

San José State University

Program Planning Guidelines 2017

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Program Planning Process

The program planning process is carried out within the framework of the University Program Planning Policy. Although the unit of analysis is the program, defined as a sequence of studies leading to a degree, minor, certificate or teaching credential, typically all programs within a single department are reviewed at the same time. In addition, minors that are specified and required by a major degree program are evaluated in conjunction with that major degree program. Concentrations are separate degree programs. Teacher education programs meeting the requirements of the California Commission on Teacher Credential (CCTC) are reviewed as programs. Accredited programs follow the same process as non-accredited programs, but use a modified program planning self-study template (see 'Accredited Programs' in Appendix 1).

Program planning is future-oriented and evidence-based; program goals provide a strategic framework intended to guide all key aspects of the program's activities such as student success, student recruitment, assessment of program learning outcomes, curriculum and curriculum development, faculty hiring, research, scholarship or creative activities (RSCA), and interaction with the community. Program planning and evaluation involve faculty at the department, college, and university levels and culminate with the Provost's approval of clearly articulated goals, metrics, and a plan for achieving these goals. A well written program plan draws together evidence to build a picture of the evolution of the environment (e.g., technological, social, economic, political, environmental and legal) and the needs of key stakeholders (e.g., students, potential employers, the University, the CSU, professional and industry associations, relevant interest groups). It documents the current state of the program and articulates the initiatives and resources needed to meet the challenges the program anticipates it will need to address during the next program planning cycle, and beyond. Programs may also review University Policy [S93-14](#) "Curricular Priorities" in developing their program plan.

Table 1 lists example questions that the program could consider and address in its self-study report.

Table 1: Example Questions to Consider in the Self-Study

- How are technological, social, economic, environmental, political and legal factors likely to alter the careers for which we are preparing our students?
- What changes in career opportunities, professional practice, technology, or other relevant discipline characteristics are students completing this program likely to face?
- What changes are expected in the characteristics or academic backgrounds of students coming into the program?
- What changes in the curriculum (e.g., for lifelong learning, good citizenship, living in a complex, multicultural society, etc.) should be considered to improve student success and better prepare future students for their lives and careers?
- What are some the most pressing challenges our students currently face and will face in the next 5 to 10 years? And, how can our programs address these challenges (e.g., through curriculum, modes of instructional delivery, advising, academic support)?
- What challenges do faculty face, both in their career development, and the life-work balance that are unique to our region?
- What faculty recruitment and development opportunities are needed to support the program?
- What changes in support resources (e.g., staff, equipment, infrastructure, travel funds, etc.) are needed to maintain or change the program quality, size, and achievement of student learning outcomes and RSCA?

Note: this list is neither exhaustive nor definitive.

Program Planning Procedures and Timeline

The timing for program planning is governed by University Policy (i.e., Section V). The primary steps for program planning are summarized in Table 2. The entire process should take no longer than 4 semesters to complete. Each step is discussed in detail below.

Table 2. Summary of Program Planning Timeline

Activity	Primary Responsible Party(ies)
Semester 1	
1. <u>Developing the Self-Study</u>	
<ul style="list-style-type: none"> ● Meeting with Dean to discuss the elements of the self-study 	Dean and Department.
<ul style="list-style-type: none"> ● Department requests required and any optional data elements from Office of Institutional Effectiveness and Analytics 	Department and Office of Institutional Effectiveness and Analytics
<ul style="list-style-type: none"> ● Complete the Program Planning checklist to ensure that program adheres to the guidelines (page limits, GE included, Data elements included). ● Prior to Dean review, Chair of Program Planning checks the self-study for completeness. ● Self-study sent to the Dean for review. 	Department, Chair of Program Planning.
Semester 1 and Semester 2	
<ul style="list-style-type: none"> ● Dean reviews, prepares a brief written commentary, and approves the self-study. 	Dean
2. <u>Setting up external reviews</u>	
<ul style="list-style-type: none"> ● Provide the vitae of three external reviewers to the college dean (in the case of accredited programs, no additional reviewers are required). ● Dean ranks reviewers and forwards rankings to AVP of GUP. ● AVP of GUP selects and invites external 	Department, Dean, and AVP of GUP

