



CALIFORNIA STATE UNIVERSITY, LONG BEACH

ASSOCIATE VICE PRESIDENT GRADUATE AND UNDERGRADUATE PROGRAMS

April 27, 2011

To: Chairs and Directors of programs and units scheduled for program review

From: Cecile Lindsay, Vice Provost for Academic Affairs and
Dean of Graduate Studies

Subject: Program Review Cycle for 2011-12

In accordance with the CSULB program review policy and procedures, this memo is provided to all academic deans and to chairs of department or directors of programs and units scheduled to participate in the self-study and/or program review process during academic year 2011-12.

Before the start of the fall 2011 semester, all chairs and directors of departments, programs, and units that will be writing a self-study during the 2011-2012 academic year have the opportunity to send a proposal for themes and topics to be addressed in their self study to the college dean and to me. The proposal should address the themes specified below by Academic Affairs, additional themes or topics identified by the college dean, and any particular themes or topics that the department wishes to include.

Programs with specialized accreditations can request an expedited review based on the accreditation self-study, site visit, and report by the accrediting body. Any of the following themes not addressed in the accreditation process should be addressed separately.

The themes specified by Academic Affairs for inclusion in these proposals are:

1. *Improving student learning*

CSULB is now in its sixth cycle of student learning outcomes assessment. By now all degree programs are expected to be reporting on how assessment results are used for program improvement, and what specific changes have been made in response to the findings. Self-studies written for the 2011-12 program review cycle should include a description of assessment findings and the changes that have been implemented based on those findings. Self-studies for undergraduate programs should also address the following question: how does the program

support the CSULB General Education goals as adopted in the recently revised campus policy? How are any GE courses in the department assessed, and what do the results show?

2. Improving student retention and graduation

Program self-studies should include the following data: (a) a five year history of departmental native junior and transfer graduation rates disaggregated by gender and ethnicity (obtainable from Institutional Research), (b) a three year history of passing/failure rates in departmental courses (provided to the department each semester in the Confidential Grade Analysis Report or obtainable from Institutional Research), (c) records of major student advising, and (d) any other data on the success of majors gathered by the department. Self studies should include a discussion of the implications of the data; how data have been used for improvement; past efforts to improve passing rates, advising, and graduation rates; and future plans for improving student success.

3. Improving graduate education

Self-studies for graduate programs should describe how the program creates and sustains a high quality graduate culture for its students. For example, to what extent is the graduate student experience a truly graduate experience (as in a graduate-only seminar), and to what extent are graduate students learning alongside undergraduates? For courses that combine graduate and undergraduate students, are there departmental policies stipulating the additional expectations and requirements for the graduate learner? Are there opportunities for graduate students to participate in professional conferences, collaborate with faculty on research, and be mentored regarding career options? How does the program support faculty members who teach and advise graduate students?

4. Improving student engagement

The program self-study should describe departmental actions and practices aimed at promoting active learning, faculty-student collaboration on research or creative activity, service learning, and other strategies shown to promote student engagement in learning

Departments, programs or units undertaking the self-study should refer to the documents available on the Academic Senate web page under the Program Assessment and Review Council link to Self-studies, especially the following:

(http://www.csulb.edu/divisions/aa/grad_undergrad/senate/councils/prap/self_studies/)

- Program review policy #05-11
- Curriculum Handbook Chapter 5 (revised)
- Sample Self-Study Proposal
- Elements of the Self-Study
- Sample self study

Academic programs or units scheduled for a visit from the external and/or internal reviewers should consult with the Director of Assessment and Program Review, Sharlene Sayegh, about the review process. In addition, those departments or units should consult the Visit Guidelines for External Reviewers also available on the Academic Senate web page.

The results of each program review will form the basis for the Memorandum of Understanding (MOU) that will be drawn up upon the conclusion of the review. The MOU will set goals for the program or unit for the following review cycle and identify the resources that will be available to help meet those goals. The MOU will also form the basis for subsequent annual reports. Sample versions of the MOU and the Annual Report may be found on the Academic Senate web page; however, each will be tailored to the specific situation of the program under review.

Thank you for your participation in this vital program review activity, which is a requirement of the CSU system and the University's regional accreditor, the Western Association of Schools and Colleges. If you have any questions or concerns, please do not hesitate to ask for clarification of any aspect of the process. Please contact Sharlene Sayegh at the Faculty Center for Professional Development, Academic Services Building Room 12, x57094 or by e-mail (ssayeghc@csulb.edu) for information about the program review process or to schedule a program review or assessment workshop for your unit.

c: Donald R. Para Interim Provost and Senior Vice President for Academic Affairs
Lisa Vollendorf, Chair, Academic Senate
Sharlene Sayegh, Director, Program Review and Assessment
Academic Deans of all Colleges