

Interim Program Planning Guidelines

Approved December 2010 by Curriculum & Research Committee

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I. Framework

This document is intended to be used for the calendar year 2011. In spring 2012 the Program Planning Committee may suggest changes to C&R based on the 2011 experience.

The Program Planning Committee (PPC) used the following framework to improve and streamline the program planning process:

- Shorter instructions: The goal is to focus on strengths of the programs in the department, trends/changes for the programs, and planning for challenges to the programs. Focus on what is changing or needs to change.
- **Although the University PPC feels a college committee review is a good idea, the committee recognizes that it lengthens the review process and varies in value among the colleges. The college program planning committee, or its equivalent, can decide whether to waive its review for any given program. Should the college committee provide a waiver, review of that program at the college level will be conducted by the Dean only.**
- The Dean takes on a larger role. The goal is for department Program Plans to fully integrate with College and University planning. Especially in these times of budget cuts it makes sense to rethink how resources are distributed. The university is already making changes that are not just across the board cuts. Deans and other administrators are making tough choices. Tough choices are best if they are informed choices. An evidence based plan that expresses the department's vision and the faculty's systematic and ongoing efforts to improve student learning will help all parties make informed choices.
- The PPC's role is to review the plan and comments from evaluators and other committees and then make recommendations to the Provost regarding how well the proposed plans fit with and advance (or run counter to) existing strategic plans. This allows for input from faculty across campus to the decision making process about program decisions that ultimately shape the university.

II. Provost's Framework

According to the Chancellor's Office, in about 2002, the call for annual updates to the Trustees ceased requesting summaries of program reviews conducted, and instead asked for a summary of the assessment activities associated with the year's program reviews. Trustees were interested in seeing what program student learning outcomes were assessed, what changes have been put in place to improve learning, and the results of those changes. In addition to this primary goal, Provost Selter emphasized the following focus for SJSU program planning.

SJSU is currently operating in a "static environment" including student enrolment cap, fixed budget, unchanging facilities. There are limits to how much we can change the basic parameters of the university. Within this framework, department faculty should design a program plan that will:

- Assess and determine how your department will continue to progress and evolve;
- Demonstrate and define your *identity* as a department in a global community;
- Illustrate how your *program plan* aligns with your college's *strategic plan*, as determined by your Dean.

As you consider faculty:

- Evaluate professional activities of faculty;
- Evaluate how well faculty scholarship (to be coordinated with college and department RTP guidelines either as they are currently, or as they are developed) connects with and enhances student success and educational experience;
- Evaluate the quality of faculty internal and external funding from grants, contracts, gifts, etc.
- Evaluate the currency and effectiveness of the pedagogy and ways it might be improved.
- Evaluate how well you are cultivating global citizens. Many students enter SJSU seeking those from their own culture and join (form) exclusive groups sticking with what they are familiar and comfortable with. At SJSU, during their course of study, we are striving to cultivate global citizens who are interconnected and interdependent globally with other cultures and communities.
- Consider your reasonable capacity as a faculty; what is the ratio of tenure track to part time; what is an ideal ratio for your program? How much assigned time are you using? How effective is it for your mission?

As you consider your curriculum, evaluate interdisciplinary connections you have or could develop.

In a global and sustainable community, how do the following relationships enhance student success and faculty achievement? What experiences do these relationships offer to students and/or faculty? How might they be improved?

- Department-to-Community
- Department-to-Department (within one's College and other Colleges at SJSU)
- Department-to-Colleges and Universities outside of SJSU

How does your program *identify, improve, and integrate* the skills global citizens will need: written communication skills, critical thinking skills, problem solving for the future (i.e., for problems that do not exist yet), and team building/collaboration?

As you consider Student Advising, Recruitment, and Retention evaluate what you have been doing, how well it has been working, and what you should change. Base your future plan on past results and your college's strategic plan.

III. Program Plan

Use a discussion-based planning framework.

The Dean of the college may request additional appendices, for example faculty curriculum vitae, department outreach or advising documents, etc.

Limit the narrative to 5000 words, not counting appendices. Shorter is better. Plans exceeding this maximum will be returned for editing.

Everything must be submitted in digital format.

Keeping the Provost's emphasis points in mind, hold a series of faculty meetings/retreats to review the last program plan and the current Office of Institutional Research (OIR) Required Data Elements (RDEs), then:

Strengths

Explain the department's strongest points (5 points maximum).

Challenges

Explain the department's challenges. (3-5 issues the department faces) and describe any progress the department has made toward addressing the challenges.

Synergies

Describe any synergies among the programs in the department and interdisciplinary synergies across departments, & GE if not already discussed as a strength or challenge in parts I and II.

