

Program Review Self-Study Template

Office of Institutional Research, Planning and Effectiveness

Program(s):	
Unit/department:	
College:	
Unit/department Head/Chair:	
Additional Self-Study Faculty Leaders:	
Program Website:	
Reviewer Names and Affiliations:	

Note: The format and prompts within this template are provided to stimulate a thorough reflection and analysis of Colorado State University degree programs. It is not intended that a unit/department must respond to each and every question; rather, this template is offered as a helpful guide, which is based on past experience with the review process. Authors, please use your professional judgment and disciplinary experience in determining the most effective order, structure, and content for presenting your program(s) to the institution and your review team. This note should be removed from the final version of the report.

Foremost, the academic program review process at Colorado State University is intended as an opportunity for units to, with broad faculty participation, reflect upon their degree programs and systemically incorporate continuous improvement mechanisms into their standard annual processes. The Unit will complete an introspective self-study and a team of faculty/administrators from outside of the Unit will provide constructive feedback for consideration in planning for the future.

The self-study is organized as follows to help guide the reflective process.

I. Identity

A. History and Context

Provide a brief history of each degree/certificate program in the unit/department, including the year it was first implemented. Situate this history within the context of the unit/department, college, and university. List all degree programs including minors, concentrations, specializations offered.

B. Mission and Goals

State the mission or purpose of the unit/department and provide any other statements that might relate to this mission, such as the unit/department's vision, values, and goals. Provide links to the unit/department strategic plan and Code.

C. Progress Since the Last Review

Summarize both the findings and recommendations of the most recent program review self-study, external review or specialized accreditation review. Explain the progress made by the unit/department since that time in reference to the program's last action plan.

II. Learning Outcomes and Pedagogy

A. Program Learning Objectives

State the program learning objectives/outcomes (PLOs) for each degree program offered by the unit/department as they are currently published in the [Colorado State University Catalog](#). Describe any changes that have been made to the PLOs since the last program review. Do the PLOs provide a reasonable, appropriate, and comprehensive summary of the knowledge, skills, and values expected of program graduates? Are they specific enough to distinguish the program(s) from all others at CSU? Do they reflect national disciplinary standards? Using the Program Learning Outcomes Rubric, are there dimensions of the PLOs that need to be improved and if so, how?¹ The Institute for Learning and Teaching (TILT) can be of assistance in this review if needed. Note that the assessment of student learning will be the focus of a separate area of this self-study.

¹ WASC Senior College and University Commission, "Program Learning Outcomes Rubric," August 2013.

B. Curriculum and Co-Curriculum

Describe the program curriculum as published in the [Colorado State University Catalog](#), considering the relationship between the major, service to other majors, and General Education (AUCC) courses. Append copy of the current eight semester plan and curriculum for each major. How has the curriculum changed since the last program review? How does the curriculum compare with those of other peer and aspirational programs? While not required, it may be useful to conduct a comparative to assess curricular complexity. The [Curricular Analytics](#) tools may be employed for such a review.

Map the major curriculum to the PLOs of each degree program, indicating the expected level of skill development (introduced, developed, or mastered) for each course. Discuss any patterns, imbalances, or gaps. Do the skills developed in these courses build on each other in an intentional, progressive manner to form a scaffold toward the degree?

Describe any significant co-curricular opportunities that the unit/department provides for students in the major(s). Co-curricular opportunities are defined as learning experiences that do not provide credit hours. How do these experiences help students to achieve the PLOs?

C. Pedagogy

Describe the pedagogy used within the curriculum and co-curriculum, including [High Impact Practices](#) and any other instructional methods that are unique or distinctive to the unit/department or discipline.² How does the pedagogy reflect the leveled criteria of [The Teaching Effectiveness Framework](#)?

