

COLUMBUS STATE UNIVERSITY

Procedures for Completing a Comprehensive Program Review

October 1, 2021

[Example of a completed CPR](#)

[Video with instructions](#)

There are several phases to the Comprehensive Program Review Process.

I. **Self-Study:** This process is usually led by the chair of the department; however, the dean and chair can select a process that fits their needs. It is recommended that faculty members in the department be included in the process. This process includes writing a report about the program's quality, productivity and viability addressing the indicators provided in the Self-Study. Additionally, a self-study evaluation form will be included that rates each indicator as meets, does not meet, partially meets, or exceeds standards. The external review team will complete the same evaluation as part of their report.

Timeline for CPR

Timeline of Program Review Activities

October: Office of Institutional Research and Effectiveness sends data to the departments, and conducts training sessions for programs.

October - April: Department conducts Self-Study based on the performance indicators addressing quality, productivity, and viability and writes narratives in Taskstream.

Due April 30: In consultation with the dean, the chair will write a summary of “Overall Program Improvements” in Taskstream. The summary will include strengths, weaknesses, challenges and improvements. Each of these can be in bullet point format.

August - October: Provost and Executive Vice President for Academic Affairs will meet with the dean, chair, program coordinators, and faculty members to discuss strengths, priorities, and program improvements.

Follow up meetings: Programs that complete CPR will have an annual follow-up meeting with the Provost and Executive Vice President to discuss progress on program improvements.

III. Moving Forward Plans The Provost will meet with the dean, chair, and all faculty within the program to discuss strengths and improvements. This information will be documented.

All CPR documentation will occur in Taskstream.

THE PROGRAM'S SELF-STUDY

Self-study reports should be written in a concise, factual, and straightforward style. Clear and summative statements of findings, followed by lists of supporting evidence, are preferred over embedding the same information in long paragraphs of text. Quantitative and qualitative assessments are expected.

The common outline to be followed and reflected in the self-study is presented below:

OUTLINE FOR SELF STUDY

Section I Review and Response to the past CPR

This section includes reviewing the strengths, weaknesses and recommendations for improvement in the past self-study. This response should include any follow-up actions, program improvements, and documented student academic achievements as a result of those improvements.

Section II Program Overview

1. Program Mission and Its Relation to CSU Mission

- State the mission of the program and how it aligns with CSU's mission statement.

2. Stakeholders Satisfaction With the Program

- Stakeholder Satisfaction includes:
- Senior Survey data (collected by Institutional Research and Effectiveness)
- Advisory Board / Industry input into the program
- Alumni data (Departments can contact Alumni Engagement for an email list of graduates)
- Other

3. Relationship of Program to Workforce and Student Demands

- Relationship of program needs of students and societal demands.
- What is the current job market for students graduating from this program?
- If students are furthering their education, where are they going and what degrees are they seeking?

Use data points from your discipline and from state and national sites:

- [O*Net](#)
- [Georgia LaborMarket Explorer](#)
- [Occupational Projections](#)
- [U.S. Bureau of Labor Statistics Employment Projections](#)
- Senior Survey Data (Institutional Research)

Section III Indicators of Program Quality

A. Quality of Faculty

1. Appropriateness of Faculty Credentials

- Terminal degrees
- Rank and Tenure
- Expertise in industry/Field
- Certifications

2. Use of Part Time Faculty

- Describe how the department and program uses part-time faculty to support the program.
- What expertise and experience do the part-time faculty bring to the program?

3. Diversity of Faculty

- Describe the diversity of faculty to include race, ethnicity and gender.

4. Opportunities for Faculty Development

- What faculty development opportunities have the faculty participated in at CSU, local, state, region, nationally and internationally. This data can be found in Digital Measures for 2020 and after.
- How does the department/program emphasize the importance of faculty development?

5. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

B. Quality of the Teaching

1. Indicators of Good Teaching

- Evidence of using High Impact Practices in the classroom
- Pedagogy: Evidence of innovative course or content development, teaching materials, and instructional techniques; experiential learning opportunities; international education activities; incorporation of problem-solving strategies; use of high-impact practices; direction of student research.
- Assessment and Assurance of Learning: Evidence of assessment of learning outcomes; course revisions and pedagogical changes in response to collected data; design of course assessment instruments; development of rubrics to measure student learning outcomes; involvement in QEP; involvement in the first-year experience.
- Student Evaluations

- Peer Teaching Evaluations

2. Indicators of **Good Advising**

- Explain how the department handles students that are struggling academically in the major
- Usage of technology to track students in the major
- Advising, Mentoring, Recruitment of Students: Advising logs; recruitment activity/success; orientation and visitation; mentorships, job referrals and internships: undergraduate or graduate research
- Other advising techniques.