WASC Program Outcomes Rubric

Assess the Assessors: use the WASC Program Outcomes rubric as a guideline to discuss your progress in assessing student learning in each of the programs in the department. Locate your present level of performance on the rubric and indicate steps to be taken to move to the next level, as appropriate. WASC Program Student Learning Rubric available at:

<http://www.sjsu.edu/ugs/assessment/> (scroll to bottom of page.)

Student Learning

How do you know students are learning what they need to know in your program? In a faculty meeting, evaluate the current state of student learning vis-à-vis program-level learning outcomes, department rubrics in used for program level outcomes, as well as your internal assessment process. Describe any changes that have been made/should be made in the rubrics or the process. Report the *results* (action items) of this meeting.

Required Data Elements (RDE)

Attach Required Data Elements provided by the office of Institutional Research as appendix A.

Mandatory: discuss problem areas and/or recent progress toward University/College/Department strategic plan goals.

Optional: attach any additional data you wish to discuss as appendix B.

Optional: Describe initiatives in your department that might interest potential donors, whether individual or corporate. (Donors like to know something specific to fund – there might also be naming opportunities.)

Summary

Summary: Briefly summarize the strengths and challenges/plans for your department. Be sure to write this from the perspective of someone outside your department. (250 word maximum)

Note for accredited programs:

Accreditation agencies vary widely in their requirements. The major difference between most accreditation self-studies and the University Program Plan is that the self-studies usually look at the recent record of a single program (backward focused) while the emphasis in the Program Plan is forward planning for the department as a whole. Department plans are grounded in recent trends and events, so, for most departments, accreditation self-studies can be used for citing recent trends and events.

When preparing your department Program plan, use the outline above, citing specific pages in the self-study when appropriate. Required Data Elements (RDE) are required for **all** programs, including accredited programs, in the format provided by the Office of Institutional Research.

IV. Process Flow

Departments with Accredited Programs: SJSU program plans are due the semester after an accreditation visit. Submit the accreditation visitors' report, in digital format, with the Program Plan. When the department receives accreditation results, forward copies to your Dean, Graduate Studies and Research (GS&R) and to UGS. The Program Plan that is submitted to the University (UGS & GS&R) includes all programs in the department, not just the accredited program(s). An external review for non-accredited programs in the department occurs in the semester following submission of the Program Plan. This means that departments with accredited programs begin the following process the semester after the site visit from the accrediting agency. You may choose to begin earlier (during the semester of the accreditation self-study or site visit) but beginning later potentially makes the self-study prepared for the accreditation out of date creating more work.

Undergraduate Studies (UGS) notifies the department Chair during the semester before your program plan is due, including when the Required Data Elements will be available from the Office of Institutional Research. (UGS notifies OIR to prepare RDE for you.)

Department Faculty Discussion

A majority of faculty members participate in department meetings discussing the current state of programs and plans for the future, including discussions of student learning, assessment of student learning, and program efficiency/effectiveness with respect to the Required Data Elements (RDE).

The Chair is responsible but may appoint a program plan coordinator facilitate discussions. Since department-wide participation is required for implementing plans, all, or at least a majority, of department faculty should be involved in reviewing and planning.

More than 120 Units Requirement

If a program requires more than 120 units, faculty should give serious consideration to the Chancellor's mandate to reduce programs to 120 units. If the faculty can produce compelling arguments for a program of more than 120 units, submit justification to the Senate Undergraduate Studies Committee before submitting the Program Plan to the Dean. (Undergraduate Studies is required to submit annually a summary of all programs over 120 units to the Chancellor's Office.)

Writing the Plan

The Chair is responsible for the program plan but may appoint a coordinator to write the plan.

All faculty members should view the plan before submission.

When completed, submit a digital Program Plan to the Dean of your college.

Notify UGS that you have submitted your plan to the Dean. This is important so that UGS can follow up with the Dean when necessary.

Choosing the External Reviewer(s)

Non-accredited programs: Roughly simultaneously with submitting the Program Plan to the Dean, the Chair submits suggestions for external reviewer(s) to the Dean. Submit the vitae of three potential reviewers who will be available and have agreed to serve under the specified terms. External reviewers are chosen for their experience and ability to help the department identify and meet opportunities and challenges. The AVP of UGS looks for these qualities, and makes the goals of the visit clear to reviewers. The department chair shares the responsibility for finding a reviewer who adds value to the department. Take care that potential reviewers understand the CSU context in which your program(s) operate and that they do not have close personal or professional ties with your program (or program faculty) such that conflict of interest could be inferred.

Accredited programs: the accreditation site visit serves as the external review.

Dean's Approval for Off-campus Viewing

The Dean indicates the Program Plan is ready for off-campus reading by forwarding it to UGS & GS&R, with a recommendation for (an) external reviewer(s) for non-accredited programs. The AVP of UGS makes the final decision on external reviewers for non-accredited programs.

