

California State University, Fullerton

PROGRAM PERFORMANCE REVIEW
(PPR)

Guidelines and Procedures

March 2025

Supporting UPS 410.200

PROGRAM PERFORMANCE REVIEW

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Program Performance Review

2025-2026 Cycle

1. Introduction

Program Performance Reviews (PPR) are to be conducted at least once every seven years for all academic programs (all degree programs, including joint degree programs and the General Education program). The main purpose of these reviews is to serve both as a **reflective assessment** and a forward-looking **evidence-based planning tool** that guides the unit's strategic actions, identifies its strengths, and analyzes the need and capacity to undertake program improvements. In addition to the critical role that faculty play in determining academic program effectiveness and the provision of the resources necessary to perform that role, assessment of student learning outcomes and the documentation of students' academic achievement are also of significant importance. The PPR self-study should be an action-oriented review designed to assess and plan improvement actions, and identify resources needed to implement those actions. "The review of process shall be interactive between the faculty, the program chair (or head of the academic unit), and the respective dean."^[1] Departments and programs are encouraged to stay within 25 pages in length for the PPR self-study (excluding appendices).

2. Program Review Process

Initiating the PPR

The PPR process shall be initiated by the Dean or their designee. Each Dean, in consultation with each program chair (or head of the academic unit) and any academic unit review committee, shall designate a team consisting of internal and external reviewers. Internal reviewers are defined as faculty from within the University. Reviewers shall be selected based on their qualifications and ability to objectively and credibly participate in the review process. See "3. Review Team" for further detail.

Each Dean or their designee shall call a general orientation meeting of all chairs (or heads of the academic unit) of academic units undergoing review to present the procedures and deadlines for the review process.

Preparation of the Report

At least two weeks prior to the visit of the review team, the academic unit under review shall provide the Dean with a self-study that follows the current Guidelines and Procedures provided

jointly by the Office of the Provost and Vice President for Academic Affairs and the Office of Institutional Effectiveness and Planning. Statistical data for inclusion in the self-study shall be provided to the academic unit by the University.

The review team uses resources including but not limited to the Guidelines and Procedures provided jointly by the Office of the Provost and Vice President for Academic Affairs and the Office of Institutional Effectiveness and Planning, the self-study, and a campus visit hosted by the unit under review to assess the academic unit and prepare a report. This report is submitted to the Dean, who distributes the report to the Chair (or Head of the academic unit) and the Provost and Vice President for Academic Affairs via the Office of Institutional Effectiveness and Planning.

The Chair (or Head of the academic unit), in consultation with relevant academic unit review committee(s) and with faculty, shall provide the Dean with a written response to the review team report.

Review of the Report

The Dean (and any other appropriate reviewers) shall read the review team report and the response of the academic unit, and write a summary of the major findings and recommendations for the academic unit. The Chair (or Head of the academic unit) shall provide a response to the Dean's summary and recommendations. The Dean shall meet with the Chair (or Head of the academic unit) to discuss the recommendations.

The Dean's summary of the major findings and recommendations and the unit's response to the Dean's summary shall be sent to the Office of the Provost and Vice President for Academic Affairs via the Office of Institutional Effectiveness and Planning, together with the self-study, the report of the review team, and the Chair's (or Head of the academic unit's) response to the reviewers.

The Provost and Vice President for Academic Affairs convenes a culmination meeting at which they present their review of the iterative reports and responses and their recommendations to the academic unit. The meeting shall include the respective Dean/Associate Dean(s), the Chair (or Head of the academic unit), any faculty and staff invited by the Chair, the Associate Vice President for Undergraduate Academic Programs and/or Assistant Vice-President for Graduate Studies (or other Provost's designees), and the Senior Associate Vice President for Institutional Effectiveness and Planning.

The Provost and Vice President for Academic Affairs or designees document their recommendations in a culmination meeting memo sent to the Chair (or Head of the academic unit), copying the respective Dean.

Report Submission

The complete PPR package, including all the aforementioned documents (self-study, external reviewer report, Chair's response to the reviewers, Dean's summary, and Chair's response to the Dean), should be submitted electronically to the Provost and Vice President for Academic Affairs (VPAA) via a designated email address: ppr@fullerton.edu. With the approval of the Provost and VPAA, the Office of Institutional Effectiveness and Planning will facilitate the review of the documents, summarize the major accomplishments and issues raised in the PPR process, and organize a Culmination Meeting between the Provost and VPAA and/or their designee, the Dean/Associate Dean, and the Department/Program Chair and faculty/staff to discuss all aspects of the review.

