

**ACADEMIC PROGRAM REVIEW**  
**SIXTH CYCLE**  
**HANDBOOK**

**Office of Academic Affairs**

**1600 Holloway Avenue  
San Francisco, California 94132**

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## **The Policy Context for Academic Program Review**

**Western Association of Schools and Colleges: Standard Four,  
Educational Programs**

Text can be found at:

[http://www.wascsenior.org/wasc/Doc\\_Lib/2001%20Handbook.pdf](http://www.wascsenior.org/wasc/Doc_Lib/2001%20Handbook.pdf)

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**Trustee Policy: Chancellor's Office Memorandum AP 71-32, Per-  
formance Review of Existing Degree Major Programs**

Text can be found at:

[http://academic.sfsu.edu/apee/prog\\_review/six.php](http://academic.sfsu.edu/apee/prog_review/six.php)

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**Academic Senate Policy #F05-236: Guidelines for the Sixth Cycle of  
Academic Program Review**

Text can be found at:

<http://www.sfsu.edu/~senate/documents/policies/F05-236.pdf>

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**Academic Senate Policy #F05-237: Indicators and Standards of  
Graduate Program Quality and Sustainability**

Text can be found at:

<http://www.sfsu.edu/~senate/documents/policies/S906-238.pdf>

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**Academic Senate Policy #S06-133: All-University Academic Pro-  
gram Review Committee (formerly Academic Senate Policy #F99-  
133)**

Text can be found at:

<http://www.sfsu.edu/~senate/documents/policies/S06-237.pdf>

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**An UPDATED ELECTRONIC VERSION of the Handbook for the Sixth  
Cycle, Academic Program Review (pdf) can be accessed on the  
Internet at:**

[http://academic.sfsu.edu/apee/prog\\_review/six.php](http://academic.sfsu.edu/apee/prog_review/six.php)

# CHAPTER 1 INTRODUCTION AND OVERVIEW

*Over the past thirty years, the University has engaged in five cycles of academic program review, each with its distinctive characteristics. The focus of the Sixth Cycle of Academic Program Review will be to examine the quality and currency of the University's graduate programs. The purpose of this handbook is to clarify the process of academic program review at San Francisco State University, guide and focus the efforts of those going through the process, and provide a reasonable degree of consistency in the documents generated. The intent is to make the process thorough, yet concise, and to minimize the burden on faculty.*

The sixth cycle self-studies will be prepared by the faculty of every instructional unit offering a graduate program (other than those subject to periodic accreditation review) to serve as a basis for all subsequent levels of review and recommendations. In this self-study, the unit needs to delineate and forthrightly assess each degree program offered, following the guidelines discussed in this handbook. To the extent possible, the unit's faculty should include student and alumni input in the preparation of the self-study. The self-study should be informed by a process of planning, which could include the identification of a mission statement, an assessment of strengths and weaknesses, and the development of goals and objectives for the graduate degree program.

Though the Sixth Cycle of Program Review will focus on evaluating the quality and currency of the University's graduate programs and the resources needed to maintain and improve them, academic units offering both graduate and undergraduate programs will also be expected to examine the relationships between their undergraduate and graduate endeavors, including the past, current, projected, and optimal distribution of resources devoted to graduate and undergraduate education. Undergraduate degree programs will not be expected to participate in a formal process of self-study and external review during this cycle, except in special circumstances.



## **Implementation of Program Review**

At SFSU, the schedule for program review is developed by the Office of Academic Affairs and provided to the college deans. As nearly as feasible, programs are to be reviewed college-by-college, in alphabetical order of college. For the sake of brevity, the term "program" is used throughout this handbook to refer to the academic degree. The instructional unit granting the academic degree may be a school, department, interdisciplinary program, or program.

The administrator primarily responsible for academic program review is the Associate Vice President (AVP) for Academic Planning and Educational Effectiveness. The college dean, the Dean of the Graduate Division, the Dean of Faculty, the Undergraduate Dean, AVP for Academic Resources, and Provost (Vice President for Academic Affairs) also participate in the process.

To facilitate the program review process, the AVPEE appoints a member of the SF State faculty to serve as coordinator of program review. The coordinator works with the program heads to clarify the review process to their faculty, to coordinate the selection of external reviewers, to review the final draft of the self-study document, and to create the schedule for and otherwise facilitate the site visit. The coordinator works with the AVP for Academic Planning and Educational Effectiveness to ensure the timely progress of programs under review. The coordinator also is in regular contact with the chair of APRC and participates as a non-voting member in APRC meetings.

## Review of Accredited Programs

As specified in Academic Senate Policy F05-236, for programs that are nationally accredited and undergo periodic accreditation review involving a self-study and a campus visit by an accrediting team, the accreditation review will normally substitute for academic program review with the following exceptions:

- A.** All accredited graduate programs, at the time of completing their accreditation self-studies, shall also be required to submit brief documentation to APRC demonstrating performance in regard to the “Indicators and Criteria of Graduate Program Sustainability and Quality”. The documentation submitted to APRC shall be supplementary to the main accreditation documents and should address only indicators and criteria not considered in those documents.
- B.** Following receipt of notification from the accrediting body that a program has been accredited or re-accredited, APRC, in consultation with program, College, and Academic Affairs representatives, will evaluate both the accrediting body’s recommendations and the program’s performance vis-à-vis quality and sustainability criteria. APRC’s conclusions will be incorporated into a concluding action memorandum that specifies any actions the program will be advised or required to undertake. This memorandum, kept on file in the Office of Academic Planning and Educational Effectiveness and the Academic Senate, will be in effect until the program’s next accreditation.
- C.** Upon special request of the instructional unit, College Dean, and/or Vice President for Academic Affairs, an accredited program shall undergo academic program review in addition to accreditation review. In this event, the self-study prepared for accreditation may be adapted or substituted, as appropriate, for the purpose of program review, and the campus visit by the accrediting team may be substituted for the external review.

## Review of Undergraduate Programs

Undergraduate programs will not undergo formal program review in the sixth cycle. Instead, they will continue to engage in the annual programmatic assessment of cumulative student learning that is already in place for all academic programs, both undergraduate and graduate. Such assessment, identified as a requirement by the campus, the CSU system, and the Western Association of Schools and Colleges, includes the following:

- The establishment of programmatic learning objectives
- The determination of where in the curriculum those objectives are being attained
- The development and implementation of assessment strategies to measure their attainment
- The use of findings from the assessment endeavors to structure curricular improvement and enhance student learning

## Overview of the Program Review Process

The major steps of program review are: a) planning and preparation of the self-study by the program’s faculty, b) external review, c) APRC review, and finally, d) development of a concluding action memorandum prepared by the APRC in consultation with program, College, and Academic Affairs representatives and with the assistance of the Associate Vice President for Academic Planning and Educational Effectiveness. For every program undergoing review, the program faculty’s main tasks center on conducting a thorough analysis of all aspects of the program, preparing a self-study document based on this analysis, and helping identify potential external reviewers. The entire process involves a number of other tasks performed by various players. The major steps of program review are summarized below, with details provided in chapters 2 through 6.

## **Planning and Preparation of Self Study**

At the beginning of the academic year, the Office of Academic Affairs notifies the college dean as to the schedule of programs in that college to be reviewed. The college dean schedules the initial planning meeting to orient those involved with the review to the entire review process. Those in attendance include the dean, heads of the programs being reviewed, the AVP for Academic Planning and Educational Effectiveness, the faculty coordinator of program review, and the chair of the Academic Program Review Committee (APRC). Faculty in the programs being reviewed are informed of the meeting and invited to attend.

At the initial meeting, copies of the program review handbook are distributed. The review process, data sources, and timelines are discussed, issues unique to any of the programs are addressed, and questions are answered. Program faculty are also asked to begin preparing a list of potential external reviewers (see Chapter 4).



## **Conducting the Self-Study**

The program faculty conduct a self study as described in Chapter 2 and prepare a self-study report in consultation with the coordinator of program review, college dean, and AVP for Academic Planning and Educational Effectiveness. Much of the data that comprise the tables used in the self-study are provided to the instructional unit by the office of the AVPEE and the Graduate Studies office. The instructional unit faculty gather additional information (with the help of the coordinator of program review and the Graduate Studies office) as needed to provide a fuller picture of its academic programs and to substantiate its recommendations. The coordinator of program review helps to ensure that the programs are provided with timely data from the various sources.

The final draft of the self-study report is forwarded to the coordinator of program review and to the college dean and AVPEE. Revisions and/or additions to the draft self-study report are made as needed, and the cover sheet is signed by the instructional unit's chair/director, college dean and AVPEE, indicating that the self-study report is deemed ready for external review. The unit then provides copies for distribution to participants in the subsequent phases of the review process.

### **External Review**

This phase is introduced at the initial planning meeting and culminates in a report written by the external reviewers after an on-site visit. While the self-study is being written, early in the process, the program's faculty submit to the Dean a list of potential external reviewers who can provide a thorough, knowledgeable, and constructive critique of the program or programs to be reviewed. The list should be accompanied by relevant information on the professional background and experience of these individuals, together with an explanation of why they would be suitable reviewers. The Dean may ask that additional prospective reviewers be advanced for consideration by the unit. As early as practicable, the Dean shall forward the names and



CVs of those individuals selected by the Dean in consultation with the unit to the AVPEE for his/her concurrence. The final selection of external reviewers and the specific dates for their visit are made by the AVPEE based in part on the potential reviewer's availability. The external reviewers are sent the self-study document with sufficient time to study carefully before their arrival on campus. To ensure the best possible scrutiny of the program by the external reviewers, the AVPEE will also forward to them a worksheet to accompany the self-study (see Appendix A).

The external reviewers thus selected are expected to spend two days on campus interviewing students, faculty, staff, and administrators. The details of the site visit are handled by the coordinator of program review and the Office of Academic Affairs. The external reviewer visit is launched by an initial meeting presided by the AVPEE, with program representatives, the college dean, and university administrators (notably the Dean of Graduate Studies) in attendance. Also attending this meeting are the chair of the APRC and the coordinator of program review. At this initial meeting, all participants have an opportunity to discuss the major issues facing the program being reviewed as seen from their perspective, and the external reviewers get an opportunity to ask questions of all the participants in preparation for the rest of their visit. Within a month of their campus visit, the external reviewers are expected to prepare a report of their findings and recommendations and send an electronic copy of their report to the AVPEE. The external reviewer report, including its recommendations summarized in electronic grid format, is then forwarded to the academic unit and college dean for their further consideration and response.



