

*California State University, Fullerton*

*Program Performance Review  
(PPR)*

*Guidelines and Procedures*

## **PROGRAM PERFORMANCE REVIEW**

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# Program Performance Review

2008-2009 Cycle

## Introduction

**Program Performance Reviews** (PPR) are to be conducted at least once every seven years for all academic departments and programs within the Division of Academic Affairs. The main purpose of these reviews is to serve both as *reflective assessments* and forward-looking *evidence-based planning tool* that can guide the unit's strategic actions and strengthen its capacity to effect program improvements. In addition, increasingly the assessment of student learning outcomes/the documentation of student academic achievement is of paramount importance in determining departmental effectiveness. For more than a decade, the content and tone of the PPR's) has transformed from "brag sheets" and massive compendia of individual and collective accomplishments to more concise, action-oriented reviews and plans. In that spirit, departments and programs are encouraged to stay within 25 pages in length for the PPR (excluding appendices).

## Program Review Process

- Review Team
- Recommendations
- Outcomes

Following preparation of the department/program self-study, the PPR involves a review team that includes both internal and external reviewers (selected by the Dean) with appropriate professional experience and expertise. Internal reviewers of an academic unit may include members of another academic unit on campus. External reviewers may not be CSUF employees. Both internal and external reviewers must possess the professional and scholarly experience and qualifications for their role. The review team shall be composed of a minimum of three members, one of whom must be the external reviewer. The review team evaluates the unit's progress in implementing the departmental/program mission, goals and strategies and their contribution to the University's Mission and Goals. Typically, the review team spends one or two days on campus, allowing sufficient time to interact with all unit members and for careful study and analyses of the evidence presented in the review document. The review team assesses the alignment among the goals and criteria developed and results/outcomes achieved and planned and makes recommendations for quality improvement. The review team submits its analysis and recommendations in a timely manner (within two weeks) to the dean or appropriate administrator. After review and discussion of the review team's report by the unit under review, the unit prepares a written response for the Dean or appropriate administrator.

The Dean, in turn, provides a written evaluation and makes recommendations regarding the unit, including budgetary and programmatic issues, to the Vice President for Academic Affairs (VPAA). Following the written evaluation and recommendations to the VPAA, the Dean and the Director of Assessment and Educational Effectiveness will meet with the Department/Program chair and faculty to discuss all aspects of the review.

## **Outcome of the Review**

The outcome of the review process is an agreed upon set of prioritized goals for the unit and a long-term plan to achieve those goals, designed to implement the University Mission and Goals, and arrived at in consultation with the members of the unit. In addition, the review informs long-term budgetary decisions.

## **Disciplinary Accreditation: Limited Option for Substitution**

Departments and programs that are submitting discipline-based Accreditation Reports to a national or regional organization may substitute that accreditation report for a full Program Performance Review, subject to certain conditions. First, the department/program must obtain the consent of the appropriate Dean and the VPAA (or designee such as the Director of Assessment and Educational Effectiveness) to make such a substitution. Secondly, the VPAA or designee “may require that certain questions, unique to the Program Performance Review, be answered and submitted with the Accreditation Report. [UPS 410.200, sec. III.D.] One example, might be that the discipline-based report does not address the matter of direct assessment of student learning (which may differ considerably from university or program goals).

Any department/program that wishes to substitute the Accreditation Report for the standard PPR must confer with the respective Dean and the Director of Assessment and Educational Effectiveness about the substitution and make formal request in writing to the Dean during the fall semester.