3. Review Team

The review team shall be composed of a minimum of three members, two of whom must be external reviewers. Internal reviewers of an academic unit may include faculty of another academic unit on campus. External reviewers may not be CSUF employees. It is strongly recommended that one external reviewer comes from another CSU campus and the other from a non-CSU institution. Both internal and external reviewers must possess the professional and scholarly experience and qualifications for their role. Typically, the review team spends one day on campus, allowing sufficient time to interact with all academic unit members and for careful study and analyses of the evidence presented in the self-study document. The review team will separately assess program performance, progress, and resource needs for each of the first seven areas identified in section 6 below. The review team submits its analysis and recommendations (report) in a timely manner (within two weeks). The expenses associated with the review team are determined and covered by the college to which the academic unit belongs. As a reference point, in 2023, several colleges reported their reimbursement stipends ranged between \$300 - \$500 for internal reviewers and \$500 - \$1,000 for external reviewers.

4. Outcome of the Review

The outcome of the PPR review includes 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, the Dean's office, and the Provost and VPAA. In addition, the review informs long-term budgetary decisions. The review should identify and

address resource needs necessary to maintain and improve program quality. In consultation with the Dean, the Provost or designee will generate a recommended action plan based on the final report and the discussion in the Culmination Meeting. The report should articulate resource needs and plans to meet them and be agreed by the Provost, Dean, and Department Chair.

5. Disciplinary Accreditation: Limited Option for Substitution

Any currently accredited academic unit subject to PPR may request, with the approval of the Dean, to substitute an accreditation report for a PPR. Programs should make a formal request in writing prior to the fall semester.

The Provost and Vice President for Academic Affairs (or designee) may accept an accreditation report in lieu of a PPR if the accreditation materials sufficiently address the University PPR requirement.

If only one degree, for example, the bachelor's is accredited in an academic unit (e.g., department) that offers several programs or degrees, the academic unit must submit a PPR for the non-accredited degree programs.

In agreeing to accept an accreditation report in lieu of a review, the Provost and Vice President for Academic Affairs (or designee) may require that certain questions unique to the PPR, be answered and submitted with the accreditation report. For example, the campus may require that reports include sections on educational effectiveness. Both accreditation and the PPR are time- and resource-intensive processes, and care should be taken not to unduly burden programs beyond their accreditation requirements.

Academic units requesting to substitute an accreditation report in lieu of PPR self-study are encouraged to [provide a cross-walk](#) between the accreditation report materials and the required elements of the self-study.

6. Content Requirements and Elements of the Self-study

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

- I. Department/Program Mission, Goals, and Environment
- II. Department/Program Description and Analysis

- III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes
- IV. Faculty
- V. Student Support and Advising
- VI. Resources and Facilities
- VII. Long-term Plans
- VIII. 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 the external factors that impact the program (e.g., community/regional needs, placement, and graduate/professional school).
- C. Identify the unit's priorities for the next three (short term) and seven years (long term).
- 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 and new programs (degrees, majors, minors) developed since the last program review. Have any programs been discontinued?
- B. Describe the structure of the degree program (e.g., identify required courses, how many units of electives, expected modalities of courses in the program) and identify the logic underlying the organization of the requirements and alignment of the requirements with the department resources. In particular, please discuss how the curriculum and/or programming reflects the University's commitment

to diversity, equity, and inclusion (DEI) or future revisions the program plans to make to address DEI in the curriculum.

C. Using data provided by the Office of Institutional Effectiveness and Planning to discuss student demand for the unit's offerings. Discuss topics such as over/under enrollment (applications, admissions, and enrollments), retention, graduation rates for majors (FTF and transfer), and time to degree. Address equity gaps in retention and graduation rates (see instructions, Appendices A and B).

D. 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, Appendices A and B).

E. 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 (unit's future priorities).

F. Include information on any Special Sessions self-support programs the department/program offers.

III. *Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes*

The review should address how the program ensures high-quality learning using relevant indicators and analyses, and how these analyses can facilitate continuous improvement.

Please provide information on the following aspects, and if applicable, please include relevant documents in the appendices.

A. Describe the department/program assessment plan (e.g., general approach, timetable, etc.) and structure (e.g., committee, coordinator, etc.), and if applicable, how the plan and/or structure have changed since the last PPR.

B. For each degree program, provide the student learning outcomes (SLOs); describe the methods, direct or indirect, used to measure student learning; and summarize the assessment results of the SLOs.

C. Describe whether and how assessment results have been used to improve teaching and learning practices, inform faculty professional development, and/or overall departmental effectiveness. Please cite specific examples.

D. Describe other quality indicators identified by the department/program as evidence of student learning and effectiveness/success other than student learning outcomes (e.g., number of students attending graduate or professional school, job placement rates, community engagement/leadership).

