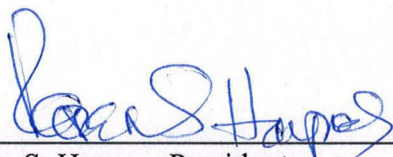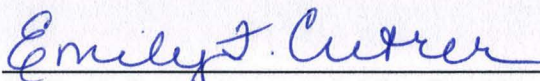**Effective Date: 8/ 16 /2011**
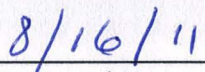
Definition: A policy outlining the responsibilities for and requirements of the CSUSM academic program review, evaluation, and planning process.

Authority: Chancellor's Office Memorandum AP 71-32, "Performance Review of Existing Degree Major Programs."

Scope: All academic degree major programs.

Karen S. Haynes, President

8/16/11
Approval Date

Emily F. Cutrer, Provost & Vice President for Academic Affairs

8/16/11
Approval Date

Revision 3: 08/16/2011
Revision 2: 02/14/2001
Revision 1: 10/26/1998
Implemented: 07/01/1997

I. Preamble

    A.   Program Review at the California State University originated with the Chancellor's Office memorandum AP 71-32, "Performance Review of Existing Degree Major Programs," which asks each campus to "establish a formal performance review procedure for all existing degree programs on campus in order to assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the total context of offerings." A summary of the program review is sent to the Chancellor's Office by the Associate Vice President of Planning, Accreditation, and Assessment (AVP-PAA).

    B.   The intention of Program Review is to open and maintain dialogue among the program faculty and between all of the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree program.

    C.   In adopting this policy, the Academic Senate acknowledges the serious investments in time and effort involved and stands committed to making assessment and sustaining program quality as important aspects of the campus culture.

II. Definition of terms and abbreviations

    A.   Academic unit

        1.   Refers to the department, program, school, or college that oversees the curriculum for a degree program.

    B.   Academic degree programs

        1.   Refers specifically to baccalaureate, master's, and doctoral degree programs.

        2.   Program review will focus on both the academic unit's capacity to deliver the program as well as the educational effectiveness of the degree program.
            a.   When colleges/schools or departments manage more than one academic degree, each degree program shall undergo a separate review.
            b.   It is expected, however, that major sections of the self-study report may be duplicated when more than one degree program is reviewed in the same department or program.

III. Principles

    A.   The program review process will be central to academic planning, budget, and decisions about allocation of resources.

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B.   The program review process will not duplicate, but rather will build upon, other campus-wide processes or reporting activities such as annual assessment reports, annual departmental reports, and strategic planning documents.

C.   Program review helps to identify strengths, challenges, opportunities for improvement, and provides a chance to plan for the future. It is only useful to the extent that it is a systematic, developmental, ongoing process of inquiry conducted by academic programs that includes data from annual assessments.

D.   The value of program review derives, in part, from the use of results in programmatic, collegiate and institutional planning, and in resource allocation decisions to meet program needs and help program to improve, especially where correctable weaknesses can be identified.

E.   One outcome of the review process is a plan specifying goals and strategies for program improvement and student learning assessment. This represents the formative, developmental, and planning phase of the process, once the summative stage, in the form of various reviewers' recommendations, has passed. For the next cycle of review, this plan becomes an important point of focus. In time, as current reviews build upon their predecessors, program review, learning assessment, and curriculum development should become a significant and altogether routine aspect of life at CSUSM.

F.   Recognizing that program review is labor-intensive and time-consuming, this Academic Senate policy aims to ensure that the process operates under a realistic timeline and that it is sensitive to the effort required. In order to fulfill this commitment, resources must be provided for annual assessment projects, the development of the self study, and the external reviewers. The Provost's office will provide resources for annual assessment projects, external reviewers, and the resources to support faculty in the development of the self-study. Should budget constraints impact support for program review processes, appropriate adjustments will be made in program review expectations and processes.

IV.   Program Review Responsibility

A.   Department/Program (hereafter referred to as department)

1.   The responsibility for carrying out the program review process lies with faculty that deliver the curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM staff and administration.

2.   The department will conduct a candid self-study examining departmental goals and accomplishments (including progress on accomplishing goals set forth in the previous review's Memorandum of Understanding (MOU), and reviewing the results of annual assessment of student learning outcomes and

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suggestions from Office of Planning, Accreditation, and Assessment (OPAA) in response to these reports.

    a.   The self-study will include discussion of the student learning outcomes and assessments, as well as the program's currency, capacity, and academic integrity as outlined in the program review procedures.

    b.   For specific self-study guidelines, see the *CSUSM Guidelines for Program Review.*

  B.   College Deans[1]

    1.   Deans or their designees are responsible for working with the OPAA to assure the timely completion of the program review.

    2.   Deans review the self-study for completeness and accuracy prior to the external review visit.

    3.   Deans provide evaluative comments on the self-study after receipt of the external reviewer report.

    4.   Deans participate in the development of the MOU.

  C.   The Program Assessment Committee of Academic Senate (PAC)

The PAC is responsible for overseeing the program review process, for the final response to the department, including recommendations for five or seven-year review cycles, for recommendations regarding program continuation, for meeting with those who develop the MOU, and for reporting to the Academic Senate.

