**GRADUATE PROGRAMS**

Program Review Self-Study Template

**Department:**      

**Degree-Granting Program Reviewed:**      

**Department Contact:**      

**Date of Submission:**

Academic Program Review at the graduate level is designed to provide faculty and administrators an opportunity to reflect on graduate education at California State University, Chico. The review process also provides a framework for quality management in our program offerings and related educational activities.

The review process at Chico State focuses programs toward becoming more systematic and intentional about gathering data on performance and effectiveness in the support of student success and student learning and on using the resulting information for continuous program improvement. The specific elements of our review process align with the vision, mission, and strategic priorities of the CSU and Chico State's [Strategic Plan](https://www.csuchico.edu/strategicplan/)and [Academic Master Plan](https://www.calstate.edu/csu-system/administration/academic-and-student-affairs/academic-programs-innovations-and-faculty-development/program-development/Pages/academic-master-plan.aspx#:~:text=The%20CSU%20Academic%20Master%20Plan,schedules%20for%20authorized%20degree%20programs.), and the core commitments of student learning and success; quality and improvement; and institutional integrity, sustainability, and accountability that are embodied in the WASC accreditation standards. Together, they are intended to encourage significant levels of ongoing engagement by internal and external stakeholders in issues of program capacity and program effectiveness.

Overall, the Chico State review process embraces an organizational learning approach in which the program regularly and systematically assesses its own performance and uses the assessment information to foster collective learning and improve the program’s capacity for educational effectiveness.

**Instructions:** Please fill in each section below with the appropriate information. Please list each program separately. Much of the data you will need to complete the APR is available on the [Institutional Research and Strategic Analytics (IRSA)](https://www.csuchico.edu/ir/index.shtml) dashboard. Graduate Studies can assist with providing additional data from Institutional Research (IR).

# **SECTION 1: PROGRAM OVERVIEW**

## (1A) mISSION sTATEMENT

*Share the mission of the Program.*

*Discuss how the Program’s mission shapes the curriculum and supports the goals of the department, ensuring alignment with the College and Chico State's overarching mission. Account for any shifts in the discipline, trends in higher education, and workforce changes to maintain relevance.*

## (1B) PROGRAM DESCRIPTION

*Provide a description of the program, including any distinct qualities and/or special opportunities that are offered to graduate students. Note any program changes since the last program review (new degrees, options, certificates) as well as any programs that have been discontinued.*

***In the following set of questions, the reviewers are asked to consider the Program curriculum, faculty, students, facilities, and resources.***

CURRICULUM

*Provide an overview of the program’s curriculum and any related options.*

*Outline how the Program offers students a rigorous, engaged education. Discuss how the curriculum reflects and responds to the diversity of our student body as well as to equity and inclusion.*

*Speak to the schedule of course offerings in terms of the capacity of the Program to offer both required and elective courses on a sufficiently regular schedule.*

FACULTY

*On the table, list the names of the tenured and tenure-track faculty. Include their degree, specialty/expertise, and whether they participate in graduate education through teaching and/or mentorship.*

|  |  |  |  |
| --- | --- | --- | --- |
| **NAME** | **DEGREE** | **SPECIALTY/EXPERTISE** | **PARTICIPATE IN GRAD (Y/N)** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*On the table, provide data on the number, role/rank, ethnicity, and gender of each tenured and tenure-track faculty member. Note: no names are required on this table.*

|  |  |  |  |
| --- | --- | --- | --- |
| **NUMBER** | **ROLE/RANK** | **RACE/ETHNICITY** | **GENDER** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*If the Program has lecturers who contribute to graduate teaching and advising, please add them to the following tables.*

|  |  |  |
| --- | --- | --- |
| **NAME** | **DEGREE** | **SPECIALTY/EXPERTISE** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*On the table, provide data on the number, ethnicity, and gender of each lecturer involved in graduate education. Note: no names are required on this table.*

|  |  |  |
| --- | --- | --- |
| **NUMBER** | **RACE/ETHNICITY** | **GENDER** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Discuss the status of faculty resources, including any strengths and challenges regarding hiring, diversity, expertise, untapped resources, and emerging issues in the field or the region that will impact the Program.*

*Speak to the Program’s efforts to diversify the faculty. Include any barriers or opportunities and plans looking ahead.*

Students

*Provide data on student enrollment in the program for each year of the program review period, including breakdowns by race, ethnicity, and gender. Note: The Office of Graduate Studies is available to help with data from Institutional Research.*

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **ENROLLMENT** | **RACE/ETHNICITY %** | **GENDER %** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

*Discuss trends in graduate student enrollment during the period of review and how students, including those from diverse backgrounds, are being served in terms of the role of faculty in curriculum and program delivery.*

*If applicable, share what the program has done to address enrollment declines or what the program has done to successfully increase enrollment.*

*Reflect on Student/Faculty ratios, class and cohort sizes, and indicate if consistent with program plans, resources, and the ability to deliver quality education to students. Also, include any concerns or innovations regarding advising and efforts to ensure that all students receive timely information and advice on efficient pathways to program completion.*