## **Content Requirements and Elements of the Self-study**

The Program Performance Review must address each of the following eight (8) topics:

- Department/Program Mission, Goals and Environment
- Department/Program Description and Analysis
- Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
- Faculty
- Student Support and Advising
- Resources and Facilities
- Long-term Plans
- Appendices Connected to the Self-Study (Required Data)

### I. Department/Program Mission, Goals and Environment

- A. Briefly describe the mission and goals of the unit and identify any changes since the last program review. Review the goals in relation to the university mission, goals and strategies.
  - B. Briefly describe changes and trends in the discipline and the response of the unit to such changes. Identify if there have been external factors that impact the program. (community/regional needs, placement, and graduate/professional school).
  - C. Identify the unit's priorities for the future.
  - D. If there are programs offered in a Special Session self-support mode, describe how these programs are included in the mission, goals and priorities of the department/program (e.g. new student groups regionally, nationally, internationally, new delivery modes, etc).
- II. Department/Program Description and Analysis
- A. Identify substantial curricular changes in existing programs, new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?
  - B. Using data provided by the office of Analytic Studies/Institutional Research discuss student demand for the unit's offerings; discuss topics such as over enrollment, under enrollment, (applications, admissions and enrollments) retention, (native and transfer) graduation rates for majors, time to degree. (See instructions, Appendix I)
  - C. Discuss the unit's enrollment trends since the last program review, based on enrollment targets (FTES), faculty allocation, and student faculty ratios. For graduate programs, comment on whether there is sufficient enrollment to constitute a community of scholars to conduct the program. (See instructions, Appendix II)
  - D. Describe any plans for curricular changes in the short (three-year) and long (seven-year) term, such as expansions, contractions or discontinuances. Relate these plans to the priorities described above in section I. C.
  - E. Include information on any Special Sessions self-support programs offered by the department/program.
- III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes

Because student learning is central to our mission and activities, it is vital that each department or program includes in its self study a report on how it uses assessment to monitor the quality of student learning in its degree program(s) and/or what plans it has to build systematic assessment into its program(s). *Assessment*, in this context, refers to whatever combination of means the department or program employs to provide evidence to answer the following questions:

- A. How well are our students learning what the program is designed to teach them?
- B. What direct strategies or systematic methods are utilized to measure student learning?
- C. Are the assessment strategies/measures of the program changing over time?
- D. What modifications should we make to the program to enhance student learning? (And after having made changes, how have these changes affected student learning and the quality of the department or program as a learning community?)
- E. Many department/programs are offering courses and programs via technology (on-line, video conferencing etc.) and at off campus sites and in compressed schedules. How is student learning assessed in these formats/modalities?

Find attached *Plan for Documentation of Academic Achievement* (Assessment of *Student Learning*) Please complete. This document/template will guide the department/program's response in documenting academic achievement. Student learning goals, student learning outcomes and assessment strategies/measures should be discussed in self-study narrative. (See instructions, Appendix III)

#### IV. *Faculty*

- A. Describe changes since the last program review in the full-time equivalent faculty (FTEF) allocated to the department or program. Include information on tenured and tenure tract faculty lines (e.g. new hires, retirements, FERP's, resignations, and how these changes may have affected the program/department's academic offerings. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) ( See instructions, Appendix IV)
- B. Describe priorities for additional faculty hires. Explain how these priorities and future hiring plans relate to relevant changes in the discipline, the

career objectives of students, the planning of the university, and regional, national or global developments.

- C. Describe the role of full-time or part time faculty and student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and student teaching assistants. Identify any parts of the curriculum that are the responsibility of part-time faculty or teaching assistants.
- D. Include information on instructor participation in Special Sessions self-support programs offered by the department/program.

V. *Student Support and Advising*

- A. Briefly describe how the department advises its majors, minors, and graduate students.
- B. Describe opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. How are these opportunities supported? List the faculty and students participating in each type of activity and indicate plans for the future.

VI. *Resources and Facilities*

- A. Itemize the state support and non-state resources received by the program/department during the last five years. (See instructions, Appendix V.)
- B. Identify any special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. Identify changes over last five years and prioritize needs for the future.
- C. Describe the current library resources for the program/department, the priorities for acquisitions over the next five years and any specialized needs such as collections, databases etc.

VII. *Long-term Plans*

- A. Summarize the unit's long-term plan, including refining the definitions of the goals and strategies in terms of indicators of quality and measures of productivity. (See instructions, Appendix VI)

- B. Explain how long-term plan implements the University's mission, goals and strategies and the unit's goals.
- C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, and how it will collect and analyze such evidence.
- D. Develop a long-term budget plan in association with the goals and strategies and their effectiveness indicators. What internal reallocations may be appropriate? What new funding may be requested over the next seven years?