  D.   Institutional Planning and Assessment (IPA)

    1.   IPA is responsible for providing timely and accurate data to each program undergoing review.

    2.   IPA is available to provide support and expertise for programs that wish to conduct surveys for data collection purposes.

  E.   Administrative Support

    1.   The Office of Academic Planning and Accreditation (OPAA) provides administrative support for the entire process. OPAA is also responsible for reporting the results of program review to the Chancellor's Office.

    2.   The AVP-PAA will confer with the College Deans and with the Dean of Graduate Studies (DGS) for reviews of graduate programs.

  F.   Provost

    1.   As the Chief Academic Officer, the Provost is ultimately responsible for the entire program review process and reviews and responds to all reports.

V.   Review Cycles

  A.   The program review process at CSUSM runs on a five or seven year cycle.

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[1] The term "College Deans" also refers to administrative equivalents, such as Director of a school.

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B.   The schedule for program review is published in the Academic Master Plan.

C.   Generally, reviews of graduate programs will be scheduled at the same time as the review of the undergraduate program(s) within the same discipline. Departments may submit a request to the PAC, OPAA, and DGS to separate undergraduate and graduate reviews.

D.   For programs that undergo accreditation, care will be taken to coordinate program review with accreditation cycles for the discipline (See Section VI of this policy).

E.   In the case of new programs, a developmental period of up to five years will be allowed before the first program review.

VI.   Periodic Review of Accredited Programs

A.   Any currently accredited academic program may request to substitute the accreditation report for the self study and external review. This request is made to the OPAA.

B.   Documents prepared for accreditation, visits from the accreditation body, and reports from the accreditation body will normally be accepted as satisfying components of the self-study report in whole or in part if the accreditation report includes a discussion of assessment and student learning outcomes.

C.   Substitution of an accreditation report for a program review will only be permitted if annual assessment plans and reports have been submitted by the program during the period prior to the accreditation process.

VII.   External Review

A.   Except for unusual situations approved by the AVP-PAA, the DGS (for graduate programs only) and the PAC, external review will be part of all program reviews.

B.   Sufficient funds to cover the expense of the external reviews will be included in the budget of the University.

C.   For specific guidelines, see the *CSUSM Guidelines for Program Review.*

VIII. Concluding the Program Review Process

A.   The Chancellor's Office receives a summary statement of the assessment section of the self-study, including information about how assessment results have been used to improve the academic degree program.

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B.   The actual program review reports remain on campus in the OPAA, online as part of the Program Portfolios, and are the foundation for the next program review.

C.   After the faculty of the academic program, the College Dean, and the Provost (or designee), have had an opportunity to study all reports and recommendations, representatives of these three areas and the chair of PAC will meet to discuss recommendations and agree on actions to be taken.

    1.   Based on this conversation, the AVP-PAA will draft a Memorandum of Understanding (MOU) that all parties will sign, which will be in effect until the completion of the next review cycle. The MOU is an opportunity for all to agree on a set of desired developmental goals, subject to a corresponding agreement about necessary resources and their availability.

    2.   This MOU will be used in future planning, budget, and resource allocation processes.

    3.   Where consensus cannot be achieved, as determined by the AVP-PAA the parties will file separate memoranda outlining their difference in views. These differences will be reviewed by the Senate Chair or his/her designee and the Provost or his/her designee who will work with the involved parties until consensus is reached.

    4.   It is understood that College Deans will seek advice related to the MOU from appropriate college governance committees.

    5.   For specific guidelines, see the *CSUSM Guidelines for Program Review.*

Guidelines for Program Review

**California State University
San Marcos**

Program Assessment Committee
of the Academic Senate
2010/11

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Tables and Figures

Appendix

Approved by Academic Senate 04/20/2011

GUIDELINES FOR PROGRAM REVIEW[1]

I.   The Purpose of Program Review

At California State University, San Marcos (CSUSM), program review provides an opportunity to assess the educational effectiveness of undergraduate and graduate degree programs for the purpose of program planning and resource allocation. Program reviews are conducted in a climate of faculty participation and self study designed to enhance the quality of teaching and learning. Toward this goal, program reviews include a thorough process of data collection and analysis that enables faculty to see how pedagogical goals are pursued and achieved using the resources available.

One focus of program review is on student learning outcomes: their clear articulation in program documents, their alignment with University mission goals, and their assessment through annual processes of data collection, analysis, and review. Program reviews also provide a basis for program planning, with the review process supplying documentation regarding the program's current status, including its enrollment trends, support services, efficient use of instructional and capital resources, faculty productivity and accomplishments, and program goals for the future. The value of program review derives, in part, from the use of results in programmatic, collegiate and institutional planning, and in resource allocation decisions to meet program needs and help programs to improve, especially where correctable weaknesses can be identified and addressed.