## **Responses to the External Review Report**

Within one to two months of receipt of the external reviewers' report, the unit head, in consultation with the faculty of the unit being reviewed, will comment in writing on the report and forward the comments to the AVPEE and the coordinator of program review. The Dean will consult with the unit head during this period and append to the unit's response, any independent comments he/she deems necessary for consideration by the APRC. Upon completion of these steps, the unit's complete program review file—consisting of the self-study, the external reviewers' report, and the responses to the external reviewers' report by both the unit head and the Dean—is then forwarded by the coordinator of program review to the Academic Program Review Committee for evaluation. This process should be completed within two months of the site visit by the external reviewers.

## **Review by the Academic Program Review Committee (APRC)**

Upon receipt of the external reviewers' report, and while the academic unit and dean are preparing their responses, the faculty coordinator will arrange for a date certain for the APRC to host the program faculty and college dean for a face-to-face interview. To the extent possible, and depending on the APRC schedule, the interview should take place within three months of receipt of the external reviewers report. Prior to the face-to-face interview with the program faculty and dean, the APRC will scrutinize each unit's complete program review file in order to provide a University-wide faculty perspective and to assist in University planning. APRC will then use this meeting to discuss questions and issues raised by the reports and responses. APRC will also accept additional data and recommendations from the Dean and/or unit at this time. Of central importance to the APRC discussion will be the degree to which the graduate program quality indicator standards are being met, or plan to be met, by the instructional unit being reviewed.

## **Preparation of Concluding Action Memorandum**

After the interview with the program faculty and dean, the APRC will proceed to evaluate all recommendations and, in consultation with program, College, and Academic Affairs, and with the assistance of the AVPEE, will then develop a concluding action memorandum. This memorandum will specify any actions the unit and/or College is advised to consider or is required to carry out, together with timelines for implementation and consequences resulting from failure to act appropriately. The memorandum will be kept on file in the Office of Academic Planning and Educational Effectiveness, the Academic Senate, and the Graduate Studies office, and will be in effect until the completion of the sixth review cycle. It will then be used at the beginning of the seventh cycle to assess the degree to which actions that had been recommended or required in the previous cycle have been undertaken in order to avoid negative consequences, including possible discontinuance.

### **Timelines**

From start to finish, each program review should take no more than three semesters. Following the initial meeting, the process should unfold within the following timeframe:

- **Self-study preparation and approval, and selection of external reviewers completed within 3-5 months.**
- **External review site visit within three months of approval of self-study**
- **External review report within one month of site visit.**
- **Response to external review by instructional unit and dean within 1-2 months of receipt by program.**
- **APRC interview within 3 months of external review site visit**
- **Drafting of the Concluding Action Memorandum within 3 months of APRC interview**



**SAMPLE**

**Table 1**

**Timeline for completion of Sixth Cycle Program Review Process**

**(Assumes 4 months/semester: Sep-Dec for Fall, Feb-May for Spring)**

| First Semester   |   |   |                              | Second Semester                      |   |   |  | Third Semester                                      |    |    |    |
|--|---|---|------------------------------|--------------------------------------|---|---|--|---|----|----|----|
| Month  |   |   |                              | Month                                |   |   |  | Month   |    |    |    |
| 1  | 2 | 3 | 4                            | 5                                    | 6   | 7 | 8  | 9   | 10 | 11 | 12 |
| Self-Study Preparation and Approval<br>Selection of External Reviewers |   |   |                              |                                      |   |   |  |   |    |    |    |
|  |   |   | External Reviewer Site Visit |                                      |   |   |  |   |    |    |    |
|  |   |   |                              | External Reviewer Report<br>Received |   |   |  |   |    |    |    |
|  |   |   |                              |                                      | Response to External<br>Reviewer report by unit and<br>dean |   |  |   |    |    |    |
|  |   |   |                              |                                      |   |   | APRC interview of unit<br>faculty and dean |   |    |    |    |
|  |   |   |                              |                                      |   |   |  | Drafting of Concluding Action<br>Memorandum by APRC |    |    |    |

## CHAPTER 2 CONDUCTING THE SELF-STUDY

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*The self-study is a time for reflection, analysis, evaluation, and assessment of program goals and objectives, as well as a time for updating them and establishing new ones. It is imperative to seek the perspectives of students, graduates, colleagues, and the community at large in this process, and to engage all these constituencies in a serious discussion about all aspects of the program. As a program begins to engage in the self-study process, an excellent way to begin is by scheduling an all-day faculty retreat devoted exclusively to planning the various tasks necessary to a successful self-study.*

### **Initial Planning Meeting**

At the beginning of the review process for a college, the college dean schedules a meeting with the heads of the programs being reviewed, the coordinator of program review, the AVPEE, and the chair of APRC to discuss the review process as a whole. Faculty from the programs being reviewed are also encouraged to participate. Those attending should indicate any specific areas or issues needing to be addressed, so that these may be given special attention in the review process.

The AVPEE chairs this meeting, introduces the coordinator of program review and the APRC chair, and provides an overview of the review process. The faculty coordinator explains his/her facilitator role in working with the program heads to clarify requirements of the self-study, to coordinate selection of the external reviewers, to review the final draft of the self-study report, and to create the schedule for the site visit. The APRC chair presents information regarding the review process following receipt of the self-study document, report by external reviewers, and responses from the college dean and program head. The faculty coordinator and AVPEE will also discuss the sources of the data necessary to prepare the self-study (coming from both the administration and from the program's own records) and will explain the role of the faculty coordinator in facilitating the availability of data. Enrollment data, workload data, student demographics, etc. will be provided to departments by an APEE research analyst.

### **Procedures for Conducting the Self-Study**

The procedures for conducting a self-study include the following: The program organizes the self-study by defining responsibilities, setting timelines (see Table 1 for an overview of this process), assigning tasks and any resources needed to accomplish them, and establishing coordination and communication mechanisms. All of the program faculty, including faculty in interdisciplinary programs, are to be involved in the self-study and given the opportunity to provide meaningful input to the self-study report. It is expected that departments will collect student data from student exit surveys every year. The data across the years since the last program review should be presented in a table. If an alumni survey has not been collected since the last program review cycle, steps need to be taken to conduct one and to present that data as well. The program works with the coordinator of program review and the Graduate Studies office in compiling and analyzing data relevant to its self-study. Data not otherwise available may require the generation of new survey instruments. Research analysts from the office of Academic Planning and Educational Effectiveness can assist departments in the development of needed surveys.

The program faculty then meet to reflect on the data, present and past goals, and decide any new directions, goals and recommendations for their program. The program prepares its self-study report in accordance with the format and guideline specified in Chapter 3 of this manual. A list of all faculty members involved in the degree program is to be included in the self-study document. This is particularly important when the program is an inter-departmental or inter-college one.

### **Procedures for Conducting the Self-Study— continued**

A draft report is made available to all program faculty and is to be reviewed and discussed with them at a meeting of the entire faculty. Copies of the draft report are provided to the college dean (s) to enable him/her/ (them) to review and comment on the draft report. Revisions to the draft are incorporated into a final draft report.

The final draft of the self-study report is signed by the program head (see sample cover sheet in Chapter 3). The final draft is then reviewed by the coordinator of program review, college dean, and AVPEE. Any further revisions needed are made, and the cover sheet is signed by the college dean

and AVPEE indicating that the self-study report is deemed ready for external review. Note: Signatures on the cover sheet do not necessarily indicate agreement with the recommendations in the self-study report.

In summary, the preparation of the self-study is an intensive process that should take between three and five months (approximately one semester) and involve all the stakeholders connected to the program being reviewed. The quality of the self study is largely a function of the degree of participation of the various players involved in the preparation of the document, and the thoroughness and thoughtfulness of the discussions that inform the process.

## **Printing and Distribution of the Self-Study Report**

Once the self-study report is ready for external review, it is the responsibility of the program head to duplicate the signed report and distribute copies to the program faculty and the college dean, and to provide additional copies for the external reviewers, University administrators involved in the review process, and members of APRC. This process includes the following steps: The program head duplicates and distributes copies of the self-study report to the college dean and to the program faculty. The program head duplicates and provides to Academic Affairs, via the faculty coordinator, an additional eighteen (18) to twenty-two (22) copies as follows:

**Seven (7) to nine (9) copies with all appendices.**

These will be distributed by the Office of Academic Affairs as follows:

- 2 External reviewers**
- 1 AVP for Academic Planning and Educational Effectiveness**
- 1 Vice President for Academic Affairs**
- 1 Dean of the Graduate Division**
- 1 Coordinator of Program Review**
- 1 Chair of APRC**
- 1 Chair of the University Interdisciplinary Council (if appropriate)**

**Eleven (11) to thirteen (13) copies without the appendices** (instead, provide a CD containing the appendices – the AVPEE office will assist with this task). These will be distributed by the Office of Academic Affairs as follows:

- 1 AVP for Academic Resources**
- 11 APRC members**
- 2 Chair of the University Interdisciplinary Council (if appropriate)**

## CHAPTER 3 **FORMAT AND GUIDELINES FOR PREPARING THE SELF-STUDY**

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*A program's self-study report develops from the processes described in the preceding chapter. The current chapter provides instructions for the actual preparation of the self-study report, including the cover page, table of contents, and suggested appendices.*

The report should be concise, focus on the key issues, and provide a frank and balanced view of the program(s) reviewed. The self-study should describe the recent history of the program or programs under review and identify current aspirations for development and improvement. These aspirations ought to be tempered by realism, and a useful self-study will neither shy away from self-criticism nor consider the issue of resources as the sole source of problems or means of improvement. All issues of importance to the program should be addressed and placed within the appropriately labeled section.

An expected outcome of the self-study process is the generation of a series of recommendations aimed at meeting the standards associated with the indicators of graduate program quality and sustainability (both university-wide and program-specific.) These recommendations should be clearly identified and appear in the appropriate sections. They may involve the program's curriculum, faculty, students and resources needed to accomplish program goals and aspirations. The rationale behind each recommendation should be based on the analyses of the program's current status in each area under consideration and should be described within the appropriate sections. These recommendations serve to engage participants at all subsequent levels of program review in an active dialogue aimed at taking concrete steps to improve the program, if such action is needed.

A summary listing (without the rationale) of each recommendation should be provided in the Executive Summary under section 1.4. Programs will also be asked to submit a table (grid) of recommendations electronically to be distributed to external reviewers before their arrival on campus. The Office of Academic Planning and Educational Effectiveness will assist the program in the preparation of this table.

The narrative for the Self-Study should be no longer than fifty (50) pages, single spaced (excluding tables and appendices.) Shorter can definitely be better. If there are several degree programs under review (or concentrations within a single program), the instructional unit should describe all of them in a single report rather than preparing separate reports for each one. This does not apply to "emphases", which are primarily advisement tools. Each separate degree program or concentration offered by the instructional unit must be clearly described in the report, but since much overlap exists in the narrative discussion of programs offered by the same academic unit, allow for no more than ten extra pages for every extra program or concentration discussed in the Self-Study narrative.