External Reviewer(s) Visit

Departments are responsible for arranging the external reviewer'(s) visit. See instructions on the Program Planning Website.

External Reviewer(s) Report & Department Response

When the department receives the external reviewer's report, be sure that your Dean, GS&R, and UGS receive digital copies.

Required: send a letter to the external reviewer(s) thanking them for their time and the careful consideration reflected in their report. Send a copy to UGS.

Optional: Include a *rebuttal*, if there are errors of fact in the reviewers report. Include an *update*, if progress has been made since writing the program plan.

Optional College Committee Review

The college committee decides whether to review or waive the review of the department Plan. If reviewing, a digital format report from the committee should be sent to the Dean, GS&R, and UGS in time for the Dean to complete a report before the end of the semester.

Colleges decide on the composition of the college committee. Some use standing committees, for example the college curriculum committee. However, members from the department being reviewed should recuse themselves.

Dean's Report

The Dean or designee(s) evaluate(s) the Program Plan in terms of the college strategic plan, the external reviewer's report (and college report if there is one) and makes recommendations to the department. The Dean reports two to three recommendations to the Provost. The Dean/designee sends digital copies of the report to UGS and GS&R.

Program Planning Committee Review

The PPC reviews all plans. At the end of each semester the PPC recommends priorities to the Provost.

Final Meeting

The Provost holds a final meeting of the department chair (and program director when appropriate) and Dean of the college to discuss suggestions made by the department, external reviewer(s), committees, and administrators. The culmination of this meeting is an Action Plan Agreement.

Action Plan

All present sign the Action Plan Agreement. The Provost's office sends copies to the department, the Dean, UGS and GS&R. UGS adds the agreement to the department plan file and posts to the Program Planning Website.

At a minimum the action plan contains:

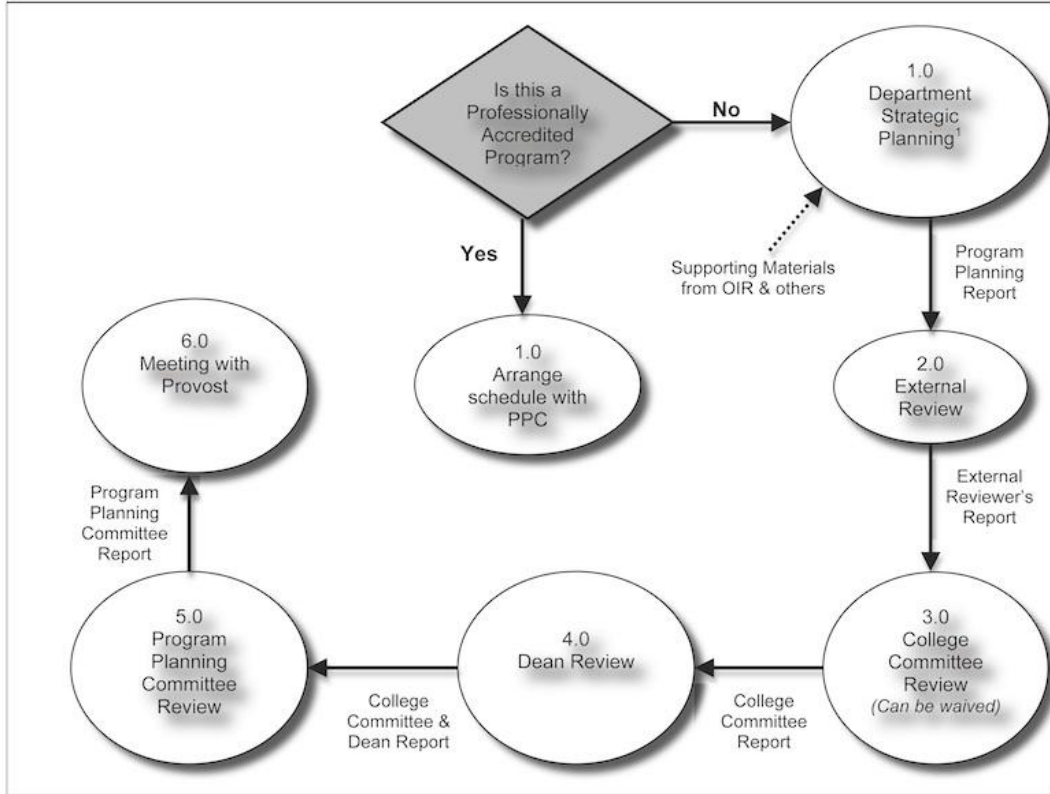
- a. Actions to be taken by the department with specific due dates, and consequences for failing to meet due dates.
- b. Actions, if any, promised by other parties.
- c. Resources promised with the source of resources (e.g. Dean, Provost's office, Foundation...)
- d. Date annual reports are due

Annual Report

Under direction of the Chair, the department submits annual reports on Action Plan progress to UGS and GS&R offices on the dates specified.