The responsibility for carrying out program review lies primarily with the program faculty under the leadership of the Department Chair/Program Director (DC/PD) or his/her appointed designee, supported by the Dean and assisted in the review process by the Office of Planning, Accreditation, and Assessment (OPAA) and, if appropriate, the Dean of Graduate Studies (DGS).   The intention of the program review process is to open and maintain dialogue among the program faculty and between all of the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree program. From an institutional vantage point, program review is designed to provide data and recommendations that will support effective program change, institutional planning, and decisions regarding the allocation of resources.

II.   Context for Program Review

Program reviews are prepared in the context of several CSU and campus policies and commitments relating to program quality and student learning as well as external criteria of evaluation, most centrally the standards provided by the Western Association of Schools and Colleges (WASC). Those involved in the program review should be familiar with these policies in order to align their efforts with key University and CSU priorities.

- **CSU Policy on Program Reviews**

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[1] This document is based on guidelines for program review adopted by CSU Channel Islands. We acknowledge the assistance of CSUCI in developing these guidelines for implementing the CSUSM policy and guidelines for program review.

In 1971, the CSU Board of Trustees adopted policy requiring that each campus review every academic program on a regular basis (Chancellor's Office memorandum AP 71-32) for the purpose of determining program viability. CSUSM has separate policies and procedures for program discontinuance in which program review may play a part (www.csusm.edu/policies/active/documents/apd.html). The criteria and procedure for academic program discontinuance is outlined in the CSUSM policy on academic discontinuance, and readers are referred to that document for information about it.

The frequency of program review is subject to some campus discretion with the intent of allowing campuses to align their review schedules with WASC accreditation, program specific, and professional accreditation activities. With increased focus within the CSU on learning outcomes assessment across a wide range of reporting areas, including the CSU Cornerstones/Accountability reporting and WASC, campuses are encouraged by CSU practice to make annual assessment an important part of the program review process.

Initially, comprehensive summaries of campus program reviews were provided annually for inclusion in the annual March meeting of the Board of Trustees. More recently, however, the Chancellor's Office, in consultation with the Academic Council and the statewide Academic Senate, has decreased the workload requirement on campuses and allowed for greater campus flexibility in program review. The result is a less comprehensive reporting requirement. Today, each CSU reports annually in January on its program review activity and degree changes that have resulted from those reviews.

- **WASC Standards for Accreditation**
  WASC serves as CSUSM's regional accrediting agency. Those participating in the program review process should be familiar with WASC standards for accreditation. In focusing on educational effectiveness, WASC asks each institution to:

  - **Articulate a Collective Vision of Educational Attainment** - Each institution sets goals and obtains results for student learning at both the institutional and program level that are clearly stated, that are appropriate for the type and level of the degree offered, and that are adequately assessed to ascertain mastery.

  - **Organize for Learning** – Each institution should align appropriate institutional assets with the goal of producing high levels of student learning that are consistent with the mission of the institution, including curriculum, faculty recruitment, faculty development and scholarship, organizational structures, information resources, student services and co-curricular activities, and resources.

  - **Become a Learning Institution**--Each institution will develop systems to assess its own performance and to use information to improve student learning over time. These systems reinforce a climate of inquiry and are based on standards of evidence that prominently feature educational results.

- **CSUSM Mission Statement**

  Placing students at the center of CSUSM's mission statement provides a focus for campus instruction.

  California State University San Marcos focuses on the student as an active participant in the learning process. Students work closely with a faculty whose commitment to sustained excellence in teaching, research, and community partnership enhances student learning. The university offers rigorous undergraduate and graduate programs distinguished by exemplary teaching, innovative curricula, and the application of new technologies. CSUSM provides a range of services that respond to the needs of a student body with diverse backgrounds, expanding student access to an excellent and affordable education. As a public university, CSUSM grounds its mission in the public trust, alignment with regional needs, and sustained enrichment of the intellectual, civic, economic, and cultural life of our region and state. (http://www.csusm.edu/about/facts/mission.html)

- **CSUSM Senate Policy**

  The CSUSM Academic Senate approved its most recent "Policy for Review of Academic Programs" in spring of 2011, that implements CSU policy on program review. The CSUSM policy states that "(p)rogram review helps to identify strengths, weaknesses, opportunities for improvement, and provides a chance to plan for the future. It is only useful to the extent that it is a systematic, developmental, and ongoing process of inquiry conducted by academic programs."

  As outlined in CSUSM policy, program review will include each of the following components:
  a) an academic program self-study and recommendations;
  b) an external review and recommendations; and
  c) University review and decision-making

  The policy also calls for academic programs to be reviewed on a five or seven-year cycle and charges Deans or their designees with responsibility for working with the OPAA to ensure the timely completion of the program review. (CSUSM Academic Senate Policy PAC 133-97)

- **Annual Assessment Plans**

  To facilitate program review and to meet WASC requirements, since AY 05-06, all departments offering majors for undergraduate degrees and master's programs have been asked to report annually on assessment related to one or more of the program-level student learning outcomes. At the conclusion of each academic year, departments are asked to report on the assessment activities used to measure student learning, the results of the assessments, and how these assessment findings are leading to changes at either the course or program level in order to improve student learning. In turn, the OPAA provides feedback on these annual reports in the form of suggestions to the program which are meant to be formative and advisory only. OPAA provides funding and resources to support assessment projects and will

continue to do so, pending future budget constraints, in which case, appropriate adjustments will be made in assessment expectations and processes.