Facilities & Partnerships

*Identify any changes in your facilities and resources (i.e. classroom or lab equipment, etc.) since the last program review if applicable (otherwise N/A). Share any challenges or opportunities regarding available resources from the University.*

*Discuss how the program interacts with other entities on campus for the success of its students (Library, Advising, etc.). Speak to any changes since the last review if applicable (otherwise N/A).*

*Discuss what community partnerships the program has made to benefit students and faculty, for example internships, job opportunities, co-curricular activities, community-based research, etc.*

# **Section 2: Graduate Student Success**

***This section focuses on how the program succeeds in achieving its student learning outcomes.***

## (2A) Graduation Rates and Time to Degree

*Programs have different expectations in terms of time to completion. Provide data on graduation rates and average time to degree for graduate students in your Program for the period of review (plus 2-3 years prior, if necessary). Note: The Office of Graduate Studies is available to help with data from Institutional Research.*

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **YEAR** | **# OF NEW STUDENTS** | **YEAR 1 # OF GRADS** | **YEAR 2 # OF GRADS** | **YEAR 3 # OF GRADS** | **YEAR 4 # OF GRADS** | **YEAR 5**  **# OF GRADS** | **YEAR 7 # OF GRADS** | **% GRADUATED** | **AVERAGE TIME TO DEGREE** |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Overall Average Time to Degree** | | | | | | | | |  |

*Discuss the Program graduation rates and average time to degree for graduate students during the period of review. Explain how the Program monitors and addresses any challenges or issues in supporting students to graduate in a reasonable time to meet the goals and expectations of the Program.*

*Provide data on retention rates for graduate students in your Program for the period of review. Note: The Office of Graduate Studies is available to help with data from Institutional Research. IR data for retention past year one is not available.*

|  |  |  |
| --- | --- | --- |
| **YEAR** | **# OF NEW STUDENTS** | **YEAR 1-2 RETENTION RATES** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

*Discuss the Program retention rates for graduate students during the period of review. Explain how the Program monitors and addresses any challenges or issues in supporting students to successfully matriculate through the program and complete their master’s degrees.*

## (2B) Graduate Equity, Diversity and Inclusive Excellence

***This section asks that you consider Time to Degree based on Race/Ethnicity and Gender. We recognize that the limited categories are woefully inadequate and problematic. This is the data we have available from IR at this time (based on IPEDS). We will continue to work towards improving these categories.***

*Provide current data on graduation rates by race and ethnicity.*

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **RACE/ETHNICITY** | **# OF NEW STUDENTS** | **TIME TO DEGREE** |
|  | Asian |  |  |
| Hispanic/Latino (any race) |  |  |
| White (Non-Hispanic) |  |  |
|  | Asian |  |  |
| Hispanic/Latino (any race) |  |  |
| White (Non-Hispanic) |  |  |
|  | Asian |  |  |
| Hispanic/Latino (any race) |  |  |
| White (Non-Hispanic) |  |  |
|  | Asian |  |  |
| Hispanic/Latino (any race) |  |  |
| White (Non-Hispanic) |  |  |

*Provide current data on graduation rates by gender.*

|  |  |  |  |
| --- | --- | --- | --- |
| **YEAR** | **GENDER** | **# OF NEW STUDENTS** | **TIME TO DEGREE** |
|  | Female |  |  |
| Male |  |  |
|  | Female |  |  |
| Male |  |  |
|  | Female |  |  |
| Male |  |  |
|  | Female |  |  |
| Male |  |  |

*Discuss any equity gaps in graduation rates and indicate how these rates have changed over the program review period. If applicable, indicate what the program has done or intends to do to improve these rates.*

*Discuss the program’s efforts to support equity, inclusion, and the academic success of diverse learners. Comment on any equity-oriented initiatives currently in place in the department to mitigate opportunity gaps and reflect strategically on initiatives to be used in the future.*

## (2C) High-Impact Practices and Student Success

*Discuss the high-impact practice opportunities available for your graduate students, including research programs and opportunities, fieldwork, lab experiences, internships, and other activities, and how these contribute to their success.*

*Share other notable student accomplishments in the period of review.*

# **Section 3. Strategic Assessment & Program Planning**

## (3A) Annual Assessment Reports and Responses

*Provide the current Program Learning Outcomes (Student Learning Outcomes, SLOs).*

*Share the schedule of assessment for each PLO that the Program has used to evaluate program effectiveness during the period of review.*

*Summarize the findings gathered during the review period including curriculum and program challenges and opportunities. Additionally, provide an outline of significant program changes implemented since the previous period of review to close the loop on program improvement.*

# **Section 4. REFLECTIONS AND LOOKING AHEAD**

*Reflecting on the information provided in this report, what are the next steps for your Program looking ahead? Speak to the Program’s ideas and plans to address both the challenges and opportunities.*