E. Many departments/programs offer courses and programs via technology (e.g., online) or at off-campus sites and in compressed schedules. How are these courses identified, and how is student learning assessed in these formats/modalities?

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 track faculty lines (e.g., new hires, retirements, FERP's, resignations) and how these changes may have affected the program's or department's academic offerings and the department's long-term goals. Describe tenure density in the program/department and the distribution among academic rank (assistant, associate, professor) [see instructions, Appendix C]. Attach faculty vitae (see Appendix D).

B. Describe priorities for faculty positions. Explain how these priorities and future hiring plans relate to relevant changes in the discipline; student enrollment and demographics; the career objectives of students; the planning of the University; and regional, national, or global developments.

C. Describe the role of tenure line faculty, lecturers, and graduate/student assistants in the program/department's curriculum and academic offerings. Indicate the number and percentage of courses taught by part-time faculty and

teaching assistants. Identify any parts of the curriculum that are solely or primarily 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 and the effectiveness of this advising structure. Describe the support from outside the department that is necessary for students to receive additional information that they need.

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 made available and accessible to students? List the faculty and students participating in each type of activity and indicate any plans the department has for increasing these activities.

VI. *Resources and Facilities*

A. Itemize the state support and non-state resources the program/department received during the last seven years (see instructions, Appendix E).

B. Identify any special facilities/equipment used by the program/department, such as laboratories, computers, large classrooms, or performance spaces. Identify changes over the last seven years and prioritize needs for the future.

C. Describe the current library/research resources for the program/department, the priorities for acquisitions over the next seven 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 F).

- B. Explain how the long-term plan implements the University's mission, goals, and strategies, as well as the unit's mission and goals.
- C. Explain what kinds of evidence will be used to measure the unit's results in pursuit of its goals, how the unit will collect and analyze such evidence, and the timeline against which progress toward those goals will be measured.
- D. Describe the resources (internal and external) that may be necessary, available, and/or attainable to meet the unit's priorities. Describe new funding that may be needed to maintain educational quality. Discuss the appropriate balance between state-supported and external funding. Discussion in this section should address the needs identified in areas I-VI above, with the understanding that the ability to meet strategic goals depends on available resources.

VIII. Appendices Connected to the Self-study (Required Data)

- 1. Undergraduate Degree Programs
- 2. Graduate Degree Programs
- 3. Faculty
- 4. Resources
- 5. Long-term planning
- 6. *Curriculum Vitae* of faculty (which should include recent scholarly/creative activity and any research funding)

7. Submission Deadline

The required PPR documents shall be submitted electronically to the Provost and VPAA via a designated email address (ppr@fullerton.edu) **no later than Thursday, April 30, 2026.**

The final PPR documents shall include the following:

- 1) Self-study prepared by the department/program faculty, including required data.
- 2) Report of internal/external review visiting team.
- 3) Written response to the visiting team by the department or program.
- 4) Dean's comments and recommendations.

- 5) Department/program's response to the Dean's recommendations, summarizing any changes enacted and/or planned.

8. Appendices to the Self-study

The Office of Institutional Effectiveness and Planning (www.fullerton.edu/data) will provide the data for Tables 1-9 needed for review and analysis by **December 1, 2025**. The completed tables should be placed in the appendix, and the narrative and analyses should be woven into the body of the self-study.

APPENDIX A. 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, the number of students admitted, and the number of new enrollments.

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

Fall	# Applied	# Admitted	# Enrolled
2018			
2019			
2020			
2021			
2022			
2023			
2024			

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

Fall	# Applied	# Admitted	# Enrolled
2018			
2019			
2020			
2021			
2022			
2023			
2024			

TABLE 2. Undergraduate Program Enrollment in FTES

For each undergraduate degree program, a table will be provided showing student enrollment for the past seven years, including lower- and upper-division enrollment. Major-based enrollment is disaggregated by first, second, and third majors (if applicable).

TABLE 2-A. Undergraduate Program Enrollment by Course-based FTES

Academic Year (Annualized)	Enrollments in FTES		
	Lower-division FTES ¹	Upper-division FTES ²	Total FTES
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

¹ All students' FTES enrolled in lower-division courses of the program, regardless of student major.

² All students' FTES enrolled in upper-division courses of the program, regardless of student major.