III.   Elements of Program Review and Responsibilities of Participants

A.   Overview
There are a number of major components to the program review and responsibilities to be carried out by its participants that include: preparing for the review, conducting the self study, the external review, program response to the external review, review and recommendations from the Dean and Provost, review and recommendations from the Program Assessment Committee (PAC), developing a Memorandum of Understanding (MOU), and implementing recommendations.

The OPAA provides institutional support in the program review process. Its role is to assist the program in initiating and conducting its self study, to ensure that the various parties are aware of and follow the review calendar, to assist in the dissemination of documents, to provide budget resources needed for the review, and to serve as a repository for materials and reports.

B.   Preparing for the Review
The Associate Vice President of Planning, Accreditation, and Assessment (AVP-PAA) will inform the Department Chairs/Program Directors (DC/PD), the College Deans, and Provost about which programs will begin the review process. In the case of graduate program reviews, the AVP-PAA will consult with the Dean of Graduate Studies (DGS).

Each DC/PD will appoint a program review coordinator or committee that will take primary responsibility for carrying out the self study. Programs may include community or advisory board members, representatives from community colleges, or CSUSM faculty and staff from outside the program on the self-study team.

The OPAA will arrange an initial planning meeting to orient all of those involved in the review process. Those attending will include the appropriate college Deans or school Directors, Chairs of programs being reviewed, the AVP-PAA, the faculty coordinating the program reviews, the director of Institutional Planning and Assessment (IPA), and the chair of PAC. The OPAA will serve as the liaison with IPA in providing the contents of the data notebook, both common data for all programs as well as data requested by the program that is unique to that program.

C.   Conducting the Self Study
The program faculty appointed by the DC/PD will conduct a self study and prepare a self-study report in consultation with the college Dean and the AVP-PAA (see section VI for elements of the self study).

D. Conducting the External Review

1. **Tasks and Responsibilities**
   The purpose of external review is to provide a broad, independent perspective on the program. Except for unusual situations approved by the AVP-PAA, the DGS (for graduate programs only), and PAC, external review will be part of all program reviews. The main tasks associated with the external review are: selection of the reviewers, preparation and hosting of the site visit, and response to the reviewers' completed report. The OPAA takes the lead on matters of budgeting for and logistics of the external review visit and for receipt and distribution of the external review to participants in the review process. The faculty member coordinating the program self study serves as a liaison with the OPAA. PAC will receive the self study and meet with the external reviewers.

   It is expected that two reviewers will conduct the external review. These evaluators will come together to spend two days on campus meeting with students, staff, faculty, administrators, and the PAC and then prepare a joint written report with comments and recommendations based on their review of the self-study report and these on-campus meetings.

2. **Selecting External Reviewers**
   A typical external review is by one reviewer from outside the University, often one from another CSU, and one reviewer from a non-CSU institution. The faculty of the academic program under review shall forward to the AVP-PAA the names of at least four individuals they wish to have considered as external reviewers. The OPAA will contact these potential reviewers and ask them if they are available. In the event that the faculty-generated list does not provide a sufficiently large pool of available reviewers, the OPAA, and, if appropriate, the DGS, will consult with the program in order to jointly generate a list of other potential reviewers. Potential reviewers will be asked for their curriculum vitae, personal/professional relationships with faculty at CSUSM, previous experience with academic program review and assessment, and any other relevant information. Selection of the reviewers is based on the following criteria: demonstrated achievements in the field, affiliation with an accredited academic program appropriate to the program being reviewed, and no conflict-of-interest. The AVP-PAA (or DGS for graduate programs only), after consultation with the DC/PD, college Dean, and the PAC, will select the two external reviewers.

3. **External Review Budget and Visit Arrangements**
   After selection of the external reviewers, the OPAA makes arrangements for the site visit and covers all expenses related to the external review.

4. **Site Visit**

The external review will generally be conducted in the fall semester of Year Two of the self study. At least two weeks prior to their visit, the OPAA will provide the external reviewers with copies of all appropriate materials including the self-study report, the PAC memorandum and MOU from the previous review, and these guidelines describing CSUSM's program review process. Other information will be available upon request.

During a typical campus visit, the external reviewers will meet with the AVP-PAA, the PAC, the DGS (for graduate programs only), the Dean and Associate Dean(s) of the College, tenure-track and lecturer faculty, students at all levels of the program (for informal conversation), the liaison librarian, program staff, and other appropriate personnel. Reviewers should have an opportunity to tour relevant facilities used by the program, including dedicated classrooms, labs, studios, and performance spaces.

