

Program Assessment & Review Council
University Program Review Committee

Program Review Report

Department of [INSERT DEPT HERE]

Degree programs:

[list all degree programs here]

Respectfully Submitted by

[Names and titles of UPRC members]

[date]

**California State University, Long Beach
UPRC Checklist and Analysis**

PART I: CHECKLIST

Instructions: Please use this template as a guide for the UPRC recommendations. As you review the self-study, external reviewers' report, and any other review material, mark the sections you will be commenting on in the narrative report using the following key: A **commendation (C)** is reserved for something the department is doing exceptionally well, perhaps something that can be a model for the rest of the campus; a **concern (Cn)** is reserved for something that may negatively impact the program's offerings or impact student success (concerns may be comparative, such as grad rates in relation to rest of college); **opportunities (O)** are reserved for issues where external reviewers and UPRC believe the department might benefit from more investment or involvement to strengthen the program. This might be something a program has not yet done, or something the program has already improved upon, but that can be continued during the next cycle. If an item is **not applicable**, put **N/A**; if material **does not require further discussion**, please put a check (✓) in the box.

SECTION I: PROGRAM MISSION, VISION, GOALS & EDUCATIONAL PROGRAMS	KEY: C/Cn/O
Program has clearly articulated mission on website	
Program's mission aligns with State of California employment and civic needs and addresses changes in the discipline	
Faculty resources / sufficiency in relation to program offerings	
Program has clear priorities for the future	

SECTION II: STUDENT SUCCESS (DATA TABLES) (NB: UPRC MEMBERS MAY NEED TO PULL CURRENT DATA FROM IR&A TO COMPARE TO DEPARTMENT)	KEY: C/Cn/O
T1: Department FTEs	
T2a & 2b: Headcount of Undergraduate Majors	
T3: FTF Graduation Rates (in relation to college & institution)	
T4a & 4b Native Student 5 th Term & 7 th Term Graduation Rates (in relation to college & institution)	
T5: Transfer Student Graduation Rates (in relation to college & institution)	
T6: Undergraduate Degrees Awarded (in relation to college)	
College and Institution Graduation Rates to compare with Program	
T7: Average Time to Degree (in relation to college and institution)	
T8: Department FTEs in General Education	
T9: Graduate Program Applications, Admissions, Enrollments	
T10: Headcount of Graduate Majors	
T11: Graduate Student Graduation Rates	
T12: Graduate Degrees Awarded	
T13: Faculty Headcount	
Data has been used for program improvement	

SECTION III: STUDENT LEARNING	KEY: C/CN/O
Program has measurable learning outcomes that are publicly available	
Assessment conducted and reported over cycle	
Assessment Findings / Closing the Loop	
Department's support General Education goals of campus	
GE Assessment	
Self Support Programs and Assessment of Student Learning	

SECTION IV: GRADUATE EDUCATION	KEY: C/CN/O
Nature of Graduate Experience as a Graduate Experience	
Number and Variety of Graduate-only courses	
Departmental Policies in place to ensure requirements of grad learner met?	
Support of teaching / advising graduate students	

SECTION V: STUDENT ENGAGEMENT	KEY: C/CN/O
Program promotes faculty-student research/creative activity collaboration	
Program supports the academic success of diverse learners	
Service-learning opportunities in place for students	
Resources (lab, library, etc.) available to the program are sufficient to support educational goals	

This template was modeled from the Program Review template at JFK University (rev. 9/2018)

Other:

Any information about the chart that may need explanation: for example, data that cannot be drilled down to the program level.

PART II: NARRATIVE AND ANALYSIS

Overview of the review process

[short paragraph detailing program options and structure (number of units, etc.).]

[Short paragraph detailing last program review, when last MOU was signed, and program responses]

[current self-study submission date, current external visit schedule, list of external reviewers, titles, and institutions. State whether UPRC attended meetings or for expedited reports, met with department members]

As part of this review, the members of the University Program Review Committee (UPRC) consulted the following documents:

1. [numbered list of documents, such as previous reviews, MOU, self-study, department website, brochures, external reviewer report, etc.]

INSTRUCTIONS: Please use the results of the checklist above to fill out each box including relevant analysis from any of the self-study sections. Not all areas from the self-study may emerge as points of analysis for the UPRC report. Make sure to synthesize information provided by the department (including the self-study), external reviewers report(s), and UPRC observations during the visit if appropriate. Each section should be no more than one full page. Please delete examples when filling in sections.

COMMENDATIONS

The UPRC notes the following commendations in the following areas:

Ex: Department assessment reports show variety of direct and indirect assessment of student learning and consistent work by department to close the loop.

CONCERNS

The UPRC notes the following concerns and / or gaps in the following areas:

Ex: Though department FTEs and undergraduate enrollment has been consistently strong over the review period, its transfer student graduation rate has remained below both university and college rates for the same period. External reviewers noted that transfer students had to "make up" work offered to native students, resulting in at least a one-semester delay to graduation.

OPPORTUNITIES

The UPRC sees the following future opportunities for the program:

Ex: Given the discussion in the self-study about the state of the workforce in CA and external reviewer comments about career transformations in the field, the department has an opportunity to modernize its curriculum to better suit jobs available in the 21st century. Here, the department might consider updating (or adding to) its core curriculum to address these changes as well as consider such changes in its hiring plan.

RECOMMENDATIONS

To the Department of [NAME]

1. Numbered list of actionable items.

To the College of [NAME] and CSULB Administration:

1. Numbered list of actionable items.

To the Program Assessment and Review Council:

1. The University Program Review Committee recommends that the Council accept the Self-study for the program review of the Department of [NAME].
2. The University Program Review Committee recommends that the Council accept the Program Review Report for the Department of [NAME].

Signed by:

_____ Date _____
_____ Date _____