VIII. Appendices Connected to the Self-Study (Required Data) See attached

- 1. Undergraduate Degree Programs
- 2. Graduate Degree Programs
- 3. Plan for Documentation of Academic Achievement (Assessment of Student Learning)
- 4. Faculty
- 5. Resources
- 6. Definition and Examples of Indicators of Quality and Measures of Productivity

**Deadline**

Following completion, the PPR is submitted to the Dean for review and comment. The Dean is authorized to request additional information and/or may require revision and resubmission of the self-study itself. **In all cases, the final copy of the PPR and the required components listed below, shall be due to the VPAA via the Director of Assessment and Educational Effectiveness no later than Friday, February 27, 2009.**

The PPR shall include the following required components:

- 1. Self study prepared by the department/program faculty including required data.
- 2. Report of internal/external review team and written response to it by the department or program.
- 3. Dean's summary, comments and recommendations.
- 4. A brief summary by the department/program of any changes enacted and/or recommended.

## APPENDICES TO THE SELF-STUDY

The Office of Institutional Research and Analytical Studies will provide the data for Tables 1-9 that you will need for your review and analysis. The completed tables should be placed in the appendix and the narrative and analyses should be woven into the self-study itself.

### APPENDIX I. UNDERGRADUATE DEGREE PROGRAMS

#### TABLE 1. Undergraduate Program Applications, Admissions, and Enrollments

For each undergraduate degree program, a table will be provided with the number of student applications, number of students admitted, percent admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students enrolled is the number of students enrolled divided by the number of students admitted or the yield rate.

TABLE 1-A. First-time Freshmen: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLE 1-B. Upper Division Transfers: Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

#### TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past five years, including lower and upper division enrollment.

TABLE 2-A. Undergraduate Program Enrollment in FTES

Academic Year	Enrollment in FTES		
	Lower Division	Upper Division	Total
2003-2004			
2004-2005			
2005-2006			
2006-2007			
2007-2008			

TABLE 2-B. Undergraduate Program Enrollment (Headcount)

Academic Year	Majors				
	Lower Division	Upper Division	Post Bacc (2 <sup>nd</sup> bacc)	Total	FTES per headcount
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLES 3-A and 3-B. Graduation Rates for Majors

For each undergraduate degree program, tables will be provided showing the graduation rates for majors. Table 3-A will summarize the freshman graduation rates. Table 3-B will summarize the graduation rates for transfer students.

TABLE 3-A. First-time Freshmen Graduation Rates for Majors

Entered In	Headcount	% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years		% Graduated in 6 years plus 7 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 1998									
Fall 1999									
Fall 2000									
Fall 2001									
Fall 2002									

TABLE 3-B. Transfer Student Graduation Rates for Majors

Entered In	Headcount	% Graduated in 3 years		% Graduated in 4 years		% Graduated in 5 years		% Graduated in 6 years plus 7 <sup>th</sup> year persistence	
		in major	not in major	in major	not in major	in major	not in major	in major	not in major
Fall 1998									
Fall 1999									
Fall 2000									
Fall 2001									
Fall 2002									

TABLE 4. Degrees Awarded

For each undergraduate degree program, a table will be provided showing the number degrees awarded for the five most recent academic years for which data are available.

TABLE 4. Degrees Awarded

Academic Year	Degrees Awarded
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	
Total	

**APPENDIX II. GRADUATE DEGREE PROGRAMS**

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

For each graduate degree program, a table will be provided showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Academic Year	# Applied	# Admitted	% Admitted	# Enrolled	% Enrolled
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLE 6. Graduate Program Enrollment in FTES

For each graduate degree program, tables will be provided showing student enrollment for the past five years.