Time should be set aside on the second day of the site visit for the reviewers to meet on their own to begin to prepare their report. Reviewers will conclude the second day of the campus visit by meeting with the program faculty at which time the reviewers have an opportunity to clarify any issues or questions they have about the program and report orally on their preliminary findings and recommendations. This meeting is followed by an exit meeting with the Provost.

5. **External Reviewers' Report**

In conducting their review, the external reviewers are requested to bear in mind the campus Mission, Vision, and Values Statements (http://www.csusm.edu/about/facts/mission.html) and corresponding statements for colleges. The reviewers' report is part of a process intended to help guide future decisions about the program under review and should address the issues most important to this planning process. Concrete suggestions for improvement are, therefore, welcome.

To be of the greatest use to the program under review, the text of the External Review Report should draw upon the self-study report and information gathered during the site visit to address the following questions:

- **Educational Effectiveness**: Is the program achieving its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning?
- **Capacity**: Does the program have the resources to deliver the academic program in a quality way?

In addition, reviewers may offer other recommendations based on their independent review of the self study as well as their discussions with faculty, students, administrators, and staff.

E.   Responses by the Program, Dean, and Provost

1.   Response by Program
The DC/PD prepares a program response to the external reviewers' report.

2.   Responses by the Dean and Provost
The Dean and Provost each prepare a written response addressing the program review package (program self study, external reviewers' report, and program response to the external reviewers' report). This response should include more than a summary of the information contained in the program review package, as these responses will be used in the development of the MOU (see description below).

F.   Review by Program Assessment Committee (PAC)

1.   Responsibilities of the PAC
The PAC is a standing committee of Academic Senate. The PAC will:
- meet with the external reviewers after reviewing the program self study;
- provide independent recommendations after reviewing all relevant documents, including length of program review cycle, to the Academic Senate, program, Dean, and Provost; and
- participate in the development of the MOU.

2.   Procedures Followed by PAC
Members of the PAC review the program's self-study report, external reviewers' report, response to the external reviewers' report by the DC/PD, and response to the program review package by the Dean and Provost. After discussing the recommendations and issues raised and addressed in the reports and meetings, PAC makes its own evaluation regarding these recommendations. In terms of format, PAC will provide an executive summary of the entire program review package as well as its own recommendations.

In addition, based on the review of all material received, PAC will make an overall recommendation regarding the program. These recommendations are based on the following criteria:
- program adherence to the terms of the previous MOU;
- the degree to which the annual assessments have generated useful data and whether assessment results have been used to make appropriate changes;
- the strengths and challenges identified by the review of educational effectiveness and capacity; and

- the degree to which the five-year plan explicitly and appropriately addresses program challenges and enhances or preserves program strengths.

The PAC will make one of three possible recommendations based on the above criteria:

- **Recommendation to Continue a Program with Notation of Exceptional Quality:** Approval is recommended without reservation and with a notation of specific areas of program promise and excellence. These programs will be recommended for a seven-year review cycle.

- **Recommendation to Continue a Program of Quality and Promise:** Program approval is recommended with identification of specific areas that need to be further developed and a notation of specific areas of achievement. These programs will be recommended for a five-year review cycle.

- **Recommendation of Conditional Continuation:** Conditional approval is recommended with identification of specific areas requiring significant improvement and a reasonable period of time for making these improvements. These programs will be placed on a five-year review cycle with an interim report to be delivered to the AVP-PAA in three years. The contents of the interim report will address the issues raised in the previous review.

Based on the interim report, the PAC will determine whether or not the issues raised in the previous review have been adequately addressed. If these issues have been adequately addressed, the program will continue on the five-year program review cycle. If there continue to be questions about whether or not the program provides an appropriate academic experience for students, and if there is insufficient evidence that deficiencies identified in the previous review have been corrected, the PAC may recommend program discontinuation, following the procedures found in the Academic Senate policy on academic discontinuance.

G. **University Review, Decision-Making, and Action Plan**
Since the intended outcome of program review is to provide the opportunity to assess a program's educational effectiveness and to provide the basis for program planning and resource allocation, it is especially important that the review process result in a meaningful action plan that is endorsed by all the parties involved in the review. The program review's reports and recommendations serve as a foundation for the program faculty and University administrators to clarify, endorse, and support program goals for the future.

To accomplish this end, and as provided for in Senate Policy, after the faculty of the academic program, the Dean, and the division of Academic Affairs, and the PAC have had an opportunity to study all reports and recommendations, representatives of these areas will meet to discuss recommendations and agree on actions to be taken. The AVP-PAA will convene and facilitate this meeting. Based on this conversation, the AVP-PAA will draft a Memorandum of Understanding (MOU) that will be signed by a program faculty representative on behalf of the faculty, the Dean or designee, the Provost's designee, and the chair of PAC. This MOU will be in effect until the completion of the next review cycle. Where consensus cannot be achieved, as determined by the AVP-PAA, the parties will file separate memoranda outlining their difference in views." These differences will be reviewed by the Senate Chair or his/her designee and the Provost or his/her designee who will work with the involved parties until consensus is reached.

