

CSU Stanislaus  
College of Natural Sciences  
Academic Program Review Process

**A. Name of College Committee:**

College of Natural Sciences Budget and Planning Committee (B&P)

**B. Committee Membership:**

One member from each department in the college is a voting member and they elect a Chair from among themselves:

- Biological Sciences
- Chemistry
- Computer Science
- Mathematics
- Physics and Physical Sciences

Ex-officio (non-voting):

- Dean of the College of Natural Sciences
- Budget Analyst, College of Natural Sciences

**C. Methods and criteria for review (documents attached):**

Self-study Criteria (formatting of the document must match headings)

Worksheet for review of self-study document

Template letter to request corrections or additional information

Template Review Letter

**D. Method used to orient/prepare college committees each year to conduct Academic Program Reviews:**

- B&P Committee Chair communicates with Vice-Provost's Office to track up-coming APRs
- B&P Committee Chair orients new committee members as necessary, by providing examples of past APR documents and meeting with them to provide an overview and answer questions
- B&P Committee Chair communicates with Department Chairs to ensure they understand the deadlines, criteria and format
- B&P Committee Chair provides Criteria and Format information to Department Chairs as needed
- B&P Committee Chair communicates with Chairs as the due date approaches to determine ETA
- B&P Committee Chair schedules B&P Committee meeting to review self-study documents as soon as possible after documents are received
- B&P Committee reviews documents and returns them for revision if necessary, otherwise writes the report
- B&P Committee Chair forwards the report to Department Chair and Dean
- B&P Committee Chair signs-off as necessary

**E. Method and sample template you use to align planning and budgetary processes/decisions with the outcomes of the Academic Program Reviews**

Once a final implementation plan is in place, the items relevant to budget and planning are entered in the attached “Budget Priorities” worksheet.

## II. SELF- STUDY CRITERIA

The academic program review process provides a comprehensive, candid, and reflective self-study that focuses on future planning to enhance student learning and program quality. Departments with undergraduate and graduate programs provide either a separate or integrated review for each degree level, including comprehensive assessments of student learning and program functioning at both levels. The following criteria are addressed in the self- study document:

### A. Changes Since the Last Academic Program Review

1. Describe actions taken in response to the recommendations made in the previous academic program review.
2. Briefly describe program and field changes over the past seven years and how the curriculum was revised to address these changes.

### B. Enrollment Trends

1. Based on institutional research data, summarize program' s enrollment trends, student characteristics, retention and graduation rates, degrees conferred, and time to degree, course enrollments, and student/faculty ratio.
2. Provide an evaluation of the program's success in recruiting, retaining, and graduating students—overall and disaggregated by demographic characteristics (e.g., gender, ethnicity, and transfer/native).

### C. Commitment to Student Learning

1. List the learning goals for students majoring in the program. Other than grades, describe how achievement of each of these learning outcomes is evaluated and documented through both indirect and direct methods.
2. Based on the institutional research data and assessment methods employed by the department, summarize and evaluate student learning, instruction, and other key elements of program effectiveness.
3. Describe changes the program faculty have made and/or plan to make as a result of surveys of current students, student exit surveys, alumni surveys, and direct methods used to evaluate student learning and program effectiveness.

For **master's programs**, describe how the information derived from the assessment of the six student learning goals for graduate students has been used to improve the graduate program.

Students will demonstrate - -

1. advanced knowledge, skills, and values appropriate to their discipline
2. the ability to be creative, analytical, and critical thinkers
3. the ability to work as individual researchers/scholars as well as in collaboration with others in contributing to the scholarship of their disciplines, as appropriate
4. relevant knowledge of the global perspectives appropriate to their discipline.
5. knowledge of new and various methods and technologies as appropriate to their discipline.
6. advanced oral and written communication skills, complemented as appropriate to the discipline, by the ability to access and analyze information from a myriad of primary, print, and technological sources.

### D. Curriculum and Instruction

1. Describe the program's effectiveness in offering the instructional program in Turlock, Stockton, and/or other off- campus sites, and via distance education.
2. Describe issues, as appropriate related to program delivery, such as the scheduling of courses in order to meet student program needs and for program completion, and library and technological support.
3. Describe the effectiveness of the program in improving students' writing skills through the curriculum and/or writing proficiency courses.
4. Describe the effectiveness of student advising and mentoring and involvement with student majors.
5. Describe the program's role in providing service courses to other majors and the general education program. Based on an assessment of general education goals, describe how successful these courses are in supporting the university's general education goals.

