**Modified Self-Study Report (MSSR)**

If a department has undergone accreditation within the past three years with at least one external review, the documents gathered for the accreditation can be used in response to questions posed in the Self Study Report. Therefore, one year prior to the scheduled program review, the department will develop a matrix comparing the program review standards and criteria with the standards and criteria required for accreditation, and submit it to the College Dean. The matrix, along with accreditation documents, will be reviewed by the Program Review Subcommittee (PRS). At the conclusion of the review of documents, the PRS will develop a list of questions for clarification and identify any areas that were not sufficently addressed in a Modified Self-Study Report.

A Modified Self-Study Report (MSSR) should at least list and/or provide a matrix of all the sections and subsections required in the most recent Cal State LA Program Review Report Template and follow its outline and format. If a Program Review Procedural Handbook subtopic was addressed in the specialized accreditation document, then the relevant page numbers, etc. should be given at the appropriate point and heading in the MSSR. Even if a topic was addressed in the specialized accreditation document, an overview paragraph is very helpful. Also included will be the “Verification of Faculty Review” page signed by all full time faculty members. A copy of the department/College response to the accreditation report must also be included.

The department must provide the Program Review Subcommittee with electronic copies of the MSSR, the accreditation report, and a copy of the latest report and communication from the accrediting agency.

If the external accreditation process included more than one department (e.g., review of an entire College), then each department is to undergo a separate program review. Separate documents are to be prepared and separate meeting schedules with the Program Review Subcommittee are to be implemented.

**Accreditation and MSSR Matrix**

Program Program Review Modified Self-Study Report (MSSR)

Accreditation Self-Study/MSSR

Correspondence Matrix for Use with “Program Review Template”

|  |  |
| --- | --- |
| **PROGRAM REVIEW SELF-STUDY SECTIONS** | **ACCREDITATION SELF-STUDY SECTIONS (pg #)** |
| **1.0 History, Mission, Goals, and Objectives** |  |
| 1.1 Overview and Dept. history |  |
| 1.2 Mission |  |
| 1.3 Goals and PLOs |  |
| 1.4 Changes in goals and PLOs |  |
| 1.5 Recommendations from last program review and Accrediting body recommendations |  |
| **2.0 Program Data** |  |
| 2.1 Student Data in the Program |  |
| 2.2 Impact of enrollment trends |  |
| **3.0 Curriculum and Instruction** |  |
| 3.1 Curriculum |  |
| 3.2 Compliance with EO 1071 |  |
| 3.3 Comparison with peer institutions |  |
| 3.4 GE courses |  |
| 3.5 Service courses |  |
| 3.6 Minors, Credential or certificate programs |  |
| 3.7 Opportunities for student RSCA |  |

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| **PROGRAM REVIEW SELF-STUDY SECTIONS** | **ACCREDITATION SELF-STUDY SECTIONS (pg #)** |
| 3.8 Academic advising |  |
| 3.9 Masters theses, projects and dissertations |  |
| 3.10 Innovations in the Curriculum |  |
| **4.0 Assessment of PLOs** |  |
| 4.1 Program learning outcomes and curriculum map |  |
| 4.2 Comprehensive Assessment Plan |  |
| 4.3 PLO Assessment |  |
| 4.4 Faculty involvement in assessment |  |
| 4.5 Further education of alumni |  |
| 4.6 Student and alumni awards/achievements |  |
| 4.7 Assessment of GE courses offered by Program |  |
| **5.0 Department Faculty** |  |
| 5.1 Student feedback on instruction |  |
| 5.2 Trends in percent of courses taught by faculty rank |  |
| 5.3 Faculty scholarly activities faculty research |  |
| 5.4 Faculty service to the University |  |

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| **6.0 Student Engagement, Outreach and Recruitment** | **ACCREDITATION SELF-STUDY SECTIONS** |
| 6.1 Description of activities |  |
| 6.2 Effectiveness of activities |  |
| **7.0 Program Recommendations** |  |
| **Five Year Plan (see below)** |  |
| Appendix A: Report from Previous Program Review and accreditation |  |
| Appendix B: Students in the Major |  |
| Appendix C: Graduation and Persistence Rates |  |
| Appendix D: Faculty Utilization |  |
| Appendix E: Catalog Description of Each Program |  |
| Appendix F: GE Assessment |  |
| Appendix G: Masters Theses, Projects and Dissertations |  |
| Appendix H: Curriculum Map for Each Academic Degree Program |  |
| Appendix I: Assessment plan(s) |  |
| Appendix J: Faculty Composition |  |
| Appendix K: Faculty Summary Vitae |  |
| Appendix L: Instructional faculty types in the Programs’ courses |  |
| Appendix M: Recommendations for External Reviewers |  |
| Appendix N: Letters and accreditation reports from site visit and commission |  |

**Five Year Plan (or multi-year plan that aligns with accreditation review period)**

One of the purposes of Program Review is to develop plans for change and improvement in order to maintain leadership in the respective fields of academia. Therefore, each Department/School/Division will develop a plan that describes what the unit intends to do during the next five years. Development of this plan should benefit those units applying for new tenure-track positions or space by providing specific data to support these requests.

The Five-Year Plan will address the recommendations and concerns identified in the Self-Study Report. The plan should take into account what the department has learned from its outcomes assessment process. After receiving the external reviewer's report, the department should either amend the plan to comply with the recommendations of the external reviewers or explain why no amendment is necessary. In forming this plan, the program should address the following four areas (the questions are provided as guidelines):

1. **Curriculum.** What curricular changes do you envisage during the next five years? What developments are likely to cause you to change the curriculum?

2. **Students.** Do you see the number of majors increasing or decreasing during the next five years? Will those students be similar to those currently pursuing your major, or do you expect to serve different types of students? Will career opportunities open to your graduates change during the next five years? How will your program adjust its curriculum and program practices to prepare students for those opportunities? Do you expect your total enrollment to increase or decrease during the next five years? Are changes needed in the student learning outcomes? How will you assist students in attaining those goals during the next five years? What are your specific plans in the areas of curriculum change, outreach, scheduling, and retention to increase student enrollment? If your program has inadequate resources to serve your students, what are your plans to meet their needs?

3. **Faculty.** What changes do you foresee for department faculty? What does the University need to do to maintain the current high quality of faculty? Do you anticipate that you will be requesting new regular faculty members? If so, what will be the basis for these requests?

4. **Resources.** Will your current level of resources (staff, equipment, library resources, travel funds, etc.) be adequate to permit the maintenance or improvement of program quality during the next five years? Identify needs based upon program priorities.

Each of the preceding areas addressed in the Five-Year Plan should include the following, where relevant:

a) The expected action/change to be taken (e.g., revision of curriculum, addition of faculty, purchase of equipment, request for library resources, increased use of technology, increased travel funds, etc.).

b) A specific timeline for when the task will be completed.

c) Person(s) or committee(s) responsible for carrying out the needed change.

d) Anticipated cost.

**FACULTY REVIEW**

Each full-time faculty member on duty in the Department/School/Division of \_\_\_\_\_\_\_\_\_\_ has been asked to sign the following statement:

By my signature below, I am verifying that I have had the opportunity to see and read the department’s Self-Study Report that is being submitted to the University Program Review Subcommittee.

|  |  |
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| Signature | Date |
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