The format of the Self-Studies adheres closely to the structure of the policies adopted by the Academic Senate for the conduct of the Sixth Cycle of Program Review (F05-236 and F05-237). Program Self-Studies are to be arranged into three general parts: 1) a general introduction to the program (2 sections), 2) a discussion of how the program meets the University-wide indicators and standards, (3 sections) and a discussion of how the program meets the program-specific standards (6 sections). Whenever possible, the academic policy language is reproduced verbatim in this manual. Paragraphs preceded by a "bullet" (•) indicate "action items" that the faculty preparing the program Self-Study is urged to consider and respond to. As the Sixth Cycle progresses, examples of Self-Study reports from programs that have undergone review will become available in the Office of Academic Affairs for anyone who may wish to review them.

Self-Study Cover Page Template

SAMPLE

San Francisco State University

ACADEMIC PROGRAM REVIEW SELF-STUDY

(Name of Instructional Unit)

PROGRAMS:

M.S. in ---

M.A. in ---

Joint Ph. D. in ---

(DATE)

The enclosed self-study report has been reviewed by the faculty in the instructional unit and is now submitted for external review.

Department/Program Head Signature

Date

Drafts have been read and deemed ready for external review by:

College Dean Signature

Date

Associate Vice President Academic Planning and Educational Effectiveness Signature

Date

Dean of Graduate Studies Signature

Date

# Self-Study Table of Contents Template

SAMPLE

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# GENERAL INTRODUCTION TO THE PROGRAM

## 1.0 EXECUTIVE SUMMARY

The reader of this section should be able to obtain a general overview of the program's history and recent development, as well as a summary view of how the program is meeting the standards set by the sixth cycle of program review. This section should also reveal the program's current aspirations as described in its list of recommendations. Typically this section is completed toward the end of the self-study preparation and should be a concise summary of the report rather than a retelling of the main arguments advanced in the self-study.

### 1.1 Brief History of the Program

- Describe the origins of the program(s).
- Identify other programs with which this program has been/is affiliated. Often, at SF State, programs have split off from other programs, or conversely, have resulted from the merger of other programs, or have migrated from one college to another
- Include information about any significant additions/deletion to the programs' faculty, degrees, courses since its (their) first creation. Also mention any major adaptations in the curriculum that have been made to adhere to developments in the field.

### 1.2 Brief Synopsis of the Previous Program Review Recommendations

- Refer to the MOU produced for the Fifth Cycle of Academic Program Review pertaining to the graduate program(s) being reviewed in this cycle. You may also wish to include comments made in the program review documents that provided the basis for the 5<sup>th</sup> Cycle MOU.
- Enumerate and/or discuss any changes made as a result of 5<sup>th</sup> cycle recommendations.

- Include the rationale for recommendations that were deferred or abandoned since the previous program review.
- Include any issues from the last review that are still pending. Refer to the appropriate section(s) in this self-study report where these issues are addressed.

### 1.3 Summary of how program meets the standards

- Fill out a table such as Table 2 on the next page, to orient the reader to the part of the self study that discusses whether and how the standards are being met, the recommendations that the plan is making to meet the standards, if they are not already being met, or what specific standards might not be applicable to the program undergoing review.

### 1.4 Summary of Present Program Review Recommendations

- List the recommendations in this self-study in the order in which they are discussed in the text on the next page.



**Table 2**

**Thumbnail of standards met**

| Indicator  | Standard   | How standard is met                   | Page where this is discussed |
|--|--|---------------------------------------|------------------------------|
| <b>University-wide standards</b>                 |  |                                       |                              |
| <b>3.0 ADMISSION REQUIREMENTS</b>                |  |                                       |                              |
| 3.1 Evidence of Prior Academic Success           | 2.75 GPA and Higher  | % of applicants meeting this standard |                              |
| 3.2 Evidence of Competent Writing                | GRE, GMAT, GET<br>Other:   | % of applicants meeting this standard |                              |
| 3.3 English Preparation of Non-Native Speakers   | TEOFL, IBT, IELTS  | % of applicants meeting this standard |                              |
| <b>4.0 PROGRAM REQUIREMENTS</b>                  |  |                                       |                              |
| 4.1 Number of course offerings                   | 2 graduate courses/semester                                      | Average # over 5 yrs                  |                              |
| 4.2 Frequency of course offerings                | At least once /2 yrs   | % that meet this requirement          |                              |
| 4.3 Path to graduation                           | Published map leading to graduation in 5 yrs @ ½ time attendance | Yes/No                                |                              |
| 4.4 Course distribution on GAP                   | Proper distribution of grad, paired and undergrad courses        | % that meet this requirement          |                              |
| 4.5 Class size                                   | Enroll 8-30 and 5-15 for seminars                                | % of lasses complying                 |                              |
| 4.6 Number of graduates                          | 5 graduates per year average over 5 yr                           | Yes/No                                |                              |
| <b>5.0 FACULTY REQUIREMENTS</b>                  |  |                                       |                              |
| 5.1 Number of Faculty in Graduate Program(s)     | Minimum of 2   | Actual number                         |                              |
| 5.2 Number of Faculty per Concentration          | Minimum of 1   | Actual number                         |                              |
| <b>Program-Specific Indicators and Standards</b> |  |                                       |                              |
| <b>Indicator</b>                                 | <b>Standard met?</b>   |                                       | <b>Page where discussed</b>  |
| <b>6.0 PROGRAM PLANNING PROCESS</b>              |  |                                       |                              |
| <b>7.0 THE STUDENT EXPERIENCE</b>                |  |                                       |                              |
| <b>8.0 THE PROGRAM AND THE COMMUNITY</b>         |  |                                       |                              |
| <b>9.0 THE FACULTY EXPERIENCE</b>                |  |                                       |                              |
| <b>10.0 RESOURCE SUPPORT FOR THE PROGRAM</b>     |  |                                       |                              |

- Describe the means by which your graduate program(s) ensures that applicants to the program show evidence of competent writing. If your program chooses options other than the standardized GRE or GMAT scores described above, describe the options used in detail and include the approval obtained from the Division of Graduate Studies in an appendix.
- State and justify any recommendation your program is making on this matter.

### 3.3 English Preparation of Non-Native Speakers

All students, regardless of citizenship, whose native language is not English and whose preparatory education was principally in a language other than English, shall be required to attain a score of 550 (written test) or 213 (computer test) or 79-80 on the IBT (Internet Based Test) on the Test of English as a Foreign Language (TOEFL) or an equivalent score (6.0) on the International English Language Test Scheme (IELTS).

- Indicate the number of non-native English speakers that have been admitted to your program(s) in the last five years and the methods your program(s) use(s) to ensure that they have adequate command of the English language.
- State and justify any recommendation your program is making on this matter.

### 3.4 Overview of Program Admissions Policy

In the context of the information presented in sections 3.0 to 3.3 above, present a summary overview of your program's admissions policies and how well they have worked in the past. Possible questions to consider in this section include: What are the number of applicants vs. admitted vs. enrolled students? Who has the program attracted? What diversity is present in the pool of enrolled students? What students are best served by the program? What are the trends? Is the program developing students that can engage diverse communities in a competent and culturally appropriate way?



## 2.0 PROFILE OF THE PROGRAM(S)

### 2.1 Overview of the Program(s)

This section should provide the reader with a broad overview of the program’s mission, its current stage of development, and its vision for the future. Possible questions to discuss in this section include: What are the salient characteristics of this program? What are the opportunities and challenges facing the program? What are the major changes occurring in similar programs in other institutions? What is our plan for the next phase of this program?

Detailed discussions of items pertaining to student, faculty and resource issues, and specific recommendations dealing with these topics should be addressed in the appropriate sections below (such as Section 7.0 – The Student Experience or Section 9.0 – The Faculty Experience.)

### 2.2 The Program(s) in the Context of the Academic Unit

The Sixth Cycle of Program Review focuses on evaluating the quality and currency of the University’s graduate programs and the resources needed to maintain and improve them. Academic units that offer only graduate programs should mention this explicitly in this section and proceed to section 3.0. Academic units that offer both graduate and undergraduate programs should use this section to examine the relationship between their undergraduate and graduate endeavors, their relative sizes, and how they have evolved over time. The discussion should include the past, current, projected, and optimal distribution of resources devoted to graduate and undergraduate education.

Academic units in this category should prepare Table 3 according to the format listed on the next page. The Office of Academic Planning and Educational Effectiveness will assist each academic unit in assembling the information contained in this table.

| <b>Table 3</b>                                    |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
|---|-----------|------|-----|-----------|--|--|-----------|--|--|-----------|--|--|-----------|--|--|
| <b>FTES, FTEF and SFR for the last five years</b> |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
|   | Fall 2001 |      |     | Fall 2002 |  |  | Fall 2003 |  |  | Fall 2004 |  |  | Fall 2005 |  |  |
|   | FTEF      | FTEF | SFR | Etc.      |  |  | Etc.      |  |  | Etc.      |  |  | Etc.      |  |  |
| <b>Lower Division</b>                             |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
| <b>Upper Division</b>                             |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
| <b>Undergraduate</b>                              |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
| <b>Graduate</b>                                   |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |
| <b>All Divisions</b>                              |           |      |     |           |  |  |           |  |  |           |  |  |           |  |  |

SAMPLE

- Referring to Table 3, discuss the percentage of faculty resources in your academic unit that are devoted to graduate, upper division undergraduate courses, and lower division undergraduate courses, How have those percentages changed over the last five academic years? Of the FTEF, what percent is accounted by lecturers? Are there any graduate level courses taught by lecturers?
- Are your lower division courses ‘service’ (or GE) courses? Do some of these courses serve as a ‘gateway’ to the undergraduate majors program (s)?
- Are all your upper division courses ‘majors’ courses or ‘gateway’ courses to the degree? What proportion, if any, are ‘service’ courses?
- Discuss the ‘paired’ upper division/graduate courses that are offered in your academic unit, if any. How do you differentiate between graduate and undergraduate expectations on paired courses? What proportion of the Graduate Approved Program (GAP) consists of graduate numbered courses, graduate paired courses, and undergraduate courses?
- Discuss the impact of the following issues on graduate student enrollment numbers in your program(s)? (e.g. thesis supervision, classroom space, maximum and minimum number of students allowed in graduate/seminar classes, number of faculty available to teach courses and supervise theses? How do these issues impact the deployment of lecturers and tenure track faculty among the courses (graduate vs. undergraduate, majors vs. non-majors) taught within your academic unit.
- In light of the information presented above, what do you consider to be the ideal number of graduate students for your program? What consideration should you make relative to domestic vs. international student enrollments?
- Does the program currently have enough/too few/too many graduate students?
- Fill out Table 4 below:

Based on the data displayed on Table 4, describe any significant patterns that emerge and how they might reflect on department competitiveness and perceived quality.