The MOU, which should be based on Section Five of the self-study report and the various levels of review, becomes the degree program's action plan for the next review cycle. The degree program may want to use this action plan to guide its annual assessments over the next review cycle. Program faculty should make every reasonable effort, as resources permit, to realize the improvements outlined in the MOU. Academic Affairs should work with the program to ensure that resources are provided, whenever possible, for the continuous improvement of the academic program.

It is expected that the MOU will be used by the Provost, the College Deans, and departments as a vital component for strategic planning discussions, as well as form an important element for the annual departmental reports to the Dean, annual assessment reports, Academic Recruitment Plans, and decision making by college hiring and academic planning committees. As stated in the Program Review Policy, the MOU represents the formative, developmental, and planning phase of the process, once the summative stage, in the form of various reviewers' recommendations, has passed. It is also provides an opportunity for all to agree on a desired set of developmental goals, subject to corresponding agreement about necessary resources and their availability.

H.   Responsibility for Documentation and Reporting
The reports generated by the program review process will be housed in the academic program and in the OPAA. As part of its annual report, the AVP-PAA will notify the Chair of the Academic Senate and the Provost that the program review has been successfully concluded. The AVP-PAA will also notify the CSU Chancellor's Office each January, though the Office of the President, of all program reviews concluded during the academic year, as required by CSU policy.

IV.   The Program Review Process and Timeline

A.   Overview

Given the data collection, deliberation, and writing needed for a successful review, most reviews will be conducted over a two-year period, with the timeline included in these guidelines serving as a model (see *Table 1: Program Review Timeline* which outlines the program review timeline and sequence and *Figure 1: Program Review Flow Chart* for steps in the process).

B.   Preparing for the Review

In the spring semester of the year prior to the review year, the AVP-PAA will inform the Department Chairs/Program Directors (DC/PD), the College Deans, and Provost about which programs will begin the review process the following fall. In the case of graduate program reviews, the AVP-PAA will consult with the Dean of Graduate Studies (DGS). The OPAA will arrange an initial planning meeting to orient all of those involved in the review process during the next cycle.

The data notebook provided by IPA in collaboration with OPAA will be available by the beginning of the fall semester (see Appendix A for a list of the data provided in the notebook).

C.   Conducting the Self Study

During the fall semester, the program faculty appointed by the DC/PD will conduct a self study and prepare a self-study report in consultation with the college Dean and the AVP-PAA. The programs may wish to identify and gather information pertinent to the evaluation of their academic programs and to support later recommendations.

No later than March of the spring semester, the draft of the self-study report is finalized and forwarded electronically by the DC/PD to the College Dean and the AVP-PAA. Comments on the accuracy of the report are made as needed by the Dean upon completion of the self-study report, and by May, the Dean signs the cover sheet indicating that the self-study report is ready for external review.   At this point, the AVP-PAA will distribute the self-study report to the Dean of the Library and the Dean of IITS. The Dean of the Library and the Dean of IITS may forward a response to the AVP-AVPA which will become part of the self-study package.

D.   Conducting the External Review

During the fall semester of Year Two of the program review, the external reviewers come to the campus and submit their report to the AVP-PAA no later than **three** weeks after their visit. The AVP-PAA will forward the report to the program faculty, the college Dean, and the Provost.

E.   **Responses by the Program and College Dean**

      1.   **Department/Program Response**
      Upon receipt of the external reviewers' report, the DC/PD prepares a program response to the report that it forwards to the AVP-PAA.

      2.   **Dean's Response**
      The AVP-PAA forwards the entire program review package, including the self study, the external reviewers' report, and the program response to the external reviewers' report to the Dean. Prior to the beginning of the spring semester of Year Two of the review, the Dean prepares a written response addressing the program review package.

F.   **Review by the Program Assessment Committee (PAC)**
The AVP-PAA forwards the program self-study, the external reviewers' report, the program's response to the external reviewers' report, and responses to the program review by the College Dean to the PAC. Following receipt of the program review package, the PAC meets to review the information collected and may choose to meet with the DC/PD, the College Dean, or any others that the Committee wishes to be present to discuss questions or issues that are raised by the report and responses to it. The PAC then prepares a report that contains a summary of findings from the program review package and its own recommendations to the program which it forwards to the AVP-PAA for distribution to the DC/PD, Dean, and Provost.

G.   **University Review, Decision Making, and Action Plan**
By the end of the spring semester of the second year of the review, representatives of the program faculty, Dean, Provost/designee, and the PAC meet to discuss the recommendations contained in the program review and frame an agreement on actions to be taken.   As provided for in the Senate's policy, this agreement "will be embodied in a Memorandum of Understanding (MOU) which will be in effect until the completion of the next review cycle."