reviewer.	
Activity	Primary Responsible Party(ies)
<ul style="list-style-type: none"> Itinerary for external review is created and travel arrangements are made. 	Department, Office of GUP
Semester 2	
3. <u>External Review</u>	
<ul style="list-style-type: none"> External Reviewer Visit 	Department
<ul style="list-style-type: none"> External review sent electronically to GUP and Department. 	External Reviewer, GUP and Department.
<ul style="list-style-type: none"> Either a response to the External Reviewer's Report or memo indicating that no response is required from the department is sent to the College Dean and GUP. 	Department
Semester 3 and Semester 4	
4. <u>Review by the Program Planning Committee</u>	
<ul style="list-style-type: none"> BOGS returns feedback on GE courses to PPC All material provided to PPC for evaluation. PPC evaluates all material. Letter to Provost prepared and submitted. 	BOGS, PPC and GUP Office
5. <u>Action plan meeting</u>	
<ul style="list-style-type: none"> Action Plan meeting is held with Provost or designee, department faculty and staff, Dean, Deputy Provost, AVP-GUP, AVP-Research, Program Planning Chair. Action plan is prepared and signed. 	Chair, PPC and GUP

1. Developing the self-study

The program planning process begins with the department (or program) faculty meeting with their dean to discuss challenges the program anticipates (see Table 2), the department's strengths, weaknesses, threats and areas of opportunity, and suggest initiatives and actions needed to meet those challenges. In developing its plan, programs should be guided by the department, college, and university's vision mission, and draw on any strategic planning that has occurred within the department or college. The department prepares a document, called the self-study. The template guides the self-study (found on the GUP website). Appendices to the self-study are used for presentation of detailed data, while the narrative sections of the self-study provide interpretation, context, perspective, and analysis.

Responsibility for Self-study

Detailed guidelines for preparing and formatting the self-study are outlined in Appendix 1. The department could designate a faculty member to coordinate the development of the self-study, for which release time may be awarded; however, all faculty should be involved in its development. Funding of release time from GUP is only available for non-accredited programs. Release time funds are transferred from the GUP office to the respective dean's office only after the self-study is complete and submitted to the dean. Department chairs/Program Directors have the responsibility to ensure that all tasks necessary to develop a self-study are assigned and completed (see Table 2 above for timeline of self-study). It is the responsibility of the dean's office to ensure completion of the self-study in a timely fashion. Once the self-study is complete, it is forwarded to the Dean's office for approval and brief commentary.

2. Setting up external reviews.

Once the dean has commented on and approved the self-study, the department provides the CVs for three external experts in the discipline to evaluate the program. The dean reviews these CVs, rank orders them, and forwards them to GUP. The AVP picks an external reviewer. Details for the external review process is outlined Appendix 2. The review is completed and submitted by the end of semester 2.

3. Review by the Program Planning Committee

After the program faculty have had an opportunity to respond to the external reviewer's

report in writing, all of the documents are submitted electronically to the Graduate and Undergraduate Programs Office (e.g., self-study with appendices, external reviewer report, response to reviewer). These are reviewed by the University Program Planning Committee (PPC), which provides a university-wide perspective on the program and makes recommendations to the Provost. The department will be provided a copy of the letter to check for factual inaccuracies. The Office of GUP will provide this letter to the Provost and will schedule a meeting with the Provost (or Provost's designee) to complete the overall process.

4. Action Plan Meeting

The Office of GUP will schedule a meeting with Provost (or designee), the Department/Program, College Dean, AVP-GUP, AVP-Research, Program Planning Chair and other administrators as needed. At that meeting, the Provost (or designee), dean, department chair, faculty, and staff, and the chair of the PPC will discuss program recommendations and develop an action plan. The draft action plan will be circulated to the Dean and the department before it is finalized. The action plan will be signed by the department chair, the Dean and the Provost (or designee). One copy of the signed Action Plan will be kept by GUP, one by the College and one by the department. This Action Plan will be used to guide the department in its activities in the upcoming program cycle. GUP is the official site of records and is responsible for electronic distribution of materials to concerned entities.

5. GE Component

For programs with GE courses and for which BOGS has made recommendations to the PPC, the Director of Assessment or designee will communicate any relevant items in the Action Plan to BOGS.