**Table 4**

**Number of applicants to the program, students accepted to the program and students that actually enrolled in the program for the last 5 years**

|           | Number of applicants | Number of Students accepted | Number of accepted students that enrolled |
|-----------|----------------------|-----------------------------|---|
| Fall 2001 |                      |                             |   |
| Fall 2002 |                      |                             |   |
| Fall 2003 |                      |                             |   |
| Fall 2004 |                      |                             |   |
| Fall 2005 |                      |                             |   |



## HOW THE PROGRAM MEETS UNIVERSITY-WIDE INDICATORS AND STANDARDS

### 3.0 ADMISSION REQUIREMENTS

*The admission standards should help the program faculty determine if a student would be successful at meeting the goals, objectives and outcomes required for each program. Admission standards based on multiple sources of information will address the different patterns of student experiences and educational backgrounds. No single admission criterion should be systematically used to include or exclude students from a program. Instead, a composite pattern of information should inform the admission decision. Examples of measures used to assess an individual student's preparedness for a rigorous graduate program include: past GPA, portfolios of past academic or professional experience, discipline specific essays, letters of recommendation and standardized assessments of writing, reasoning and critical thinking skills that are necessary for engaging in graduate study. Other criteria for admission may be used with the approval of the Graduate Division.*

#### 3.1 Evidence of Prior Academic Success

Students admitted to graduate programs should have a Grade Point Average (GPA) of at least 2.75 in the last 60 semester (90 quarter) units. Starting with the spring semester of 2008, the GPA minimum will be raised to 3.0 in the last 60 semester (90 quarter) units.

- Discuss the evidence of prior academic success required of applicants to your program(s). What percent of your entering students over the last five years meet the university-wide GPA threshold? How do you weigh factors other than GPA in determining evidence of prior academic success among your applicants?
- State and justify any recommendation your program is making on this matter.

#### 3.2 Evidence of Competent Writing

Every program should have in place an approved (by the Division of Graduate Studies) means of assessing the writing competence necessary to perform adequately at the graduate level for all candidates for admission to graduate study. The assessment procedures that are employed may include a standardized test or may be developed by individual programs.

Examples of standardized tests that provide such evidence are the GRE Analytical Writing Component and the GMAT. If a program chooses to require the GRE, then students applying to graduate programs shall submit scores from the Graduate Record Exam (GRE) General Test [or the Graduate Management Admissions Test (GMAT), if specified by the program] to the Graduate Admissions office. Students in programs which choose this option and who score below a 4.0 on the Writing component of the GRE or the GMAT may be admitted to the program in Conditional Classified status with the stipulation that the program provide additional writing training or provide the student with writing experiences leading to a portfolio of graduate-level writing examples.



### 4.0 PROGRAM REQUIREMENTS

*Excellence in our graduate programs is to be determined through multiple measures rather than relying upon any one indicator of achievement. No single measure should be used to judge the quality or sustainability of a program. Instead, a composite pattern of information and achievements should be used to inform any judgment of program quality or sustainability. Programs not currently meeting the University-wide requirements stated below should offer an explanation of why the requirements are not being met, their plans for meeting them (including a timeline for meeting these requirements), or the reasons they should not be held to any one specific requirement.*

- For the last five academic years, summarize in Table 5 below, under the appropriate semester, the required and elective courses that have been offered in your graduate program(s) and their enrollments. Data for this table will be provided by the Office of Academic Planning and Educational Effectiveness.

| <b>Table 5</b>  |        |       |          |          |          |          |          |         |       |                 |
|---|--------|-------|----------|----------|----------|----------|----------|---------|-------|-----------------|
| <b>Course Rotation Schedule</b>   |        |       |          |          |          |          |          |         |       |                 |
| (Number in cells indicates the number of sections offered in that semester. In parentheses are the census enrollments for each section) |        |       |          |          |          |          |          |         |       |                 |
| COURSE  | F 01   | S 02  | F 02     | S 03     | F 03     | S 04     | F 04     | S 05    | F 05  | S 06            |
| Required  |        |       |          |          |          |          |          |         |       |                 |
| BUGS 540  | 1 (23) | 1(29) | 1 (22)   | 1 (32)   | 1 (37)   | 1(29)    | 1(40)    | 1(43)   | 1(39) | 1(32)           |
| BUGS 645  | 1 (13) |       | 2(12,29) |          | 2(23,20) |          | 2(20,19) |         | 1(50) |                 |
| BUGS 650  |        | 1(28) |          | 2(15,20) |          | 2(20,18) |          | 2(7,20) |       | 3<br>(14,22,29) |
| BUGS 652  |        |       |          |          |          |          |          |         |       |                 |
| Elective  |        |       |          |          |          |          |          |         |       |                 |
| BUGS 480  |        |       |          |          |          |          |          |         |       |                 |
| BUGS 625  |        |       |          |          |          |          |          |         |       |                 |
| ANTS 656  |        |       |          |          |          |          |          |         |       |                 |
| BEES 667  |        |       |          |          |          |          |          |         |       |                 |

#### 4.1 Number of course offerings

University policy states that “ a minimum of two graduate-level courses (exclusive of supervisory and independent study courses) leading toward the post-baccalaureate degree shall be offered by the program or concentration each semester”

- Referring to Table 3, describe how your program is meeting this standard. If this standard is not being met, state your plans for meeting this standard.
- State and justify any recommendation your program is making on this matter.

#### 4.2 Frequency of course offerings

University policy states that “Courses required for graduation shall be offered at least once every two years”.

- Referring to Table 3, describe how your program is meeting this standard. If this standard is not being met, state your plans for meeting this standard.
- State and justify any recommendation your program is making on this matter.

#### 4.3 Path to graduation

University policy states that “Programs shall prepare and publicize course schedules that clearly state a path to graduation that enables students to graduate within five years”

- Referring to Table 3, and to other material you have published on your program’s web site (if so, include in an appendix), indicate how your program is meeting this standard.
- Describe any curricular bottlenecks your program is currently experiencing and your plans for addressing the bottlenecks.
- State and justify any recommendation your program is making on this matter.

#### 4.4 Course distribution on GAP

University policy states: “Graduate Approved Program (GAP): The distribution of course units on the GAP shall include the following elements:

- At least 50 % of the units on the GAP must be from exclusively (not paired) graduate courses.

- Another twenty percent of units on the GAP may be from either exclusively graduate or paired courses (students always register in the graduate part of the course).

-A final thirty percent of the units on the GAP may be from upper division undergraduate courses, paired courses (in this case the students should register in the graduate part of the paired course), or graduate courses.”

- Review the GAPs that have been submitted by students graduating from your program(s) for the last five years. State how many GAPs meet the university standards as defined by Academic Senate Policy F05-237. Discuss any trends that appear in the data, and what plans the program is making to better fulfill the standards.
- State and justify any recommendation your program is making on the course distribution pattern of GAPs.

#### 4.5 Class size

University policy states: “A program’s typical graduate class size should be between 8 and 30. Seminar classes should be maintained at no more than 15 and no less than 5.”

- Referring to Table 5, state what percentage of the classes your program has offered in the last five years meet this standard, and what your plans are for achieving this standard for the classes that have not done so in the past.
- State and justify any recommendation your program is making on this matter.



**4.6 Number of graduates**

- For the last five academic years, summarize in Table 6 below the number of students that have graduated from your program.

| Academic Year     | Number of Graduates |
|-------------------|---------------------|
| 2001-2002         |                     |
| 2002-2003         |                     |
| 2003-2004         |                     |
| 2004-2005         |                     |
| 2005-2006         |                     |
| Five year Average |                     |

University policy states: *“The average number of students graduating from a degree program or going on to a doctoral program in a related field per year over a five-year period shall be at least five.”*

- Referring to Table 6, describe how your program is meeting this standard. If this standard is not being met, state your plans for meeting this standard.
- State and justify any recommendation your program is making on this matter.

**4.7 Overview of Program Quality and Sustainability Indicators**

In the context of sections 4.0 to 4.6 above, provide a narrative discussion that summarizes the program’s performance *vis-à-vis* indicators of quality and sustainability. Questions for discussion in this section can include the following: Is the program on a sustainable trajectory? Is the program adapting well to the trends in the field? Is the program size appropriate to its present circumstances and student demands? Does the program enjoy a good reputation among similar programs nationwide?



## 5.0 FACULTY REQUIREMENTS

The Sixth Cycle of Academic Program Review enumerates University-wide indicators of quality and sustainability that deal with the faculty teaching in our graduate programs. Some of the indicator standards to which graduate programs are held are uniform throughout the university, and some standards are discipline-specific and set by individual programs. This section deals only with the university-wide standards concerning faculty. The program-specific standards are discussed in Section 9 below, entitled “The Faculty Experience”, where the bulk of the discussion concerning faculty should take place.

### 5.1 Number of Faculty in Graduate Program(s)

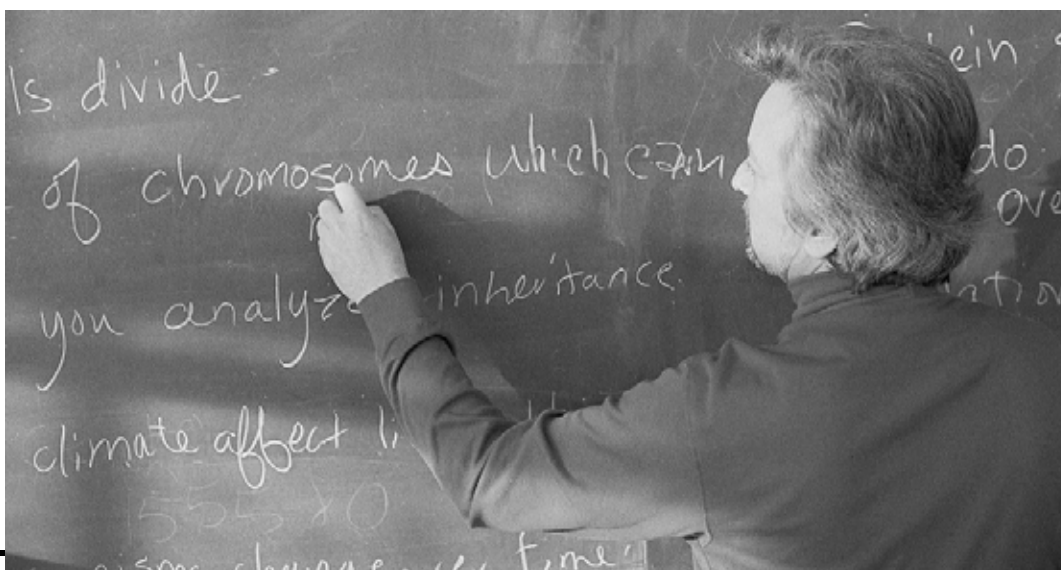
University policy states: “Each graduate program shall have a minimum of two tenure/tenure track faculty holding a terminal degree or equivalent and a full-time faculty member serving as Graduate Coordinator. Colleges and departments should monitor, recognize and value the work and contributions of graduate coordinators.”