PROGRAM REVIEW TIMELINE

Preparation Activity: (Activity during the spring semester prior to start of program review):
- AVP-PAA gives formal notification to programs to initiate program review the following fall.
- Programs begin preparation for review:
- Identify data needs
- Appoint self-study coordinator and/or committee
- Continue course and program assessment projects
- OPAA sets up group orientation meeting
- Dean, AVP-PAA and, in the case of graduate programs, DGS, and the chair of PAC review procedures with DC/PD and appropriate faculty
- IPA provides data notebooks

YEAR ONE – SELF STUDY

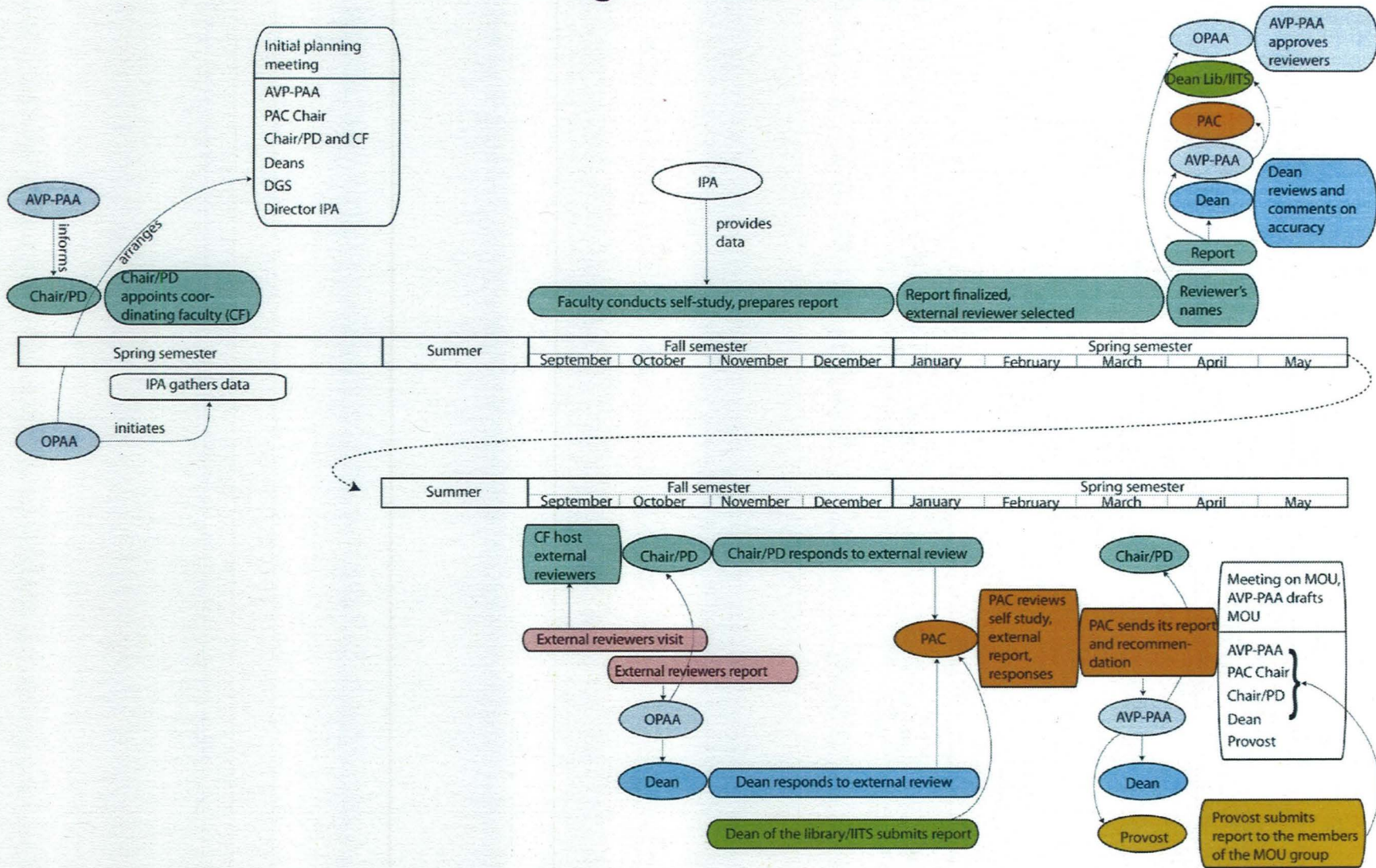| FALL SEMESTER	ACTIVITY
September - December	• Program collects and assembles data for self study • Program writes self-study report
SPRING SEMESTER	
January-March	• Program finalizes and submits self-study report
April	• Self-study report submitted to Dean • Program submits names of prospective external reviewers
May	• Dean submits comments on completeness of the self-study report • AVP-PAA and, in the case of graduate programs, DGS approve names of external reviewers • Dean of Library and Dean of IITS receive self-study report and may submit responses

YEAR TWO – SELF STUDY

FALL SEMESTER	ACTIVITY
September/October	• PAC receives self-study report • External Review Team visits campus
October/November	• External Reviewers submit written report
November-January	• DC/PD responds to external reviewers' report • Dean responds to the program review package
SPRING SEMESTER	
February	• PAC reviews program self study, external review, and Dean's responses
March-April	• PAC sends its report and recommendations to the AVP_PAA for distribution to DC/PD, Dean, and Provost
April	• Provost responds to the program review package in preparation for the MOU process
April/May	• DC/PD, Dean, Provost, and PAC meet to identify priorities and action plan for program improvement, and develop MOU