TABLE 2-B. Undergraduate Program Enrollment (Headcount and FTES by FIRST Major Only)

Academic Year (Annualized)	FIRST Majors						
	Lower-division		Upper-division (including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per headcount
2018-2019							
2019-2020							

2020-2021							
2021-2022							
2022-2023							
2023-2024							
2024-2025							

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

TABLE 2-C. Undergraduate Program Enrollment (Headcount and FTES by SECOND Major Only)

Academic Year (Annualized)	SECOND Majors						
	Lower-division		Upper-division (including Post-Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per headcount
2018-2019							
2019-2020							
2020-2021							
2021-2022							
2022-2023							
2023-2024							
2024-2025							

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

TABLE 2-D. Undergraduate Program Enrollment (Headcount and FTES by THIRD Major Only)

Academic Year (Annualized)	THIRD Majors						
	Lower-division		Upper-division (including Post- Bac & 2 nd Bac)		Total		
	Headcount	FTES ¹	Headcount	FTES ²	Headcount	FTES ³	FTES per headcount
2018-2019							
2019-2020							
2020-2021							
2021-2022							
2022-2023							
2023-2024							
2024-2025							

¹ FTES of the lower division students who are majoring in the program.

² FTES of the upper division students who are majoring in the program.

³ FTES of all students who are majoring in the program.

TABLE 3. Graduation Rates for Degree Program

For each undergraduate degree program, tables will be provided showing the 4-year, 5-year, and 6-year graduation rates and Pell and underrepresented status equity gaps for 6-year graduation rates by program for all majors at entry. Table 3-A will summarize the first-time, full-time freshman graduation rates. Table 3-B will summarize the transfer student graduation rates.

TABLE 3-A. First-time Full-time Freshmen Graduation Rates

Entered In Fall	Cohort	% Graduated in 4 years	% Graduated in 5 years	% Graduated in 6 years	Pell Equity Gap	UR Status Equity Gap*
2015						
2016						
2017						
2018						
2019						
2020						
2021						

**Note. The equity gap is calculated as the percentage point difference in six-year graduation rates between two sub-populations of each cohort year (e.g., 2012 non-UR six-year graduation rate – 2012 UR six-year graduation rate). Please consider cohort sizes when interpreting the equity gap data.*

TABLE 3-B. Transfer Student Graduation Rates

Entered In Fall	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2017				
2018				
2019				
2020				
2021				
2022				
2023				

TABLE 4. Degrees Awarded

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

	Degrees Awarded			
College Year	First Major	Second Major	Third Major	Total
2018-2019				
2019-2020				
2020-2021				
2021-2022				
2022-2023				
2023-2024				
2024-2025				

APPENDIX B. 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, the number of students admitted, and the number of new enrollments.

Fall	# Applied	# Admitted	# Enrolled
2018			
2019			
2020			
2021			
2022			
2023			
2024			

TABLE 6. Graduate Program Enrollment by Headcount and FTES

For each graduate degree program, tables will be provided showing student enrollment for the past seven years by headcount and FTES.

Academic Year (Annualized)	Headcount	FTES	FTES per headcount
2018-2019			
2019-2020			
2020-2021			
2021-2022			
2022-2023			
2023-2024			
2024-2025			

TABLE 7. Graduate Student Graduation Rates

For each graduate degree program, a table will be provided showing the graduate rates for master's or doctoral programs.

TABLE 7-A. Graduation Rates for Master's Programs

All Master's Entered in Fall:	Cohort	% Graduated in 2 years	% Graduated in 3 years	% Graduated in 4 years
2017				
2018				
2019				
2020				
2021				
2022				
2023				

TABLE 7-B. Graduation Rates for Doctoral Programs

All Doctoral Entered in Fall:	Cohort	% Graduated in 3 years	% Graduated in 4 years	% Graduated in 5 years
2017				
2018				
2019				
2020				
2021				
2022				
2023				

TABLE 8. Master's Degrees Awarded

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

College Year	Degrees Awarded
2018-2019	
2019-2020	
2020-2021	
2021-2022	
2022-2023	
2023-2024	
2024-2025	

APPENDIX C. FACULTY

Table 9. Faculty Composition

For the seven most recent fall terms, 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 full-time lecturers, and full-time faculty equivalent (FTEF) as of fall term.

Fall	Tenured	Tenure-track	Sabbaticals at 0.5	FERP at 0.5	Full-time Lecturers	Actual FTEF
2018						
2019						
2020						
2021						
2022						
2023						
2024						

Note: The headcount of Tenured, Tenure-track, Sabbaticals at 0.5, and FERP at 0.5 includes full-time and part-time faculty. The headcount of Lecturers only includes full-time faculty, as consistent with the IPEDS HR definition. It does not represent the number of full-time lecturer lines assigned to the department.

APPENDIX D. FACULTY CURRICULUM VITAE

Include recent scholarly/creative activity and any research funding obtained.

APPENDIX E. RESOURCES

Table 10. Provide a table showing for the past seven 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 F. 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, faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.

^[1] UPS 410.200, section I-D.