For **graduate programs**:

1. describe how effectively the graduate program sustains a graduate- level culture and how the curriculum is structured to ensure active student involvement with the scholarly literature of the field and ongoing student engagement in research and/or appropriate advanced professional practice and training experiences.
2. Describe future curricular plans and their alignment with the college and university' s mission and strategic

plan.

**Units Beyond 120 for Undergraduate Programs.** Title 5 (section 40508) requires that “each campus shall establish and maintain a monitoring system to ensure that justification is provided for all program requirements that extend the baccalaureate unit requirement beyond 120 units.”

- Display the program units using the template provided in Appendix 7 and provide a justification if the units exceed 120.

**Units for Graduate and Post-baccalaureate Credential Programs.**

- For graduate programs that exceed 30 required units for a Master of Arts degree or 36 required units for a Master of Science degree, provide a justification for the total program units.
- For post-baccalaureate credential programs that exceed units required by the California Commission on Teacher Credentialing, provide a justification for the additional units.

## **E. Faculty**

1. Describe and evaluate faculty expertise for covering the breadth of the program’s curriculum. Summarize and evaluate institutional research data regarding faculty and their deployment - - sufficiency of full and part-time faculty, released time, and reimbursed time from grants/contracts, anticipated retirements, and other faculty issues important to the program.
2. Describe how faculty members are engaged and supported in scholarship, research, and/or creative activity. Describe program support for and involvement in faculty development, especially new and non-tenured faculty.

## **F. Implementation Plan**

### ***Preliminary Implementation Plan***

As a result of the self-study, the department chair develops a *preliminary* implementation plan that reflects the view of the program faculty. This preliminary implementation plan is discussed with the Provost, Dean, and Vice Provost during the academic program review meeting. The implementation plan includes (but is not limited to) the following elements:

1. Key recommendations of the program faculty resulting from the self-study.
2. Anticipated student profile in terms of number and type of students over the next seven years.
3. Action steps to be taken in order to achieve each of the recommendations and student enrollments over the next seven years.
4. Types of human, fiscal, and physical resources needed to implement recommendations.

### ***Final Implementation Plan***

The *final* implementation plan results from discussion and consultation among the program representative(s), the program administrator, college and university committees, the college dean, the Vice Provost, and the Provost. The *final* implementation plan is to be submitted electronically to the Vice Provost no later than three weeks after the meeting with the Provost.

Rev, October 17, 2008

CSU Stanislaus  
 College of Natural Sciences  
 Academic Program Review  
 Review Worksheet

**II. SELF- STUDY CRITERIA**

Area	Section	Meets	Missing	Comments
<b>A Changes</b>	1			
	2			
<b>B Trends</b>	1			
	2			
<b>C Learning</b>	1			
	2			
	3			
<b>D Curriculum</b>	1			
	2			
	3			
	4			
	5			
<b>E Faculty</b>	1			
	2			
<b>F Implementation</b>	1			
	2			
	3			
	4			

Resources Needed:

Resource	Term	\$ Amount	People	Other

Rev. January 22, 2009

**Feedback for DEPARTMENT YEAR Self-Study Document, as part of Academic Program Review, from College of Natural Sciences Budget and Planning Committee**

DATE

Dear DEPT CHAIR,

The CNS Budget and Planning Committee would like to commend you and your department for putting together a APPROPRIATE ADJECTIVE self-study document as part of your YEAR academic program review. The committee has some suggested changes and requests for more information as outlined below.

Please resubmit your updated self-study document to the Budget and Planning Committee by DATE, so that we may review it prior to sending it forward.

Please do not hesitate to contact me if you have any questions.

Sincerely,  
Melanie Martin  
Chair, CNS Budget and Planning Committee  
209-667-3787  
mmartin@csustan.edu

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Suggestions and requested changes by section:

**A. Changes Since the Last Academic Program Review**

**B. Enrollment Trends**

**C. Commitment to Student Learning**

**D. Curriculum and Instruction**

**E. Faculty**

**F. Implementation Plan**

**Formatting and Other Issues**

Based on Self-study Criteria Rev. October 17, 2008  
Template Rev. July 29, 2009

**Academic Program Review by the Budget and Planning Committee, College of Natural  
Sciences, CSU Stanislaus**

**Review of ----Dept----- Self-study Document for -----Cycle----  
-----Date-----**

**Overall Recommendations**

**Some issues that might be useful to discuss at the college level:**

**Specific Comments and Recommendations based on review criteria:**

**A. Changes Since the Last Academic Program Review**

**B. Enrollment Trends**

**C. Commitment to Student Learning**

**D. Curriculum and Instruction**

**E. Faculty**

**F. Implementation Plan**

Based on Self-study Criteria Rev. October 17, 2008  
Template Rev. February 3, 2009



Rev. July 31, 2009