6. Program Planning Data Elements

In the first semester of the program planning cycle, departments will request an official copy of the standard data elements from the Office of Institutional Effectiveness and Analytics (IEA). The current list of standard elements is maintained in the Program Planning Data Elements and unofficial copies of the data are made available on the IEA web site. In consultation with the PPC, IEA may request to amend the data elements such as when there are changes in data availability or as improved sources of information become available. Departments may also request supplemental data or analyses on specific issues from IEA as needed and as available.

APPENDICES

Appendix 1: Format of the Self-Study

All self-studies must use the Program Planning Template (see Appendix 2). If some items in the template are not applicable to a program do not delete them but indicate “N/A” under that heading. The main text of the report will be **no more than 25 pages** for a department with one degree program. Departments that offer two or more degree programs, concentrations, or interdisciplinary programs in conjunction with other departments may add a maximum of **five pages per program** to the main text, appropriately expanding the relevant sections. For example, a department with both an undergraduate and a graduate degree will have a maximum of 30 pages to incorporate both programs into Sections 1 through 8. The entire self-study must be submitted as one pdf file.

Accredited Programs

Accredited programs are required to include all of the elements of the standard Program Planning Template. These programs will use a modified template to map self-study headings onto the corresponding sections in their accreditation submission. Where there is no corresponding section, the required information must be included in the self-study. Questions regarding sufficiency of correspondence in accreditation submissions should be discussed between the program coordinator and the PPC.

Appendix 2: Program Planning Template

<Instructions for Program Planning Guidelines and Template: Please replace all <text in brackets> with the requested information, and delete these instructions before submitting to the dean. Self-studies have a **25-page limit** for departments with a single degree program, excluding appendices. Five pages may be added to the main text for each additional degree program. Special Note: If an area does not pertain to your department/program, please do not delete it. Instead, place “not applicable.”>

PROGRAM PLANNING REPORT TEMPLATE SAN JOSE STATE UNIVERSITY

<DEPARTMENT OR SCHOOL NAME>
<PROGRAM(S)>
<COLLEGE>
<DEPARTMENT WEBSITE>

Department Chair or School Director:	<Name, address, email, and phone number>
Faculty Program Plan Coordinator:	<Name, address, email, and phone number> Faculty Program Plan Coordinator: <Faculty name, address (if different from above), email, and phone number>
External Reviewer (if known):	<Name, affiliation, title, address, email, and phone number>
Date of Report:	<Date report is completed and submitted to dean>
Chair of PPC/ PPC Liaison:	
Date Due to PPC:	<Date report is due to the PPC>

Submissions: Reports are to be submitted electronically as one document. Please email the program plan, request for external reviewer (if applicable), and external reviewer’s report to programplanning@sjsu.edu. In addition, please copy the above email on all communications with the dean, external reviewer, Program Planning Committee, and GUP on matters pertaining to the program plan.

1. Department/Program Recommendations

<Based on the self-study, the department must propose a plan of action for execution in the upcoming program planning cycle. List action items or recommendations for future

improvement of student learning, student success, and program operations. Describe resources and timelines required for each. Please consider all categories of program review in this report.>

2. Progress on Previous Action Plan

<Summarize outcomes of the previous final action plan.>

3. Program Descriptions

3.1 Program Mission and Goals

<Include the program's mission and goals here>

3.2 Summary of Degrees, Minors, Certificates and Service Courses

<The purpose of this section is to summarize the main curricular contributions of the department. List the degrees, minors, and certificates the program offers. Summarize the service courses offered within the department (e.g., GE courses, courses serving other degree programs). Include a brief statement or table of how unit distributions within the degree programs meet relevant concentration and core curriculum policies and compliance of EO 1071. Include justification of PE waiver request as per University policies, S14-11 and S13-3. >

4. External Factors, Trends, and Context

<In this section (Section 4), include only those factors that have a significant impact on your program.>

4.1 Changes in the external environment

<Describe expected changes in the technological, social, economic, environmental, political and legal context of the program and the field. Data can come from alumni surveys, industry partners, review of policy changes, as well as other sources that are relevant to the discipline.>

4.2 Changes in the field

<Describe expected changes in career opportunities, professional practice, technology, or other relevant discipline characteristics. Describe how these changes/trends will affect how the program serves its students and the general impact on the programs for the next 5 to 10 years. This would be the place in your plan in which you might explain how RSCA, community engagement, and other activities that support intellectual engagement and currency, impact the program's

curriculum. >

4.3 Trends in entering student characteristics

<Describe trends in academic and demographic characteristics of entering students and relevant impacts it will have on the program (can be produced by IEA or information collected from professional organizations). >