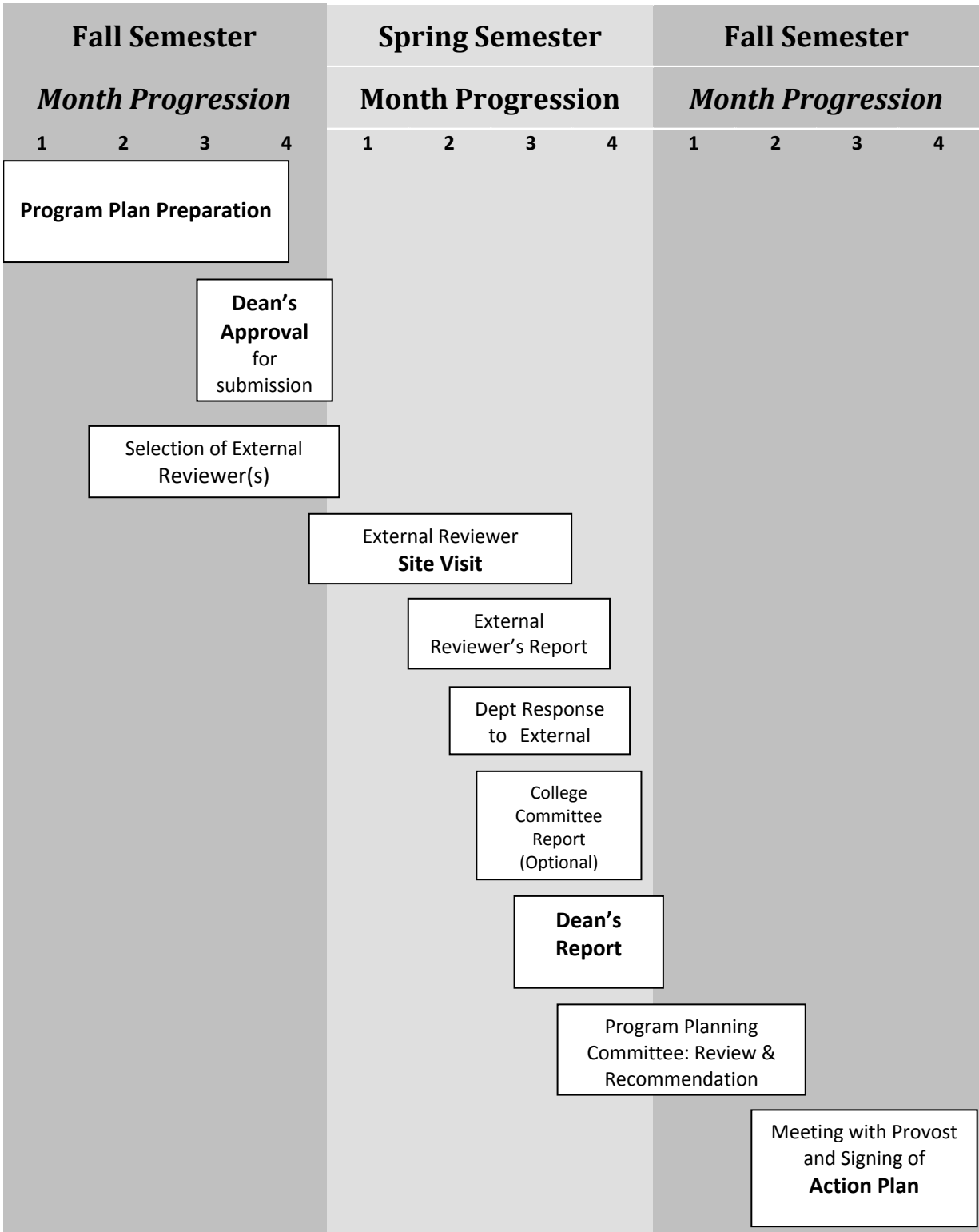
V. Flow Chart

SJSU Program Planning Flowchart



¹The Chancellor's Office requires programs with more than 120 units to try to reduce the units to 120 through strategic planning. If the department does not develop concrete plans for reduction, then justification must be made to the Academic Senate Undergraduate Studies committee during the program planning process. See the guidelines for appropriate reasons to maintain more than 120 units in the program and for deadlines.

VI. Timeline for Non-accredited Programs *



* Accredited programs normally submit the Program Plan one semester after the site visit.