3. **Departmental Reward System**

- Describe how the department/program rewards good teaching.

4. **Strengths and Program Improvements**

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

C. Quality of Research, Scholarship, and Creative Endeavors

1. Faculty publications, presentations, performances, exhibits, and other creative endeavors.

2. Student publications, presentations, performances, exhibits, and other creative endeavors

3. **Strengths and Program Improvements**

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

D. Quality of Service

1. Activities to enhance program, department, college, institution, community and/or region

2. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

E. Quality of Faculty and Student Achievements

1. Faculty Honors

- Fellowships, Fulbright
- Faculty Recognition (CSU, USG, State, Region, National, International)
- Other

2. Student Honors

- Fellowships, Fulbright

- Student Recognition (CSU, USG, State, Region, National, International)
- Other

3. Faculty/Student Engagement

- Internships
- Experiential Experiences
- Networking Opportunities
- Service Learning
- Study Abroad
- Clubs Related to Major
- Convocation
- Guest Speakers

4. Graduate Achievements

- Explain how the program tracks graduate achievements?
- What is the current engagement with alumni?
- How does the program publish this information for prospective students?
 - Licensures/Certification
 - Admission to Graduate School
 - Employment, promotions, notable community positions/engagement

5. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

F. Quality of Curriculum

1. Relationship Between Program's Curriculum Outcomes

- Describe the relationship Between Program's Curriculum and the student learning outcomes. Attach the Curriculum Map.
- How does the program inform students in the major what the student learning outcomes are and their importance to the program?
- How does the program ensure content and assignments regarding the student learning outcomes are present in the curriculum?
- Are there milestones in the curriculum that assess whether students are achieving the student learning outcomes?

2. Incorporation of active learning, high impact practices, and technology

- Describe how the faculty incorporate technology in the program (i.e. usage of industry software, engaging teaching platforms).
- What high impact practices are the faculty engaging in (classroom/out of classroom)?
- Share some examples of how faculty are engaging in active learning in the classroom.

3. Utilization of Multidisciplinary Approaches

- How does the program incorporate a multi-disciplinary approach in the program (i.e. incorporating courses from other disciplines, co-teaching to bring different ideas/innovation to the classroom, etc.)

4. Curriculum Enhancements

- Describe significant curriculum changes that have been made to enhance the program
- Describe the use of "free electives" in the curriculum
- Describe the approach the faculty uses to ensure the program is current and relevant to industry needs, graduate school, student needs

5. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

G. Quality of Facilities and Equipment

1. Availability of Classroom and Laboratory Space

2. Availability of Equipment

3. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

Section IV Indicators of Program Productivity

1. Enrollment in Program for Past 5 Years

Explain strengths and weaknesses in enrollment trends over the past 5 years. Include brief narratives on students enrolled in your program:

- Enrollment by FT/PT students
- Enrollment by Gender
- Enrollment by Race/Ethnicity
- Enrollment by Student Type
- Enrollment by Classification
- Enrollment by Age
- Credit Load Fall semester (15+)

2. Degrees Awarded Over the Past 5 Years

Explain the trends in degrees awarded over the past 5 years (graduation rates and degrees conferred per fiscal year).

- Include - (Data in the "CPR Data" section in Taskstream)
- Describe how students are progressing to graduation using the following data points for the program.
- Time to degree", Average number of years for First Year
- Average Overall Hours Earned by Graduates
- Average number of terms to degree - excluding summer terms

3. Credit Hour Production

Explain the trends in credit hour production over the past 5 years. Differentiate between lower level and upper level courses. Include a narrative to include strengths and improvements on the following three factors:

- Average Course Enrollment by Fiscal Year
- Percent of Non-Productive Grades (Business Intelligence can provide specific information on courses)
- Average load of FT and PT faculty by "Fall Term Load"

4. Comparison With CSU & University System of Ga. Programs

Explain the comparison with CSU and USG programs. View the USG report and compare the number of CSU graduates with the number of graduates in similar programs in USG.

5. Retention Rates

Explain the trends in retention rates over the past 5 years. View the census data in the CPR Data and Business Intelligence data which includes trends for students who were retained within the university, college and major.

6. Cost Effectiveness of Instructional Delivery

Explain the cost effectiveness of the program using the data in the CPR report.

7. Strengths and Program Improvements

- Develop a narrative that includes strengths, challenges, and improvements for this section. The narrative can include a bulleted list.

Section V Overall Strengths and Program Improvements

In consultation with the dean, the chair will write a summary of "Overall Program Improvements" in Taskstream. The summary will include strengths, weaknesses, challenges and improvements. Include a timeline for implementing changes.