- List the tenure/tenure track faculty members that teach in the program and the courses they are responsible for teaching. Refer to the course rotation schedule (Sample Table 5, page 21)
- If the program is not meeting the standard described above, state your plans for meeting this standard in the future.
- State the graduate coordinator’s name and describe how he/she is being recognized and compensated for discharging this duty.

### 5.2 Number of Faculty per Concentration

University policy states: “Each concentration within a program shall have at least one tenure/tenure track faculty member who has demonstrated expertise in and commitment to the field represented by the concentration.”

- Describe how the various concentrations in your program are being staffed, if applicable, and the particular expertise of the faculty member(s) in each of the concentrations.
- If the program is not meeting the standard described above, state your plans for meeting this standard in the future.



## HOW THE PROGRAM MEETS PROGRAM SPECIFIC STANDARDS

### 6.0 PROGRAM PLANNING AND QUALITY IMPROVEMENT PROCESS

University policy states “Each program shall outline the processes through which they plan for their degree program’s future and use the results of student learning outcomes assessments and the review of the standards indicated in this document to enhance the quality of their degree programs. The Self-Study should include specific examples of ways the program planning and assessment process is used to enhance degree program quality.

- Describe the procedures used in your program to plan for its continuing improvement. Provide specific examples that illustrate the nature of these procedures.
- State and justify any recommendation your program is making on this matter.

### 7.0 THE STUDENT EXPERIENCE

Although major factors connected with the student experience, such as frequency of course offerings, class size, and the ready availability of a clearly-stated ‘path to graduation’ have already been discussed in Section 4 above, this section should begin with a general overview of the program’s student demographics, such as their gender and ethnic distribution and how they compare with those of the University taken as a whole. Insert Table 7 on the following page to summarize your discussion of student demographics. How does your program student demographics compare to those of SF State’s graduate student population as a whole?

#### 7.1 Assessment of Student Learning

University policy states that “Program review self-studies shall include a section describing an instructional unit’s assessment endeavors for each of its graduate degree programs and concentrations and show how the results of those endeavors are leading to program improvement.”

In particular, the assessments should include the following components:

- i. The establishment of programmatic learning objectives to be placed within the context of the planning process discussed in the 6<sup>th</sup> Cycle Guidelines*
- ii. The determination of where in the curriculum those objectives are being attained (a matrix is helpful)*
- iii. The development and implementation of assessment strategies to measure their attainment*

*iv. The use of findings from the assessment endeavor to structure curricular improvement and enhance student learning”*

This part of the self study should articulate how the faculty plan for continual improvement of the program. This requires assessing the graduate student learning experience and using the results from this assessment to continually improve the program.

The description of the program’s Assessment of Student Learning Plan should include the last five years of assessment activities. The plan should indicate direct and indirect measures used. Direct measures require students to display their knowledge and skills as they respond to the assessment instrument itself. Indirect measures ask students to reflect on their learning rather than to demonstrate it. Each assessment plan should include at least one direct measure. For example, an objec-



SAMPLE

**Table 7**  
Student Demographics

| Ethnicity                        | Program Student Demographics |   |        |   | SF State's Graduate Student Demographics |      |        |      |
|----------------------------------|------------------------------|---|--------|---|--|------|--------|------|
|                                  | Female                       |   | Male   |   | Female                                   |      | Male   |      |
|                                  | Number                       | % | Number | % | Number                                   | %    | Number | %    |
| <b>Native American</b>           |                              |   |        |   | 14                                       | 0.5  | 9      | 0.6  |
| <b>African American</b>          |                              |   |        |   | 201                                      | 6.7  | 73     | 4.9  |
| <b>Chicano, Mexican American</b> |                              |   |        |   | 193                                      | 6.4  | 104    | 6.9  |
| Other Latino                     |                              |   |        |   | 58                                       | 1.9  | 30     | 2.0  |
| Central American                 |                              |   |        |   | 60                                       | 2.0  | 27     | 1.8  |
| South American                   |                              |   |        |   | 57                                       | 1.9  | 17     | 1.1  |
| Puerto Rican                     |                              |   |        |   | 11                                       | 0.4  | 7      | 0.5  |
| Cuban                            |                              |   |        |   | 6  | 0.2  | 2      | 0.1  |
| <b>All Other Latino</b>          |                              |   |        |   | 192                                      | 6.4  | 83     | 5.5  |
| Asian Indian                     |                              |   |        |   | 42                                       | 1.4  | 18     | 1.2  |
| Chinese                          |                              |   |        |   | 285                                      | 9.4  | 163    | 10.8 |
| Japanese                         |                              |   |        |   | 65                                       | 2.2  | 20     | 1.3  |
| Korean                           |                              |   |        |   | 54                                       | 1.8  | 25     | 1.7  |
| Other Asian                      |                              |   |        |   | 24                                       | 0.8  | 16     | 1.1  |
| Laotian                          |                              |   |        |   | 1  | 0.0  | -      | -    |
| Cambodian                        |                              |   |        |   | 5  | 0.2  | 3      | 0.2  |
| Thai                             |                              |   |        |   | 6  | 0.2  | 4      | 0.3  |
| Vietnamese                       |                              |   |        |   | 37                                       | 1.2  | 22     | 1.5  |
| Other SE Asian                   |                              |   |        |   | 5  | 0.2  | 4      | 0.3  |
| <b>Total Asian</b>               |                              |   |        |   | 524                                      | 17.3 | 275    | 18.3 |
| <b>Filipino</b>                  |                              |   |        |   | 114                                      | 3.8  | 75     | 5.0  |
| Guamanian                        |                              |   |        |   | 2  | 0.1  | 3      | 0.1  |
| Hawaiian                         |                              |   |        |   | 1  | 0.0  | 3      | 0.1  |
| Samoan                           |                              |   |        |   | 3  | 0.1  | 6      | 0.1  |
| Other Pacific Islander           |                              |   |        |   | 2  | 0.1  | 6      | 0.1  |
| <b>Total Pacific Islander</b>    |                              |   |        |   | 8  | 0.3  | 18     | 0.4  |
| <b>White Non-Latino</b>          |                              |   |        |   | 1,596                                    | 52.8 | 2,378  | 52.5 |
| <b>All Other</b>                 |                              |   |        |   | 179                                      | 5.9  | 94     | 6.2  |

tive evaluation of the culminating experience might be one way to directly measure the results of learning in the program.

The program should ensure that the faculty have had an opportunity to discuss the difference between direct and indirect measures and that spe-

cific examples of each are brought to the table for consideration. The program should avail itself of help provided by the University Assessment Coordinator (assess@sfsu.edu)

- Construct Table 8 below to summarize the program's assessment plan.

| Course | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 |
|--------|-----------|-----------|-----------|-----------|-----------|
| 701    | I, D      |           |           |           | I         |
| 702    |           | I,D       |           | I         | D         |
| 720    |           |           | D         |           | D         |
| 730    | D         | D         |           |           | D         |
| 801    | D         |           |           |           |           |
| 802    |           |           | D         |           | D         |
| 898    | M         |           | M         |           | M         |

**Refer to Table 8 in discussing the following topics:**

- List the stated student learning outcomes for your graduate program. Indicate how each outcome is measured. Clearly describe the process of assessment, providing details as to what method is used, the criteria used to evaluate the learning outcome and the frequency of review. Be sure to describe the techniques used to measure student learning and include any exams, rubrics, culminating experience evaluation sheets, surveys, etc. in an Appendix.)
- Indicate where in the curriculum students acquire these skills, activities, learning outcomes. Be specific as to courses, activities, and the level at which the learning outcome is addressed (introduced, applied, advanced).
- Indicate when and how often each objective is evaluated.
- Indicate how each objective is evaluated and include (in Appendix) evaluation instruments, such as scoring rubrics, student questions, copies of exit exam, etc.
- Indicate the findings of the assessment. Be specific for each learning outcome. Include summaries of these data in the text of the self study. Include any additional data in the Appendix.
- Indicate how the program has used (or plans to use) these findings to structure curricular improvement and enhance student learning.
- If the program has made changes to the curriculum during the past five years in response to assessment findings, indicate what changes have been made and how those changes have improved student learning.
- State and justify any recommendations is making on this matter.

## 7.2 Advising

University policy states that “each program shall identify its standards for high quality advising (e.g., frequency, content, outcomes) and evaluate its degree of success in meeting these standards.”

- Identify the program’s standards for high quality advising, including at what stages in the students academic life advising occurs.
- Indicate the frequency and availability of advising, the content and outcomes of advising. Include advising sheets, websites, etc in Appendix.
- Evaluate the degree of success the program has had in meeting these standards. Does your graduate student population present impediments to effective advising? For instance, are they typically full-time working adults that take evening classes in your program? If so, is there opportunity for them to receive advising during the times they are on campus?
- State and justify any recommendation your program is making on this matter.

## 7.3 Writing Proficiency

The 2005-2010 University Strategic Plan has an explicit goal that the institution “ensures that its graduates write proficiently.” Self-studies should focus attention on how this is occurring in each academic program being offered. As the strategic plan indicates, this should include setting forth “criteria, at all levels including the master’s thesis [and all other culminating experiences], that define performance expectations for writing” and measuring “students’ proficiency in writing and their capacity to reflect critically on work in their chosen discipline.

- Indicate the process that the program has in place for evaluating the post-admission development of student writing proficiency at the graduate level.
- Indicate the levels and times for review of student writing.

- Include a description of what tests or rubrics (if any) are used in the evaluation process. (Include any evaluation sheets, program exams or specific evaluation criteria or rubrics used in the Appendix)
- Provide a summary of the findings from this evaluation.
- State and justify any recommendation your program is making on this matter.

## 7.4 The Culminating Experience

A central component of the assessment endeavor at the graduate level is the evaluation of the quality of the student’s culminating experience. Each program shall have explicit program-specific standards for the culminating experience and determine the extent to which these standards are being met. Although collaborative projects may involve up to three persons, each student’s role in culminating experiences shall always be individually defined. Every culminating experience shall include a writing component for every student.