TABLE 6-A. Graduate Program Enrollment in FTES

Academic Year	Enrollment in FTES
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	

Table 6-B. Graduate Program Enrollment in Headcount

Academic Year	Headcount majors				FTES per headcount
	Master's	Doctoral	Credential	Total	
2003-2004					
2004-2005					
2005-2006					
2006-2007					
2007-2008					

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rate for master's-seeking students.

TABLE 7. Graduation Rates for Master's-Seeking Students

All Master's Enrolled in:	Headcount	% Graduated within 3 years	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years plus 7 year persistence
Fall 1999					
Fall 2000					
Fall 2001					
Fall 2002					
Fall 2003					

TABLE 8. Master's Degrees Awarded

For each graduate degree program, a table will be provided with the number of master's degrees awarded.

TABLE 8. Master's Degrees Awarded

Academic Year	Degrees Awarded
2003-2004	
2004-2005	
2005-2006	
2006-2007	
2007-2008	

APPENDIX III. DOCUMENTING ACADEMIC ACHIEVEMENT

Plan for Documentation of Academic Achievement (Assessment of Student Learning)

Department/Program \_\_\_\_\_

Date \_\_\_\_\_

**P = Planning      E = Emerging      D = Developed      HD = Highly Developed**

	<b>Achievement Plan Component</b>	<b>P</b>	<b>E</b>	<b>D</b>	<b>HD</b>	<b>Comments/Details</b>
<b>I</b>	<b>Mission Statement</b>					
	a. Provide a concise and coherent statement of the goals and purposes of the department/program					
	b. Provide a comprehensive framework for student learning outcomes					
	c. Describe department/program assessment structure, e.g. committee, coordinator					
<b>II</b>	<b>Student Learning Goals</b>					
	a. Identify and describe knowledge, skills, or values expected of graduates					
	b. Consistent with mission					
	c. Provide the foundation for more detailed descriptions of learning outcomes					
<b>III</b>	<b>Student Learning Outcomes</b>					
	a. Aligned with learning goals					
	b. Use action verbs that describe knowledge, skills, or values students should develop					
	c. Specify performance, competencies, or behaviors that are observable and measurable					
<b>IV</b>	<b>Assessment Strategies</b>					
	a. Use specific multiple measures for assessment of learning outcomes other than grades					
	b. Use direct measures of student learning outcomes					
	c. Indirect measures may also be used but along with direct measures					
	d. Measures are aligned with learning outcomes					
	e. Each outcome is measured					
<b>V</b>	<b>Utilization for Improvement</b>					
	a. Identify who interprets the evidence and detail the established process					
	b. How are findings utilized? Provide examples					

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APPENDIX IV. FACULTY

Table 9. Full-Time Instructional Faculty, FTEF, FTES, SFR

For the five most recent academic years, a table will be provided with the Number of Tenured Faculty, Number of Faculty on Tenure Track, Number of Faculty on Sabbatical, Number of Faculty in FERP, Number of Lecturers, Full-Time Faculty Equivalent (FTEF) Allocation, Full-Time Student Equivalent (FTES) Target, and the Actual FTES.

Table 9. Faculty Composition

YEAR	Tenured	Tenure Track	Sabbaticals at 0.5	FERP at 0.5	Lecturers	FTEF Allocation	FTES Target	Actual FTES	Budgt SFR
2003-2004									
2004-2005									
2005-2006									
2006-2007									
2007-2008									

## APPENDIX V. RESOURCES

Table 10. Provide a table showing for the past five years all department resources and the extent to which each is from the state-supported budget or from other sources, such as self-support programs, research, contracts and/or grants, development, fund-raising, or any other sources or activities.

## APPENDIX VI. LONG-TERM PLANNING

The unit will need to first develop goals regarding student learning, scholarship, and service outcomes and then develop criteria for assessing whether they have been achieved. Important quality outcomes may include the definition and analysis of student academic work/achievement; impacts of research and scholarly activity on the discipline, the institution, and the community; impacts of service on the discipline the institution, and the community; and the marks of a successful graduate from a program in this unit.

Using the information provided in the appendices (e.g, graduation rates, and faculty composition, FTES enrollment), how do they inform and influence the long-term goals of the department or degree program?