5. Strategic Direction for the Program(s)

5.1 Changes to the curriculum and delivery of the program(s)

<Describe any proposed changes to the program(s) needed to meet the changes, trends, and challenges described in Section 4. This section should include planned changes to degrees, minors, certificates and service courses.>

5.2 Faculty Recruitment and Development

<Describe the implications of the changes noted in Section 4 for faculty recruitment and development.>

5.3 Department Initiatives to Enhance Student Success

<Describe planned department initiatives to facilitate student success (e.g., advising, high-impact practices).>

5.4 Staff and Resource Implications

<Describe staff and resources needed (e.g., funding, space, facilities), no longer needed, or that could be reallocated to fulfill the program's mission and meet the challenges described in Section 4.>

6. Assessment of Student Learning in the Program

6.1 Program Learning Objectives (PLO)

<Include the program's learning outcomes.>

6.2 Map of PLOs to University Learning Goals (ULG)

<Include a mapping of the program learning outcomes to the University Learning Goals.>

6.3 Matrix of Courses to PLOs

<Include a mapping of the courses to the program's learning outcomes at the introduced,

reinforced, and mastery levels.>

6.4 Interpretation of Assessment Results and Subsequent Actions

<Provide analysis, interpretation and subsequent actions and recommendations based on the assessment data. Include relevant supporting data in an appendix.>

6.5 Longer Term Indicators of Student Success

<Examples might be job placement, attainment of higher level degrees, leadership roles, publication and success in creative activities.>

7. Program Metrics and Required Data

7.1 Enrollment, Retention, and Graduation Rates

<Describe trends in new freshmen and transfer enrollments, 1st year retention rates, graduation rates, and number of graduates from your program. Report numbers for total, underrepresented minorities (URM), and non-URM populations. Compare your numbers to college and university averages, and explain significant deviations, if any. Compare 4-yr and 6-yr graduation rates for first-time freshmen, and 2-yr and 4-yr graduation rates for transfer students, to the university targets for total, URM and non-URM populations.>

7.2 FTEF, SFR, Percentage T/TT Faculty

<Discuss the program's faculty headcount, full-time equivalent faculty (FTEF), student-faculty ratio (SFR) and the ratio of tenured and tenure-track (T/TT) to lecturer positions in the program. Examine how faculty hiring and workload practices relate to the program's mission, goals, and student outcomes.>

7.3 Additional Program Data Elements

<Discuss other significant developments or insights about the program using the remaining Program Planning Data Elements. Include all required data elements in the order they are given along with any optional elements that would help inform future directions and decision-making for the program.>

8. Assessment of Student Learning in GE courses, if any

8.1 GE Summary and Reflection

<Summarize the program's involvement in GE over the past program planning cycle and any plans for the next program planning cycle. Reflect on how well the programs' GE courses contribute to their GE Area Goals and to the larger General Education Program

Outcomes. (This summary and reflection shall be no more than two pages). This is “Part 1” under “Program Review: GE Component” in the GE Guidelines. >

8.2 Interpretation of Assessment Results and Subsequent Actions

<Provide analysis, interpretation and subsequent actions and recommendations based on the assessment data. Refer to the GE continuing certification material in Appendix 9.5.>

9. Appendices to the Report

9.1 Required Data Elements

9.2 Accreditation Report (if applicable)

9.3 (Example) Curriculum flow charts, and mappings

9.4 (Example) Assessment rubrics

9.5 (Example) Student success data summary

9.6 (Example) Program Review

GE Component (refer to [GE Guidelines](#), page 11 for details)

9.7 Other (as determined by the program)

Appendix 3: External Reviewer Guidelines and Process

1. Role of External Reviewer

The reviewer's role is to bring an informed and dispassionate view to the assessment of the plan as it is presented. Before visiting the campus, the reviewer should review the Program Plan submitted by the Department.

**Table 3: Guiding Elements/ Possible Questions
for the External Reviewer**

- How does the department/program address important trends in technological, social, political and economic environment, and trends in the discipline, nationally and locally?
- How does the plan respond to the challenges and opportunities identified?
- How does the plan respond to assessment materials included in the report?
- How does the plan address curricular, advising, and research needs to enhance student success and prepare students for their future careers?
- How is the plan aligned with the current university strategic plan and priorities as well as program, departmental, and university learning outcomes?
- What are the measurable outcomes of the plan? Are they germane and realistic?
- How does the plan address the educational needs of the diverse community of which SJSU is a part?