- Describe the explicit program-specific standards for the culminating experience and determine the extent to which these standards are being met. How does the instructional unit ensure that students are attaining level II writing proficiency in their culminating experiences? How are culminating experiences assessed?
- If the culminating experience is collaborative, describe how the individual student’s role in culminating experiences is defined.
- Describe the required writing component for every student within the culminating experience and how this is evaluated.
- Describe how your faculty reflect on students’ culminating experiences (theses, projects, comprehensive exams) collectively. In other words, what kinds of conversations do your faculty have to consider the success of the program in turning out successful final experiences. How do you insure that what one faculty member requires for a thesis or project is relatively comparable to what the next faculty member requires?

- What does the faculty do to insure an appropriate level of comparability between the differing choices in culminating experiences? That is to say, to what extent is the comprehensive exam comparable in rigor to the thesis, for example?
- Indicate the success of these practices, what has been discovered or, changed within the past five years regarding these practices.
- Describe and analyze student responses to any exit interviews, exit questionnaires and alumni surveys conducted by the program. Include sample questionnaires, etc. in an appendix.
- State and justify any recommendation your program is making on this matter.

### **7.5 Overview of Program Quality Indicators**

Effective graduate education is not simply a selection of courses taken, although course work is an important element of graduate school. It is also a mentoring process through which students emerge as scholars and experts in their chosen fields. This is the part of the self-study where the program's faculty have an opportunity to reflect on how they perform this crucial task, both in and out of the classroom.

To supplement sections 7.0 to 7.4 above, provide a narrative discussion that summarizes how the student experience reflects the quality of the program.

#### **Topics to consider in this narrative include:**

- Ways in which the program differentiates between 'good' and 'excellent' students. (Grading data for the program can be obtained from the following web site: [https://www.sfsu.edu/online/grading\\_rpt.htm](https://www.sfsu.edu/online/grading_rpt.htm)). How are disqualified students advised/reviewed? How is the culminating experience assessed?
- Percentage of students who do a thesis or equivalent project. Are sufficient faculty resources being devoted to thesis (or equivalent) supervision? Are faculty compensated sufficiently for this work?
- Number of students who go on to doctoral or other terminal degree programs.
- Number of publications in which students are listed as co-authors.
- Number of students who participate in professional conferences.
- Number of students employed in the field after graduating.
- Number of alumni in leadership positions in the field.
- Sources, amounts, and patterns of distribution of financial assistance to graduate students
- Frequency of presentations by guest speakers or brown bag lunches for grad students.
- Mention any other data you feel illustrates program quality indicators.

## 8.0 THE PROGRAM AND THE COMMUNITY

### 8.1 Professional Engagement of Students and Alumni

It is essential that academic programs foster the professional engagement among their students and alumni. Each program should identify specific efforts intended to engage students in their chosen field (through, for example, research, internships, collaborations with faculty, conference participation, publications) and describe its degree of success in these efforts. Additionally, the program should describe its success in tracking alumni and in involving them in the program's endeavors.

- Summarize information on this topic, especially regarding student attendance at professional meetings, papers co-authored, with faculty, etc.
- Describe the extent to which the program maintains contact with alumni and updates alumni records. Consider including a link in the department web site to alumni web pages that can give (at least anecdotal) evidence of alumni endeavors.
- Has the program made any efforts towards creating an advisory board that can help the program remain engaged with the community? If so, describe in detail.
- State and justify any recommendation your program is making on the professional engagement of students and alumni.

### 8.2 Civic Engagement

Given the University's commitment to community service learning and civic engagement on the part of students, faculty, and staff, graduate programs should demonstrate how they are contributing to such a commitment being realized.

- Describe service learning efforts undertaken by your program. Is formal recognition being given to service learning activities in your student transcripts?
- State and justify any recommendation your program is making on civic engagements of its faculty and students.

### 8.3 Equity and Social Justice

Goal 1 of the University's 2005-2010 Strategic Plan directs the University to demonstrate "*commitment to its core values of equity and social justice.*" Self-studies should demonstrate how the programs under review are responsive to this goal, in terms of the diversity of their students and employees, the content and delivery of their curricula and support systems, and opportunities for engagement in meaningful discourse and activity.

- How is the program responding to this goal? Address specifically the ways in which the ideals of equity, diversity, and social justice are being incorporated into its curriculum, student and faculty research, and co-curricular activities
- What does the program do to ensure opportunities for engagement in meaningful discourse and activities around these issues?
- State and justify any recommendation your program is making on equity and social justice issues.

### 8.4 Internationalization

The 2005-2010 Strategic Plan calls upon the University to provide its "students, faculty, and staff with international experiences, perspectives, and competencies." Self-studies should discuss how the programs under review are addressing this priority.



## 9.0 THE FACULTY EXPERIENCE

### 9.1 Faculty Statistics

To orient the reader to the characteristics of the faculty teaching in your program, provide the following tables to summarize information about the faculty teaching in your graduate program(s.)

**Table 9**  
**Faculty distribution by Rank and Gender**

| Rank                | Number of Faculty |
|---------------------|-------------------|
| Professor           | # Female, # Male  |
| Associate Professor | Etc.              |
| Assistant Professor |                   |
| Adjunct Professor   |                   |

**Table 10**  
**Faculty Distribution by Age**

| Age   | Number of Faculty |
|-------|-------------------|
| <30   |                   |
| 30-34 |                   |
| 35-39 |                   |
| 40-44 |                   |
| Etc.  |                   |

**Table 11**  
**Faculty Distribution by Ethnicity**

| Ethnicity                 | Number of Faculty |
|---------------------------|-------------------|
| Native American           |                   |
| African American          |                   |
| Chicano, Mexican American |                   |
| All Other Latino          |                   |
| Asian                     |                   |
| Filipino                  |                   |
| Pacific Islander          |                   |
| White Non-Latino          |                   |
| All Other                 |                   |

SAMPLE

**Table 12****Faculty Workload Matrix**

(Numbers in Parentheses indicate number of sections taught)

| Courses  | Faculty A              | Faculty B            | Faculty C | etc |  |  |
|----------|------------------------|----------------------|-----------|-----|--|--|
| Course 1 | Fall (1)<br>Spring (2) |                      |           |     |  |  |
| Course 2 |                        | Every other fall (1) | etc       |     |  |  |
| Course 3 |                        |                      |           |     |  |  |
| etc      |                        |                      |           |     |  |  |

SAMPLE

**Table 13****Faculty Honors, Grants and Awards**

| 2001-2002 |                        | Grants | Fellowships | Awards | Total |
|-----------|------------------------|--------|-------------|--------|-------|
|           | Local/Regional         |        |             |        |       |
|           | Statewide              |        |             |        |       |
|           | National/International |        |             |        |       |
| 2002-2003 | Local/Regional         |        |             |        |       |
|           | Statewide              |        |             |        |       |
|           | National/International |        |             |        |       |
|           | etc                    |        |             |        |       |
|           |                        |        |             |        |       |

**9.2 Research and Professional Engagement of the Faculty**

*There is an inherent connection between research or professional development and graduate education, as faculty use their research and scholarly activities in teaching students and as students frequently participate in faculty research or professional development. Units with graduate degree programs should describe their faculty's research and professional development efforts, their connection to teaching graduate students, and the other benefits that graduate degree programs receive from faculty research efforts.*

- Summarize and discuss the research and professional engagement efforts of your faculty using their updated CVs as a data source. Include papers published, conference presentations, grants applied for and obtained, and participation in professional societies. Highlight efforts that involve students as paper co-authors, conference co-participants, etc.



### 9.3 Supervision of Culminating Experiences

*Colleges and departments shall monitor, recognize and value faculty supervision of culminating experiences as a central component of faculty members' teaching load.*

- Describe how your program keeps track of faculty efforts in supervising culminating experiences of students (e.g. supervision units) in calculating WTUs by each faculty

### 9.4 Discipline-Specific Standards for Teaching Graduate Courses

*Programs shall articulate the discipline-specific standards for teaching graduate courses and the extent to which these standards are met.*

- Does your program employ temporary faculty in teaching graduate courses? Do you have standards that apply to qualification of temporary faculty teaching graduate courses?
- State and justify any recommendation your program is making on this matter.

### 9.5 Interdisciplinarity

*Given the university's commitment to interdisciplinary approaches to learning, if an academic program considers itself to be interdisciplinary, it should describe its interdisciplinary philosophy and how the faculty shapes the curriculum to reflect that philosophy. It should also evaluate the effectiveness of any interdisciplinary collaboration with allied programs across the campus.*

- Discuss whether your program considers itself to be interdisciplinary. If so, describe its nature, the guiding philosophy your program uses in this respect, and assess its effectiveness.
- State and justify any recommendation your program is making on increasing the interdisciplinarity of its curriculum.

### 9.6 Overview of Faculty Quality Indicators

To summarize sections 9.0 to 9.6 above, provide a narrative discussion that addresses how the faculty serves the mission of the program and ensures its academic excellence. The indicators of the quality of the faculty's contribution to the program should include items such as:

- Qualifications and competence of graduate program coordinator.
- Percent of academic unit's faculty who participate in the graduate program
- Core faculty credentials and disciplinary affiliations
- Qualifications of adjuncts teaching in the program
- Faculty capacity to respond to student needs
- Diversity of faculty
- FTE and FSR for the program
- Faculty teaching load
- Faculty thesis supervision load, advising, committee work and chairing
- Faculty professional development and development opportunities
- Faculty research and funding
- Faculty scholarship and publications
- Faculty community service
- Faculty academic collaboration and outreach
- How the program recognizes and honors faculty contributions



## 10.0 RESOURCE SUPPORT FOR THE PROGRAM

*Given the critical importance of resource support to program sustainability and quality, each instructional unit shall determine the resources—internal and external— it requires to support high-quality graduate education. The need for resources, and potential strategies for identifying their sources, should be specified in the program planning process*

### 10.1 Internal Support

The unit should carefully determine whether it has a sufficient number of qualified faculty to coordinate the program, deliver its curriculum and properly serve students; how many students it should regularly admit; and its needs in terms of, for example, clerical staff and technical support, equipment and supplies, and space (offices, classrooms, laboratories, studios, etc.)

- Summarize the internal support that the program currently receives in order to carry out its mission.
- State and justify any recommendation your program is making on this matter.

### 10.2 External Support

Additionally, each unit shall evaluate its needs, capabilities and results regarding extramural funding. Here, the unit will need to clarify its capacity to pursue extramural funding and the availability and relevance of such funding to support activities in its academic area.

