upon completion of the program self-study report and implementation plan, one or more outside reviewers are brought to campus. The external professional person is selected by the program faculty and College Dean in consultation with and with the approval of the Vice Provost for Academic Affairs (and, in the case of Graduate Studies, by the Dean of Graduate Programs). Program faculty may submit names of external campus reviewers with vita and justification to the College Dean, or request names from the Dean, Vice Provost for Academic Affairs and/or Dean of Graduate Programs. The Vice Provost for Academic Affairs, Dean of Graduate Programs, or College Dean may recommend names to program faculty.

B. **Funding for the external reviewer is through the College Dean.** The reviewer is expected to read the material sent to her/him before coming to campus and may request any additional documents to help her/him in the review.

C. The outside reviewer meets with the Vice Provost for Academic Affairs and, where appropriate, Dean of Graduate Programs at the beginning of the campus visit. The reviewer meets with faculty, students, the College Dean, and other relevant personnel, reviews the curriculum, inspects facilities, and prepares a written report assessing the program's strengths and weaknesses with respect to its goals and other areas. The reviewer concludes the campus visit with an exit meeting with the Vice Provost for Academic Affairs.

D. For graduate programs the external reviewer will also review at least three theses and/or projects, completed within the three years prior to the review, in order that she or he is able to comment on the standard of the work presented. The School of Graduate, International, and Sponsored Programs will randomly select the theses/projects to be reviewed. If a single reviewer is charged with evaluating both the bachelor and master's programs, the reviewer must address both the undergraduate and graduate programs.

## **XVI. Final Review**

The final review will be conducted by the review team composed of the Vice Provost for Academic Affairs, College Dean, Department Chair, and

an undergraduate student plus the Dean of Graduate Programs, Graduate Coordinator, and a graduate student (when appropriate) from the program under review. The team will meet in the fall semester following the review, review the documents, and may interview program/option coordinators and others as necessary.

- A. When possible or needed, the Vice Provost for Academic Affairs, Dean of Graduate Programs (if necessary), and College Dean will meet with program faculty and the Department Chair to discuss the results of the review and the revised implementation plan.
- B. The Vice Provost for Academic Affairs will annually summarize the programs reviewed as an information item for the Educational Policies and Programs Committee.
- C. The review team will meet during the fall semester following the review to discuss and approve the implementation plan.
- D. The Vice Provost for Academic Affairs will prepare the annual written report to the Chancellor's Office.

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### **SUBMISSION OF REVIEW REPORT**

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Copies of the review report must be submitted to the Provost's Office before the end of the spring academic semester. Please see the [Checklist](#) for the number of copies to be submitted. The order for the report, due in April, is:

Cover page  
Checklist  
Self-Study Report  
External Reviewer's Report  
Final Implementation Plan  
Appendix A: Program Description-as in catalog  
Appendix B: Program Assessment Plan

Special note: The Department's copy of the report will include additional materials - Appendix C: Faculty Personal Data Sheets and Course Syllabi.

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