D. Institutional Learning Objectives

Looking at all aspects of the degree programs in the department, reflect on students' ability to achieve the [Institutional Learning Objectives](#) (ILOs) adopted by Faculty Council in 2020. How well does the student's combined experience of the major and AUCC (General Education) curricula approach the ideal represented by the ILOs? While not required, it may be useful to map the PLOs to the ILOs, explaining any patterns, imbalances, and gaps.

E. General Education (AUCC) Learning Outcomes

Describe any courses that the unit/department offers in the AUCC including the learning outcomes and assessment of those outcomes. In addition to any courses offered in categories one through four, include a discussion of how the capstone experience and other departmental courses meet the requirements of category four.

² The AAC&U promotes high-impact practices that “have been widely tested and have been shown to be beneficial for college students from many backgrounds, especially historically underserved students.” These practices include first-year experiences; common intellectual experiences; learning communities; writing-intensive courses; collaborative assignments and projects; undergraduate research; diversity/global learning; e-portfolios; service and community-based learning; internships; capstone courses and projects (e.g., Senior Project). See “[High-Impact Practices](#).”

F. Service/Support Courses

Describe any courses that the unit/department offers to in service to other major(s). How does the unit/department account for the needs of these students in scheduling service courses? How does the unit/department assess their educational effectiveness?

III. Program Effectiveness

A. Student Learning

Provide an overview of program-level assessment efforts during the period under review. If the unit/department has a long-term assessment plan, attach it along with any annual assessment reports/updates. If the unit/department does not have an assessment plan, one should be created during the final phase of program review (i.e., at the same time as the action plan). Following the program review process, annual updates of assessment activities are to be uploaded in the program planning online tool. Contact the Office of Institutional Research, Planning and Effectiveness for guidance on how to do so.

How comprehensive were the department's direct/indirect assessment efforts? Which PLOs did they address? Do they show equivalency in face-to-face, hybrid, and remote delivery? What were the results? How successful was the unit/department in using these results to "close the loop" and improve the program?

Did the unit/department undertake any other assessment-related initiatives (e.g., curriculum mapping, or faculty development)? What were the results? How did they contribute to the effectiveness of the program?

B. Student Success

Using the [data](#) from IRPE, consider the department's grade distributions by course and section for the most recent academic year. Upload the data and a summary analysis. Do any of the department's courses have high rates of students earning a D, F, W or U grade? This might be defined as a course in which less than 85% of the grades are a C or better. Are students in some sections more likely to encounter difficulty than in others? If high DFW rates are a problem, how are they being addressed? Are there trends by student demographic?

Review the degrees awarded by the unit/department using the [data](#) provided by Institutional Research, Planning and Effectiveness (IRPE). Discuss trends overall, and by student demographics. Are there majors in which the overall count of degrees are decreasing? Why are they decreasing? Are graduates representative of the entering cohort? If not, why?

Analyze trends in the program's overall first-time freshmen (FTF) persistence rates for years one through three and graduation rates for years four through six during the period under review. Over the same time period, analyze trends in new transfer students' (NTR) graduation rates for years two through four. Upload tables/charts as well as a summary analysis. How do the program's overall persistence and graduation rates compare to those of the college and university? What has the unit/department done to improve these rates for all students? Are there persistence or graduations gaps by racially minoritized status, gender, Pell Grant status, or first-generation status? If so, what is the department's plan to address these gaps?

Analyze trends across the period under review in the percentages of FTF students graduated within six years, still enrolled after six years, dismissed, and not currently enrolled. How are these trends impacting graduation rates?

Note: The student numbers in a small program will show a high degree of variability, making it difficult to read trends. In this case, averaging the numbers over six years may provide a better basis for comparison.

C. Student Engagement

Describe any methods (e.g., surveys and focus groups) that the unit/department has used during the period under review to obtain feedback on the program(s) from currently enrolled students. Results from the [National Survey of Student Engagement](#) are available through IRPE. Summarize the results and upload any reports. What do the results suggest about student satisfaction with the degree program?