- Summarize the external support that the program currently receives in order to carry out its mission. You may use a table to summarize this information if you wish.
- State and justify any recommendation your program is making on this matter.

## 11.0 PROGRAMS WITH OUTSIDE ACCREDITATION

*For programs that are nationally accredited and undergo periodic accreditation review involving a self-study and a campus visit by an accrediting team, the accreditation review will normally substitute for academic program review.*

Accrediting agencies vary significantly in the way they require programs to do self-studies, in their procedures for conducting their external review of the programs being accredited, and in the format of the documents that must be produced by the program being accredited.

To ensure that the Indicators and Standards set in the Sixth Cycle of Program Review are met by programs that are accredited by an outside accrediting

agency, the programs, after their accreditation, are required to submit a copy of the accreditation documents to the chair of APRC, together with a 5-10 page narrative that explains how the Sixth Cycle standards are being met by the program, as well as a grid, such as the one on the next page, that directs the reader to the proper page references in the accreditation documents that explicitly discuss the indicators and standards in the Sixth Cycle of Academic Program Review.



**Table 14**  
**Grid to accompany narrative submitted by accredited programs**

**SAMPLE**

| Standard                                       | Is standard being met? | Page where this is discussed in accreditation reports |
|--|------------------------|---|
| <b>University-wide standards</b>               |                        |   |
| 3.0 ADMISSION REQUIREMENTS                     |                        |   |
| 3.1 Evidence of Prior Academic Success         |                        |   |
| 3.2 Evidence of Competent Writing              |                        |   |
| 3.3 English Preparation of Non-Native Speakers |                        |   |
| 3.4 Overview of Program Admissions Policy      |                        |   |
| 4.0 PROGRAM REQUIREMENTS                       |                        |   |
| 4.1 Number of course offerings                 |                        |   |
| 4.2 Frequency of course offerings              |                        |   |
| 4.3 Path to graduation                         |                        |   |
| 4.4 Course distribution on GAP                 |                        |   |
| 4.5 Class size                                 |                        |   |
| 4.6 Number of graduates                        |                        |   |
| 5.0 FACULTY REQUIREMENTS                       |                        |   |
| 5.1 Number of Faculty in Graduate Program(s)   |                        |   |
| 5.2 Number of Faculty per Concentration        |                        |   |
| <b>Program-Specific Standards</b>              |                        |   |
| 6.0 PROGRAM PLANNING PROCESS                   |                        |   |
| 7.0 THE STUDENT EXPERIENCE                     |                        |   |
| 8.0 THE PROGRAM AND THE COMMUNITY              |                        |   |
| 9.0 THE FACULTY EXPERIENCE                     |                        |   |
| 10.0 RESOURCE SUPPORT FOR THE PROGRAM          |                        |   |

After the chair of APRC receives the narrative and grid mentioned above, he/she will schedule a visit by the program chair and dean to APRC, where the narrative and grid are discussed. Following this meeting, APRC will prepare a concluding action memorandum that specifies any actions the program will be advised or required to undertake. This memorandum, kept on file in the Office of Academic Planning and Educational Effectiveness and the Academic Senate, will be in effect until the program's next accreditation.

## CHAPTER 4 EXTERNAL REVIEW

*External review adds an outside perspective to the recommendations in the self-study report. The purpose of the external review is to provide each instructional unit with a well-informed, independent analysis of the strengths and weaknesses of its curriculum, its complement of faculty, and its organizational structure as well as an evaluation of the relationship of all of these to the quality of its degree programs. The external review should evaluate program goals and the program's success in achieving them, and suggest strategies for implementing recommendations for program improvements.*

### Selection of External Reviewers

The process for selecting external reviewers begins as the self study preparation gets underway. Program faculty should begin identifying a list of potential reviewers early on and sharing that list with the college dean. Typically, the external review will be conducted by a team of two experts, one from within and one from outside the CSU system. External reviewers should be able to provide a thorough, knowledgeable, and constructive critique of the program or programs to be reviewed. The list of potential external reviewers should be accompanied by relevant information on the professional background and experience of these individuals, together with an explanation of why they would be suitable reviewers. Appropriate external reviewers are individuals who are familiar with similar programs and who have a breadth of experience and a national perspective. Ideally, they are people who have achieved some distinction in the discipline, who are involved in their professional associations, and who have a record of scholarship. Preferably, they are also individuals who have served previously as external reviewers. The non-CSU person may come from anywhere in the United States.

The Dean may ask that additional prospective reviewers be advanced for consideration by the unit. The Dean shall forward the names and CVs of those individuals selected by the Dean in consultation with the unit to the AVPEE for his/her concurrence. Reviewers will receive a copy of the unit's self-study and supporting documents and a worksheet containing a series of suggested program areas to examine. They are expected to spend two days on

campus interviewing students, faculty, staff, and administrators and to prepare a report of findings and recommendations. Copies of this report should be sent to the unit head and the Dean within a month of the external reviewers' visit to campus.

### The Site Visit

The faculty coordinator works with the external reviewers, AVP for Academic Planning and Educational Effectiveness, college dean, and program head to determine the final schedule for the days of the external review and coordinate the logistics of the site visit. The Office of Academic Affairs sends each external reviewer a complete copy of the program's self-study report, the program review handbook, a checklist of important topics they should review and consider for inclusion in their review, information on travel and lodging arrangements, a campus map, the itinerary for the two-day visit, and the vitae of the other external review team member(s). If additional information is requested by the evaluators, the Office of Academic Affairs attempts to provide it. The external reviewers normally spend two days on campus, meeting with college and university administrators, faculty, students, and staff. A typical schedule for external review is as follows on the next page:



## **SAMPLE SCHEDULE FOR SITE VISIT FOR EXTERNAL REVIEW**

### **Day One:**

- 9:00 a.m.** Meeting with AVP for Academic Planning and Educational Effectiveness, Graduate and/or Undergraduate Dean (as appropriate), college dean, faculty coordinator, APRC chair, and program head
- 10:00 a.m.** Meeting with college dean and associate dean
- 11:00 a.m.** Meeting with department chair/program head
- Noon** Lunch with program faculty
- 1:30-6:00 p.m.** Structured meetings with groups of students and with faculty grouped by sub-field or by departmental committee membership
- 6:00 p.m.** Dinner arranged and hosted by department/program

### **Day Two:**

- 9:00-noon** Time left open and (at the discretion of the visiting team) for additional meetings, tour of facilities, visits to classes, etc.
- Noon** Lunch hosted by the Office of Academic Affairs
- 1:30-3:00 p.m.** Reviewers meet to plan final report
- 3:00 p.m.** Exit meeting with program faculty
- 4:00 p.m.** Exit meeting with Vice President for Academic Affairs, Academic Affairs administrators, and college dean

## **Guidelines for Preparing the External Review Report**

Within a month of the site visit, the external reviewers provide a written report of their evaluation to the AVP for Academic Planning and Educational Effectiveness, accompanied by a “grid” summarizing their reactions to program recommendations and any new recommendations initiated by them. The steps involved in preparing the external review report include the following:

- Time is made available, on the last day of the site visit, for the reviewers to plan the substance of their report. During the exit meetings with program faculty and with administrators, reviewers share their findings orally and have the opportunity to clarify further any issues that would help them in evaluating the program.
- Reviewers are asked to address each recommendation in the program's self-study report. In addition, reviewers may offer other recommendations based on their review and assessment of the self-study, discussions with administrators, faculty, students, and staff. A summary listing of the evaluators' recommendations is to be included in “grid” form in the external review report. The external reviewers' report is sent to the AVPEE, who distributes it to the program head and dean for responses. Additional copies are held until the time scheduled for review by APRC.

### **Responses to the External Review Report by the Dean and Program Head**

Upon receipt of the external review report from the AVPEE, the college dean and program faculty should respond to the external reviewers' report and forward it to the AVPEE, within one to two months. The responses should address each of the recommendations in the external reviewers' report and comment on any differences from the recommendations in the self-study report. As a result of the site visit and discussions of the program faculty subsequent to their preparation of the self-study report, modifications to the original program recommendations may be appropriate. Any changes or additions to earlier recommendations should be commented upon in the program's response to the external reviewers' report. The college dean's response may address any issues in the self-study report as well as the external reviewers' report. In addition, the dean may wish to address any college issues related to the program that were not addressed directly by the program in its self-study.

### **Travel Arrangements and Reimbursement Procedures**

Travel arrangements and reimbursement procedures for the reviewers are handled by the Office of Academic Affairs and the faculty coordinator. The steps involved include:

The faculty coordinator contacts the potential reviewers to determine a mutually acceptable review schedule. The Office of Academic Affairs contacts the reviewers and arranges sending airline tickets to those who are arriving by air. Lodging for the reviewers is also arranged by the Office of Academic Affairs. Information on travel, lodging, parking, etc. is included with the self-study and other materials sent to the reviewers approximately three weeks before the scheduled site visit.

While the reviewers are on campus, the faculty coordinator delivers reimbursement forms for the reviewers to sign before they leave. These are then turned over to the Office of Academic Affairs for processing. Receipts for incidental expenses are to be mailed to the Office of Academic Affairs. Upon receipt of the external reviewers' report, the Office of Academic Affairs mails checks for the honoraria and incidental expenses incurred as part of the review process to the external reviewers.



## CHAPTER 5 APRC REVIEW

*The Academic Program Review Committee (APRC) for the Sixth Cycle is an all-University faculty committee whose function is to review and evaluate the efforts of faculty and administrators to clarify the intellectual vision, range, coherence, and currency of each program. In addition, APRC examines the program's organizational structure, reviews the program's learning outcomes, evaluates their indicators of program success, and evaluates program goals and effectiveness. APRC shall make recommendations for action, and propose the resources needed to accomplish program goals.*

### **Functions performed by the APRC**

For the duration of the sixth cycle of program review, the APRC performs four major functions:

1. Review of the handbook prepared by the Office of the Associate Vice President for Academic Planning and Educational Effectiveness (AVP-APEE.)
2. Coordination with the coordinator of program review and the programs undergoing review to ensure the smooth functioning of the review process during the stages discussed in Chapters 1-4 of this manual.
3. Review and evaluation of program review documents.

As soon as all the program review documents are assembled, the coordinator of program review forwards to the APRC copies of each program's self-study, the external review, the dean's and program's responses to the external review, and the electronic 'grid' summarizing the self-study recommendations and the positions on these recommendations taken by the external reviewers. At that time, a date certain is set for a face-to-face interview between the APRC and program faculty representatives and college dean. The APRC then begins the analysis of each unit's complete program review file.

