Periodic reviews or self-studies serve as important evidence to the College community that an academic program is engaged in a continuous regimen of critical self-examination and evaluation. Equally important, reviews allow programs to examine their research and educational effectiveness, raise critical issues within the program, and propose plans for future development.

The program under review produces an electronic document that is submitted to the respective Dean and the Associate Provost for Institutional Effectiveness. Supporting materials may be included in appendices. Internal and external scholars visit the program to discuss the review document with the program constituencies, and produce a report of their analysis. The program addresses that report and the findings of the program review itself in a follow-up action plan.

The review goal is to focus the program director, faculty and staff, and the reviewers on the following:

- **Current status and effectiveness:** assess scholarly research of participating faculty, creativity and relevance of the program, and service to the student body
- **Critical issues:** raise any critical issues that arise from the program’s self-examination of its current status
- **Future plans:** project future development and improvement of programs and scholarship in the context of the program’s current strengths, and within foreseeable resources

The review is written in the form of a report, including an introduction and a summary of findings. It should include sections that address the areas in the following list, as applicable. Since programs may have unique circumstances, structures or other issues, other matters particular to the program under review may also be added.

The action plan developed as a result of the self-study and reviewers’ comments should include an approximate timetable. Short reports on the implementation of this plan will be requested for at least two years, and may act as a foundation for the next self-study of the program.
I. Mission and Goals

- What are the mission and goals of the program?
- What is the relationship of this mission and these goals to the missions of the College of Staten Island and the City University of New York?

II. Program Organization

- How is the program situated within a department? In the case of interdisciplinary programs, from what departments are faculty drawn?
- How is the program administered? Is the program's current organization viable and, if not, how might it be improved?

III. Curriculum

- What is the philosophy of the program, as it derives from the College and program missions? Describe the program's curriculum addressing, where appropriate, the following:
  - the program's offerings that satisfy General Education requirements,
  - the program's requirements and course offerings in the major and minor, and
  - the program's service courses for other programs and departments.
- What is the cycle by which courses are offered? What are the caps for each course? How many sections of each course are offered and how often are the courses offered in the evenings and on weekends? What is the usual enrollment in each course?
- Does the curriculum offer sufficient opportunities for students to specialize in any sub-areas that are offered? To what extent do students have opportunities to pursue their interests through the selection of elective courses? How does the curriculum ensure that courses in the major or minor sequence move to increasingly higher levels?

IV. Assessment

- What student outcomes have the faculty identified to demonstrate the effect of the curriculum? How is assessment evidence used to support changes to the program’s curriculum?
- How do faculty members assess student performance?
• How are the goals of the program conveyed to students? Does every syllabus contain learning objectives?
• What is the program’s assessment plan? How do faculty members engage in the assessment of student learning outcomes? How does the program participate in College-wide assessment initiatives?
• What evidence demonstrates the program's impact on its majors, non-majors, and on the College?

V. Faculty

• How many full-time and part-time faculty teach in the program? What are their educational backgrounds and scholarly accomplishments?
• Are there members of the faculty with national or international reputations? Do members of the faculty participate or hold ranks in professional organizations in their fields?
• How many of the faculty hold appointments in the Graduate Center? What is their level of participation at the Graduate Center? Are there barriers that prevent more faculty from participating?
• What is the distribution of faculty with regard to area of specialization? How does this spread relate to the offerings of the program?
• What is the distribution of faculty with regard to rank, gender, and ethnicity? How do these distributions compare to the distribution of faculty at the College, throughout CUNY, and at institutions with similar academic scope or with similarly structured programs?
• What have been the hiring trends since the last self study? What new hires are anticipated, and what opportunities does new hiring present with regard to reshaping the program's focus? How are the desired areas of specialization of new hires determined?
• What are the expectations of full-time faculty regarding research and scholarly activity? How much scholarship has the program faculty produced over the last five years? Are all faculty members active in research and publication? Is funding available to support faculty research, and if so, have faculty members obtained any? How much and what type of funding has been obtained?
• Describe the teaching load and schedules of full-time faculty.
• What types of pedagogy are used in the program?
• To what extent is writing required in courses? What is the quality of teaching as determined by peers and students? Does the program have any standardized grading practices (e.g. rubrics)? What measures, if any, are followed to prevent grade inflation?

[Grade distributions for instructors, courses, and departments are available from department chairpersons and divisional deans.]

• How does the program faculty ensure that the curriculum is congruent across different sections of the same course? How do faculty ensure that similar standards are applied consistently across multiple sections?

• What are the expectations of full-time faculty regarding advisement, service to the program and department, and service to the College? How do faculty provide service to the University or to the Staten Island community?

• What, if any, is the involvement of graduate teaching fellows or graduate assistants in the program? What percentage of courses do they teach? How is the teaching of graduate fellows and graduate assistants evaluated?

• What courses do part-time faculty teach? How has the distribution of teaching by full-time faculty, graduate teaching fellows, and part-time faculty changed in the past five years?

• How are non-full-time faculty supported in their teaching?

• [If applicable]: How are departmental HEOs, CLTs, and other non-professorial positions integrated into the activities of the program?

VI. Students

• What are the program’s requirements for admission? Are specific standards set for continuation in or graduation from the program? How were these standards determined?

• How many students are currently enrolled as majors in the program? What is the enrollment pattern of majors over the past ten years?

[This information is available in the College’s Institutional Profile and from the Office of Institutional Research and Assessment Intranet site at www.csi.cuny.edu/oncampus/OIRAIN.]

• How many students graduated from the program in the past year? What is the pattern of graduation from the program over the past ten years? What factors have affected students’ ability to graduate?

[This information is available in the College’s Institutional Profile and from the Office of Institutional Research and Assessment Intranet site at www.csi.cuny.edu/oncampus/OIRAIN.]

• What efforts are made to recruit students into the program? How are students supported in the program (e.g., supplemental instruction, tutoring, faculty mentoring, clubs, research
opportunities)?

- What is the distribution of students with regard to gender and ethnicity? [This information is available in the College's Institutional Profile and from the Office of Institutional Research and Assessment Intranet site at www.csi.cuny.edu/oncampus/OIRAIN.]

- What activities, if any, has the program engaged in to encourage diversity among its students?

- What are the academic and/or employment achievements of graduates of the program? How are these determined? What information about graduates does the program collect?

VII. Resources

- What are the personnel resources of the program with regard to administrative, laboratory, and secretarial support?

- What are the library, technology, and media requirements of the program? Are these resources available? What are the space resources of the program, including access to laboratories and computer laboratories?

- How is faculty scholarship supported, with regard to funds for faculty travel and reassigned time for research?

- What are the financial resources of the program to support instruction (i.e., the program's OTPS allocation)? To what extent are these resources adequate?

VIII. Program Analysis and Planning

- How well has the program met its goals? What evidence supports your conclusion? If the program has not been successful, should it be supported and improved or should it be discontinued?

- What are the program's strengths and weaknesses?

- What are the future directions of the program? What recommendations emerge from this self-study regarding:
  - the program's goals,
  - the assessment of outcomes,
  - the program's curriculum and pedagogy, and
  - its resource needs, with regard to faculty, staff, space, etc.
APPENDICES

1. Syllabus for every course offered by the program.

2. Curriculum vitae for all full-time faculty teaching in the program.

3. Assessment plan, results, and anonymous, cross-spectrum examples of student work.