

# **California State University, Fullerton**

## **PROGRAM PERFORMANCE REVIEW** ***(PPR)***

### ***Guidelines and Procedures***

***April 2020***

# **PROGRAM PERFORMANCE REVIEW**

## *Table of Contents*

1. Introduction
2. Program Review Process
3. Outcome of the Review
4. Disciplinary Accreditation: Limited Option for Substitution
5. Content Requirements and Elements of the Self-study
6. Submission Deadline
7. Appendices to the Self-study

# Program Performance Review

2020-2021 Cycle

## 1. 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 a *reflective assessment* 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 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).

## 2. 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. 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 members of another academic unit on campus. External reviewers may not be CSUF employees. Often, one external reviewer comes from another CSU campus, and the other is chosen from a non-CSU institution. Both internal and external reviewers must possess the professional and scholarly experience and qualifications for their role. 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 (report) 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 (chair) 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. The unit responds to the Dean's evaluation with a brief summary on the changes enacted or planned. The complete PPR package, including all of the aforementioned documents, should be submitted electronically to the Provost and Vice President for Academic Affairs (VPAA) via a designated email address: [ppr@fullerton.edu](mailto:ppr@fullerton.edu). With the approval of the Provost and VPAA, the Office of Assessment and Institutional Effectiveness 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 her designee (typically the Associate Vice President for Academic Programs), the Dean, and the Department/Program chair and faculty to discuss all aspects of the review. A memo will be generated based on the discussion in the Culmination Meeting.

### **3. 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.

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

Departments and programs that complete disciplinary accreditation may substitute their accreditation materials for a Program Performance Review, subject to certain conditions. First, the department/program must obtain the consent of the appropriate Dean and the Provost and VPAA (or designee such as the Associate Vice President for Institutional Effectiveness) to make such a substitution. Second, the Provost and 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 accreditation 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 materials for the standard PPR must confer with the respective Dean and the Associate Vice President for Institutional Effectiveness about the substitution and make a formal request in writing to the Dean prior to or during the fall semester.

### **5. 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 if there have been external factors that impact the program (e.g., 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. Describe the structure of the degree program (e.g., identify required courses, how many units of electives) and identify the logic underlying the organization of the requirements.
- C. Using data provided by the Office of Assessment and Institutional Effectiveness to 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, and time to degree (see instructions, Appendix A).
- 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, Appendix 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.
- F. 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). Please provide information on the following aspects, and if applicable, please feel free to include relevant documents in the appendices.

- A. Describe the department/program assessment plan (e.g., general approach, time table, 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, and/or overall departmental effectiveness. Please cite specific examples.
- D. Describe other quality indicators identified by the department/program as evidence of effectiveness/success other than student learning outcomes (e.g., graduation rate, number of students attending graduate or professional school, job placement rates, etc.).
- E. Many department/programs are offering courses and programs via technology (e.g., online, etc.) or at off-campus sites and in compressed schedules. 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/department's academic offerings. 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 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 E).
- 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 F).
- B. Explain how the 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)

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)

### **6. Submission Deadline**

**The required PPR documents shall be submitted** electronically to the Provost and VPAA via a designated email address ([ppr@fullerton.edu](mailto:ppr@fullerton.edu)) **no later than Friday, April 30, 2021.**

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.

### **7. Appendices to the Self-study**

The Office of Assessment and Institutional Effectiveness ([www.fullerton.edu/data](http://www.fullerton.edu/data)) will provide the data for Tables 1-9 needed for review and analysis by December 1, 2020. 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, number of students admitted, and number of new enrollments.

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

Fall	# Applied	# Admitted	# Enrolled
2015			
2016			
2017			
2018			
2019			

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

Fall	# Applied	# Admitted	# Enrolled
2015			
2016			
2017			
2018			
2019			

**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 by course-based FTES

Academic Year (Annualized)	Enrollments in FTES		
	Lower-division FTES <sup>1</sup>	Upper-division FTES <sup>2</sup>	Total FTES
2015-2016			
2016-2017			
2017-2018			
2018-2019			
2019-2020			

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

<sup>2</sup> 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 Major Only)

Academic Year (Annualized)	Majors						
	Lower-division		Upper-division (including Post-Bac & 2 <sup>nd</sup> Bac)		Total		
	Headcount	FTES <sup>1</sup>	Headcount	FTES <sup>2</sup>	Headcount	FTES <sup>3</sup>	FTES per headcount
2015-2016							
2016-2017							
2017-2018							
2018-2019							
2019-2020							

<sup>1</sup> FTES of the lower division students who are majoring in the program.

<sup>2</sup> FTES of the upper division students who are majoring in the program.

<sup>3</sup> FTES of all students who are majoring in the program.

**TABLES 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*
2012						
2013						
2014						
2015						
2016						

\*Note. 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
2014				
2015				
2016				
2017				
2018				

**TABLE 4. Degrees Awarded**

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

TABLE 4. Degrees Awarded

College Year	Degrees Awarded
2015-2016	
2016-2017	
2017-2018	
2018-2019	
2019-2020	

**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, number of students admitted, and the number of new enrollments.

TABLE 5. Graduate Program Applications, Admissions, and Enrollments

Fall	# Applied	# Admitted	# Enrolled
2015			
2016			
2017			
2018			
2019			

**TABLE 6. Graduate Program Enrollment by FTES**

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

TABLE 6. Graduate Program Enrollment by Headcount and FTES

Academic Year (Annualized)	Headcount	FTES	FTES per headcount
2015-2016			
2016-2017			
2017-2018			
2018-2019			
2019-2020			

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
2014				
2015				
2016				
2017				
2018				

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
2013				
2014				
2015				
2016				
2017				

TABLE 8. Master's Degrees Awarded

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

TABLE 8. Graduate Degrees Awarded

College Year	Degrees Awarded
2015-2016	
2016-2017	
2017-2018	
2018-2019	
2019-2020	

## APPENDIX C. FACULTY

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

For the five 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.

Table 9. Faculty Composition

Fall	Tenured	Tenure-track	Sabbaticals at 0.5	FERP at 0.5	Full-time Lecturers	Actual FTEF
2015						
2016						
2017						
2018						
2019						

## 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 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 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, and faculty composition, FTES enrollment), determine how they inform and influence the long-term goals of the department or degree program.