Note: this list is neither exhaustive nor definitive.

During the visit, the reviewer will meet with students, faculty, and administrators. An initial interview will be held on the first day with the Dean and AVP-GUP. At the end of the visit, the reviewer will be asked to present initial impressions and findings at an exit interview, which will include the dean, faculty from the department, AVP-GUP, representative(s) from the Provost's office, the Director of Assessment, and representative from the Program Planning Committee.

2. External Reviewer Selection Criteria

The Department nominates at least three candidates as the external reviewer, who meet the following criteria:

- Demonstrated leader in the field (publications or creative works; reputation in instruction; active participation in appropriate scholarly and/or professional

activities).

- Familiarity with academic/professional goals of the departments as well as the nature of the program being reviewed (e.g., experience with similar programs, experience with graduates of program being reviewed).
- Affiliation with an accredited academic department/program, or with a professional organization appropriate to the program being reviewed.
- No conflict-of-interest (i.e., no graduate of program, recent employee, friend or relative of any member of the program, recent contractual arrangements with program).
- Willingness to work within the financial constraints of SJSU (see Budget below).

The department contacts potential candidates to confirm that they would be willing to serve as an external reviewer.

3. Budget

- Cost of travel, not to exceed rates available from a University contracted travel agency.
- Cost of accommodations
- \$1,000 honorarium
- If the program/department wishes to offer additional funds, it may do so at its own expense.

4. Procedures

- A. At the time of the self-study submission, the department/program submits to the Dean the CVs of the three candidates who are acceptable to the department and able to serve within the required time period as agreed upon. The Dean rank orders the reviewers and provides to the AVP-GUP with the CVs.
- B. The AVP-GUP selects one reviewer from the candidates and notifies the department of the selection.
- C. The department arranges for the date of the review and the site visits. The Office of GUP engages the reviewer and sends contract and other relevant documents (Self-Study of Program, Program Planning Guidelines, Rubric for Evaluation of Program, Curricular Priorities, and letter of invitation) to the reviewer.
- D. The department then arranges the schedule of the visit, including the entrance and exit interviews, in consultation with the College, the Program Planning Committee Chair, the Office of Graduate and Undergraduate Programs, and Office of Research.
- E. The department contacts the reviewer one month prior to visit to see if they need

anything else.

- F. At the time of the visit, the Office of GUP transfers funds to the College. The department arranges for all payments of honoraria and airfare.
- G. The reviewer must submit an electronic final report to the Office of Graduate and Undergraduate Programs within three weeks of the completion of the visit.

5. External Reviewer Visit

- A. Time: One and a half days to two days for site visit.
- B. People to meet while on campus:
 - Department faculty, staff, students, and Department Chair (Alumni if possible)
 - College Dean and Associate Deans
 - AVP of GUP
 - AVP of Research
 - Provost (Optional)
 - Program Planning Committee Chair or designee
- C. Required Meetings:
 - Initial interview with the Dean and AVP-GUP.
 - Exit meeting for Reviewer to present initial impressions, to which all persons in the unit may attend. The following people are invited to the Exit meeting: representative(s) of the Provost; AVP-GUP, college dean; department chair and faculty; PPC Chair or designee; University Director of Assessment; AVP for Research, and other relevant constituencies where appropriate.
 - Any meetings established by the department.
- D. Other aspects of the visit
 - Selected student products should be available for review (i.e., papers, projects, creative works, awards, publications, presentations).

6. Template for the Reviewer's Report

The report should be 3-5 pages in length Findings should be based on evidence that is collected in response to the primary focal points of the Self-Study. It must also include recommendations for change if the reviewer's evaluation finds that the proposed plan of action is inadequate in the light of assessment responses or other reasons that are explained. If possible, it should also include comparisons with other programs in institutions and communities that are similar to SJSU. The format of the report should

include an executive summary (i.e., summarize key recommendations), an analysis of the curriculum and assessment, review of student experience and success, evaluation of resources (i.e., planning, personnel, program management), identification of challenges and opportunities, and conclusions and recommendations.