In preparation for the interview with the program faculty and dean, the APRC meets to draft a series of questions that will be asked of the program representatives and dean. These questions are meant to organize the discussion and to encourage a more thorough look at the important issues uncovered by the review process. All parties attending this meeting, however, are always encouraged to bring fresh ideas to the table for discussion.

The APRC then proceeds to evaluate all data presented to it and begins to develop the concluding action memorandum, which is developed in close consultation with the AVPEE, the program undergoing review, and the Provost.

4. Development of a Concluding Action Memorandum.

Discussion of this function can be found in *Chapter 6* of this manual.

Oversight of the APRC is primarily the responsibility of the Academic Senate. The APRC shall send a summary report of the committee's recommendations to the Vice President for Academic Affairs, the program faculty, the college dean and the Academic Senate. APRC shall send any policy recommendations and an annual report to the Academic Senate. APRC shall make periodic status reports to the Academic Senate. APRC also may transmit reports and recommendations to other units as appropriate.

## **APRC Membership**

The all-University Academic Program Review Committee is composed of eleven members, selected as follows:

- Eight faculty representatives, one elected from each college.
- The AVP for APEE, serving as an ex officio voting member.
- The Program Review Coordinator, serving as an ex officio non-voting member.
- The Assessment Coordinator, serving as an ex officio non-voting member.

Each member of the Academic Program Review Committee serves a three-year term. Members may succeed themselves in office, except that no one may serve for more than six consecutive years. The chair of APRC is elected from among committee members. The chair receives one course release for two semesters, and the remaining members receive one course release for one semester. Staff support for APRC is provided by the Office of Academic Planning and Educational Effectiveness.



## CHAPTER 6 THE CONCLUDING ACTION MEMORANDUM

*The fourth function performed by the APRC is the development of a Concluding Action Memorandum (CAM) that will guide the program's development until the next program review cycle. Development of the CAM takes place with the assistance of the AVP-APEE and in consultation with program, College, and Academic Affairs representatives, and is based upon the documents, interviews, and accepted implementation plan, as described in Chapter 5 of this manual. The CAM will specify any actions the unit, program, and/or College is advised to consider or is required to carry out, together with timelines for implementation and consequences resulting from failure to act appropriately.*

The CAM will be signed by the department chair, college dean, chair of APRC, and the Provost or designee. Dissent by any party to the recommendations shall be put in writing and attached to the memorandum. The memorandum will be kept on file in the Office of Academic Planning and Educational Effectiveness and in the Academic Senate and will be in effect until the completion of the current re-

view cycle. The memorandum will be used by the AVP-APEE to monitor the effectiveness of program change and adherence to the concluding action memorandum. The memorandum will also be used at the beginning of the next cycle to assess the degree to which actions that had been recommended or required in the previous cycle have been undertaken.







## APPENDIX A

### Worksheet for Program Review External Consultants San Francisco State University 6<sup>th</sup> Cycle of Program Review

#### Suggested Rating for Criteria

External Review Rating

- 1 = Program does this well
- 2=Aspects of this need attention
- 3=This item needs significant attention
- 0=Does not apply or not enough evidence to address

Importance to Address at This Time

- A = High Priority
- B= Lower Priority
- C= Does not need to be addressed at this time

| Criteria 1: Capacity               |   |                        |                         |   |
|------------------------------------|---|------------------------|-------------------------|---|
| Criteria for Review                | Guidelines  | External Review Rating | Importance at this time | Evidence: What evidence is there or needed? How is it used? |
| 1A. Balance in course offerings    | Does the department offer sufficient graduate courses on a regular basis? Are paired courses available? Where do students take their electives?                                     |                        |                         |   |
| 1B. Faculty participation          | Number and percentage of faculty who participate in teaching grad courses.<br>Number and percentage of faculty who have chaired theses over the last 5 years                        |                        |                         |   |
| 1C. Space                          | Availability of seminar rooms, labs, offices for faculty and students   |                        |                         |   |
| 1D. Equipment                      | Availability of computers, computer labs, lab equipment for faculty and students  |                        |                         |   |
| 1E. Library                        | Does the library contain adequate resources for graduate level students in this discipline?   |                        |                         |   |
| 1F. Graduate Student Financial Aid | Is adequate financial assistance available to students in the form of TAs, GAs, grants, and loans?  |                        |                         |   |
| 1E. Enrollment                     | Given current resources, what is the maximum number of students the program can handle, the lower limit that the program needs, the number of students the program has enrolled now |                        |                         |   |
| 1F. Diversity                      | Does the student population reflect diversity of age, gender, and ethnicity?  |                        |                         |   |

**APPENDIX A continued**

| <b>2. Admissions</b>                  | <b>Guidelines</b>   | <b>External Review Rating</b> | <b>Importance at this time</b> | <b>Evidence: What is there or needed? How is it used?</b>   |
|---------------------------------------|---|-------------------------------|--------------------------------|---|
| 2A. GPA Requirement                   | Do all enrolled students enter with 2.75 GPA or better (3.0 after 2008) in the last 60 semester units or 90 quarter units? How many exceptions are there, if any?   |                               |                                |   |
| 2B. Writing Competence                | How does the department assess entry level writing competence? Do all enrolled students meet this requirement? If remediation is needed, how is it provided?  |                               |                                |   |
| 2C. Non-native speakers               | How does the department evaluate the English language proficiency of non-native speakers? Have all enrolled students met this requirement? If not, how many have not? If students need remediation, how is this provided? |                               |                                |   |
| 2D. Other admission requirements      | Does the department have any other admission requirements? If so, what are they and what is the standard for admission  |                               |                                |   |
| <b>3. Curriculum</b>                  | <b>Guidelines</b>   | <b>External Review Rating</b> | <b>Importance at this time</b> | <b>Evidence: What is there or needed? How is it used?</b>   |
| 3A.. Curriculum Requirements          | Are the course requirements consistent with trends in the field?  |                               |                                |   |
| 3B. Course Content                    | Are the required readings and texts in courses consistent with trends in the field?   |                               |                                |   |
| 3C. Student Work Product Requirements | Are student assignments appropriate in complexity for graduate level work? Are expectations clear? Is the evaluation of the quality of work sufficiently rigorous?  |                               |                                | NOTE: External reviewers will be provided with samples of graded student work before their arrival. Samples will include a variety of types of student work products. |

**APPENDIX A continued**

|                              |  |                               |                                |   |
|------------------------------|--|-------------------------------|--------------------------------|---|
| 3D. Class Size               | How many graduate classes are larger than 30 or smaller than 8?<br><br>How many graduate seminars are larger than 15 or smaller than 5?  |                               |                                |   |
| 3E. Graduations Rates        | Do students graduate from the program in a timely manner? If not, what are the barriers?   |                               |                                |   |
| 3F. Quality Indicators       | Does this program have sufficient indicators of quality? See 6 <sup>th</sup> Cycle PR Handbook for examples (Section 75)   |                               |                                |   |
| <b>4. Faculty</b>            | <b>Guidelines</b>  | <b>External Review Rating</b> | <b>Importance at this time</b> | <b>Evidence: What is there or needed? How is it used?</b> |
| 4A. Requirements for faculty | What are the requirements for teaching in the graduate program? Do all grad faculty meet these requirements? What percentage of the full department faculty teach in the grad program? |                               |                                |   |
| 4B. Quality indicators       | Are there sufficient indicators of faculty quality for this graduate faculty?  |                               |                                |   |
| 4C. Currency                 | Is the faculty sufficiently current to teach at the graduate level?  |                               |                                |   |
| 4D. Diversity                | Is the faculty sufficiently diverse in terms of age, ethnicity, gender, theoretical perspectives, approaches to the discipline?  |                               |                                |   |
| <b>5. Planning</b>           | <b>Guidelines</b>  | <b>External Review Rating</b> | <b>Importance at this time</b> | <b>Evidence: What is there or needed? How is it used?</b> |
| 5A. Strategic Planning       | Does the department have a strategic planning process and a strategic plan?  |                               |                                |   |
| 5B. Governance               | Does the department have a clearly defined governance structure? Is there sufficient rotation of duties within the governance structure?   |                               |                                |   |

**APPENDIX A continued**

|                               |  |                               |                                |   |
|-------------------------------|--|-------------------------------|--------------------------------|---|
| 5C. Communication             | Does the department have regular faculty meetings? Are there other means of communication among faculty? Are part-time faculty included in the communication loop? How does the department communicate with graduate students? |                               |                                |   |
| <b>6. Assessment</b>          | <b>Guidelines</b>  | <b>External Review Rating</b> | <b>Importance at this time</b> | <b>Evidence:<br/>What is there or needed?<br/>How is it used?</b>                         |
| 6A. Assessment Plan           | Does the department have an assessment with student learning outcomes?   |                               |                                |   |
| 6B. Assessment Implementation | Does the department have both direct and indirect measure of student learning? Are they drawing data at the program level and reflecting on their findings?  |                               |                                |   |
| 6C. Grade Distribution        | Do grading patterns indicate a differentiation of good and excellent students  |                               |                                | Note: External consultants will be provided with a random sampling of student transcripts |
| 6D. Closing the loop          | Has the department made curricular or pedagogical changes based on assessment results?   |                               |                                |   |
| 6E. Comprehensive Exam        | If a comprehensive exam is an option, does the program use a rubric for scoring the exams? Do they discuss exam results holistically (i.e. How are most of our students doing on most of the rubric criteria?)                 |                               |                                |   |
| 6F. Thesis                    | If a thesis is an option, do faculty engage in a discussion of thesis expectations and requirements on a regular basis?  |                               |                                |   |
| 6G. Culminating Experience    | How does the department ensure equity and comparability between the culminating experience options?  |                               |                                |   |

**APPENDIX A continued**

| 7. Other                      | Guidelines   | External Review Rating | Importance at this time | Evidence: What is there or needed? How is it used? |
|-------------------------------|--|------------------------|-------------------------|--|
| 7A. Advising                  | Does the department offer sufficient academic and career advising for graduate students?   |                        |                         |  |
| 7B. Writing                   | How does the department evaluate student writing after a student enters the program? Is there sufficient attention to writing proficiency in the grad program? How does the department provide assistance to students who need remediation in this area? |                        |                         |  |
| 7C. Professional Engagement   | How does the department encourage opportunities for grad students to be engaged in their professional field?   |                        |                         |  |
| 7C. Alumni                    | Does the program engage alumni in appropriate ways?  |                        |                         |  |
| 7D. Civic engagement          | Has the department established appropriate linkages with the larger community?   |                        |                         |  |
| 7E. Equity and Social Justice | Is the department appropriately engaged in issues of equity and social justice?  |                        |                         |  |
| 7F. Internationalization      | Is the department appropriately engaged in international endeavors and issues?   |                        |                         |  |