# Appendix 2: Supporting Materials for Recommendation #2

## Online Resources Associated with Program Review

* The revised program review policy is located here: <https://academicaffairs.sonoma.edu/academic-programs/program-review/policy>
* The self-study guide and process guidelines are available at this website: <https://academicaffairs.sonoma.edu/academic-programs/program-review/self-study>
* Points to guide discussions between programs and UPRS are provided at this link: <https://academicaffairs.sonoma.edu/academic-programs/program-review/subcommittee>
* Guidelines documents for all participants in the program review process are available here: <https://academicaffairs.sonoma.edu/academic-programs/program-review/self-study>
* Examples of recent program reviews with their PLOs and assessment plans, along with the master schedule, can be found here: <https://academicaffairs.sonoma.edu/academic-programs/program-review/schedule>

## Template for UPRS Findings and Recommendations Report (FAR)

UPRS Findings and Recommendations Report (FAR)

The new program review policy states that UPRS should send a Findings and Recommendations Report to programs in response to their complete program review packet of documents, which is to be included in the final review filed. This document outlines the areas to which the UPRS should pay particular attention in their review and address in the FAR report to the program. Included are questions that can guide UPRS in both discussion with the program representative about the review and in writing the FAR.

There are four main areas to address for academic programs: Curriculum, Assessment, Staffing and Resources, and Students. In addition, UPRS should evaluate the program review process itself and how the department engaged in the review process.

UPRS Findings and Recommendations Report (FAR) – cont’d

**Curriculum**

UPRS should address the coherence, quality, and consistency of the program’s curriculum. Our FAR should address the following questions.

1. Is the curriculum coherent? Is it logical and consistent, and do the component parts create a unified whole?
2. Is the curriculum consistent with standards and current practices in the discipline?
3. Does the curriculum include the WASC core competencies of oral communication, quantitative reasoning, information literacy, and critical thinking?
4. Does the curriculum exhibit distinctiveness and uniqueness?
5. Is the department participating in General Education at appropriate levels?
6. How does the curriculum engage with the themes of diversity, sustainability, community engagement, and globalization?
7. Are the program’s student learning outcomes reflected in the curriculum?

**Assessment**

UPRS should be attentive to the assessment being done by the department and whether it accurately addresses attainment of student learning outcomes.

1. How does the program use assessment data to change and improve the curriculum?
2. Are the methods of assessment being used effective and meaningful?
3. How does assessment reflect and improve the quality of teaching?

**Staffing and Resources**

UPRS should take note of the resources available to the program and whether they are able to provide a quality program with the level of resources available, both human and other.

1. Is the department retaining faculty? Are they able to hire faculty to replace retirements and resignations?
2. Is the faculty diverse?
3. What is the ratio of Tenured and Tenure Track faculty to Lecturers?
4. What is the ratio of courses in the department taught by Tenured and Tenure Track Faculty to those taught by Lecturers?
5. Are advising loads reasonable, and are they being managed appropriately?
6. Does the department have the support staff it needs? Are the support staff adequately trained and do they receive appropriate professional development?

**Students**

1. What is the Student-Faculty Ratio (SFR) in the program?
2. Are enrollments declining? Are they increasing without increases in faculty and staff support?
3. How diverse is the student population?
4. Are graduation rates aligned with graduation rates of the university as a whole? Significantly higher or lower?
5. Are students being retained in the program?
6. Does the program adequately support transfer students?

**Program Review Process**

1. Are faculty members engaged in the program review process?
2. Does the review reflect a thoughtful, complete approach to the process?
3. Did program respond in a thoughtful way to external reviewer and Dean comments?

## Template for Memorandum of Understanding (MOU)

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