Describe the department's methods for involving students in the governance of the unit/department and program (e.g., College Based Fee Committee or student members of faculty committees). What has been their contribution to the program review process?

D. Success after Graduation

Summarize the results of the [First Destination Survey](#) during the period under review. Considering the response rate, what do the results suggest about the success of recent graduates in obtaining employment or graduate-school placement? What do [median earnings](#) after graduation suggest when contextualized with the average loan debt of your graduates?

Describe any other measures of success after graduation used by the unit/department (e.g., pass rates on professional exams, certification/licensing/registration rates, number of graduate degrees awarded, etc.) and upload the results. What do the results suggest about the effectiveness of the program in preparing students for their lives after Colorado State University?

Describe any measures used to obtain feedback from recent graduates, alumni, and employers (e.g., surveys, focus groups, social media, visiting professionals, etc.) and summarize the results (upload full copies). What do the results suggest about the effectiveness of the program?

IV. Program Planning

A. Student Demand

Using the data provided by IRPE, analyze trends in first-time freshmen (FTF) and new transfer students' (NTR) enrollment data — students who applied, were selected, and then enrolled — for the period under review. Upload the data. How do program selection and yield rates compare to those of the college and university? Is the program enrolling the desired number of FTF and NTR students?

Using the same data, analyze trends in the FTF academic preparation. How does the quality of the enrolled FTF, as indicated by their average GPA and/or high school rank, compare to that of the college and university? Is the program enrolling the desired quality of FTF students?

Using the program's FTF six-year adjusted cohort data provided by IRPE, analyze the number of students changing into or out of the major during the period under review. Is the program a net importer or exporter of

students? Is this a problem? If it is, how has the problem been addressed? In general, how is the movement of students into or out of the major degree program factored into enrollment planning?

B. Instructional Capacity

Describe the planning practices used by the unit/department to ensure that major courses are scheduled (i.e., in terms of seats and sections) to meet student demand. In general, can students enroll in the major courses that they need to graduate in a timely fashion? Are there any recognized bottlenecks? If so, what has been done to address them?

C. Employer Demand for Graduates

Describe the job opportunities available to students after they complete the degree program. How well is the program meeting the needs of employers? Does the demand for graduates justify the current size and focus of the program? What does the demand suggest about its future size and focus?

Using the information provided by the federal [Bureau of Labor Statistics](#) (BLS) and the state [Employment Development Department](#) (EDD), summarize the employment trends for the field(s) represented by the degree program. How has the unit/department prepared to meet the needs of the future? The following links may be useful:

- BLS [Employment Projections](#), especially the [Occupational Projections Data](#).
- BLS [Occupational Employment Statistics](#), especially the [Occupation Profiles](#).
- EDD [Employment Projections](#), especially the [Occupation Projections for 2014-24](#); [Industry Data](#); and [Labor Market Information for Educators and Trainers](#).

V. Faculty Work Load

A. Teaching

Using data from the [online reporting tool](#) produced by Institutional Research, Planning and Effectiveness, analyze trends in SCH production and upload the data. What do these trends say about the nature of the unit/department in terms of the instruction provided to students inside or outside of the major degree program(s)? What do these trends say about faculty workload and how does that compare to similar departments at CSU?

B. Scholarship

Describe how faculty are contributing to the evolution of their discipline(s) and to the research mission of Colorado State University. Using the style appropriate to the discipline, create a bibliographic list of the unit/department faculty's scholarly achievements during the period under review and attach it. Organize the list according to standard headings such as books, articles, papers, awards, grants, grant applications, performances, shows or other categories specific to the discipline.

Discuss the ways in which the unit/department promotes student research and/or artistry, faculty scholarship that promotes student learning, or student involvement in faculty scholarship. How successful has the unit/department been in leveraging the uniqueness of CSU's R1 status in fostering student engagement in faculty scholarly activity and including faculty scholarship in teaching?

C. Engagement and Extension

Describe the efforts and impact of the department's engagement and extension across Colorado to exchange, develop and apply knowledge. How does the unit/department help to empower individuals and communities to thrive (K-12 outreach, agricultural research centers, extension, 4-H, Colorado Water Center, etc.). How do engagement and extension serve to help align the unit/department to its strengths? Is the unit/department able to articulate a strong value proposition for partners, investors, grant-makers, and other funders?

Does the unit/department deliver educational opportunities through CSU Extended Campus or regional locations such as the Spur Campus, Western Campus or Sturm Collaboration Campus?

D. Distribution of Effort

Describe the faculty distribution of effort within the unit/department and upload a schedule of effort by individual faculty. How does this compare with similar departments on campus? Is the distribution serving the mission of the unit/department adequately or do changes need to be made?

VI. Resources

A. Faculty

Summarize the experience and expertise of all the department's faculty members, whether CCA, tenure-track or tenured. How well do they meet the needs of the unit/department and degree program(s) currently and as the discipline continues to develop into the future?

Analyze the department's faculty composition by full-time-equivalent (FTE) position and by tenure density for the first and last years of the period under review. How has the faculty composition changed during this period?

Describe the department's history of faculty recruitment and retention during the period under review. Has the unit/department faced challenges in this area?

How well has the faculty met the expectations of the unit/department and college, as expressed in policies on retention, promotion, and tenure? Do the [data](#) suggest there may be gaps by gender or racially minoritized status?

Describe the department's projected hiring needs over the next six to seven years. What methods does the unit/department use to substantiate these needs?

B. Administration

Describe the administration of the department, both in terms of faculty (e.g., the unit/department head/chair and any other members released to perform administrative functions) and support staff. How well do these positions meet the needs of the program?

C. Facilities, Equipment, and Information Resources

Describe the facilities, equipment, and information resources (e.g., book, journals, and databases) that are used by the department. How well do these resources meet the needs of the degree program(s)? What plans exist for the maintenance, repair and replacement of existing resources, as well as the acquisition of new ones?

D. Revenues and Expenditures

Provide a summary of the department's total state-based revenues and expenditures for the period under review. Explain any significant increases or decreases.

Provide a summary of the department's non-state funds (i.e., endowments, discretionary accounts, and other non-state accounts). What is the primary purpose of these funds? How successful has the unit/department been in its development efforts?

VII. Institutional Priorities

How does the unit/department demonstrate its alignment with institutional priorities?

A. Diversity, Equity, Inclusion, and Justice

Consider the program's undergraduate enrollment profile disaggregated by gender, racially minoritized status, first generation status, and Pell Grant recipient status. Compare the program's disaggregated profile to those of the college and university. How diverse is the student body of the program in relation to those of the college and university? Is the program becoming more or less diverse over time? How is the departments attending to gaps in recruitment, retention, and graduation across student demographic groups?

Describe the department's efforts to recruit and hire a diverse faculty and staff. If the unit/department has conducted a faculty or staff search over the period under review, what steps did the unit/department take to ensure a diverse pool of candidates? How successful were these efforts? Describe the department's efforts to retain a diverse faculty and staff. How successful have these efforts been? Does the unit/department face any special challenges in this area? Note that because of privacy laws, the unit/department is not being asked to track faculty and staff demographics.

What opportunities exist within required major and support courses for students to increase their understanding of diversity? How does the curriculum allow students to see the disciplinary contributions of diverse peoples? Do all students have equitable access to educational opportunities in the curriculum and co-curriculum?

VIII. Findings

Based on the insights gained during the preparation of this self-study, what are the strengths of the program(s) and what aspects should be improved? How might these findings influence the program's strategic action plan?

Based on this assessment, where would the unit/department like the degree program(s) to be at the end of the next cycle of review? How might this forward-looking view of the program(s), its resources, and its effectiveness inform the department's strategic goals?

Note: This final section can be considered an executive summary of the current status of the program and a suggestion of its priorities for the next seven years.