YEAR THREE – AFTER THE SELF STUDY

SPRING SEMESTER	
January	• AVP-PAA reports on program review and changes to Chancellor's Office (for Board of Trustees)

Program review timeline

Initial planning meeting

AVP-PAA
PAC Chair
Chair/PD and CF
Deans
DGS
Director IPA

AVP-PAA

informs

Chair/PD

arranges

Chair/PD appoints coor-dinating faculty (CF)

OPAA

initiates

IPA gathers data

IPA

provides data

Faculty conducts self-study, prepares report

Report finalized, external reviewer selected

Report

Reviewer's names

OPAA

Dean Lib/IITS

PAC

AVP-PAA

Dean

AVP-PAA approves reviewers

Dean reviews and comments on accuracy

Spring semester	Summer	Fall semester				Spring semester				
		September	October	November	December	January	February	March	April	May

Summer	Fall semester				Spring semester				
	September	October	November	December	January	February	March	April	May

CF host external reviewers

Chair/PD

Chair/PD responds to external review

Chair/PD

Meeting on MOU, AVP-PAA drafts MOU

External reviewers visit

External reviewers report

PAC

PAC reviews self study, external report, responses

PAC sends its report and recommen-dation

AVP-PAA
PAC Chair
Chair/PD
Dean
Provost

OPAA

Dean

Dean responds to external review

AVP-PAA

Dean of the library/IITS submits report

Dean

Provost

Provost submits report to the members of the MOU group

## V.	Accredited Programs

Some CSUSM programs are accredited by their respective professional associations. CSU and CSUSM Academic Senate policies provide that such accredited programs may substitute the periodic review and site visit, which accompany such accreditation, for the self study and external review. Such a substitution will only be permitted if annual assessment plans and reports have been submitted by the academic program during the period prior to the accreditation process and if the accreditation report includes a discussion of assessment and student learning outcomes. The program will forward the accreditation report, as well as all appropriate annual assessment plans and reports, to the AVP-PAA.

The program review process continues as detailed in Section III.E.-G. and Section IV.E.-G.

## VI.	Option for Departments that Deliver Multiple Degrees

Departments reviewing more than one degree in a program review cycle may choose to write a single comprehensive report that covers multiple degrees, or separate reports for each degree. A single report may be preferred when the degrees under review have substantial overlapping elements. If this approach is chosen, the program lead should confer with the Chair of PAC and the AVP-PAA to agree upon the overlapping elements, which should be treated separately, and to adjust the document page limit.

## VII.	Sections of the Self-Study Report

The self study is a collective undertaking and is a key step in program review. In a manner parallel to WASC's criteria of institutional review, the self study demonstrates that the program has reflected upon key elements of its program, focused especially on program capacity and educational effectiveness.

The self-study report is intended to provide the opportunity to give a past, present, and future perspective on the program. There are four audiences for the self-study: external reviewers, Dean, Provost, and PAC. The self study should reflect the unique nature of the program for those audiences by:
- responding to the previous program review recommendations;
- describing the current state of the program; and
- articulating the future aspirations of the program.

The self study should show alignment of the program with the educational and strategic elements of the University and of the wider CSU.

The self-study report shall contain the following five sections and should not exceed 15pages[2]:
- *Introduction to self-study*
- *Achieving educational objectives*

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[2] Single spaced, 12 point font, Times New Roman, one inch margins.

- *Developing and applying resources*
- *Additional themes/Special issues*
- *Planning for the next five years*

Section One – Introduction
This short section (no more than <u>two</u> pages) serves primarily as an introduction to the program for the external reviewer(s). Possible topics for reflection include:
- Program mission statement/program goals (if changes have been made since the last program review, discuss them here);
- Distinctiveness of the program from that of other CSUs or elsewhere; and
- Relationship of program mission to the University's mission and goals.

Section Two – Achieving Educational Outcomes
In this section, the program documents how it achieves its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning. The program shall engage in, and write responses about, the following activities:
- Reflect on the annual assessments conducted since the previous program review (the annual reports and associated feedback from the OPAA should be placed in an appendix attached to the self-study report). What did you assess? What did you learn about student learning from these assessments? What changes have been made/will be made as a result?
- Examine the program's student learning outcomes (SLO) and course by SLO matrix. Describe any changes or updates that need to/will be made (attach matrix as an appendix).
- Examine the curriculum and student flow through the major in terms of where SLOs are addressed. Does the sequence of major courses allow for/encourage growth in learning based on the SLOs?
- Describe any changes in the major that have been made since the last program review, and discuss the rationale supporting the changes. How will you assess the effectiveness of changes to the curriculum in terms of the student learning outcomes?
- If available, describe evidence beyond the annual assessments of SLOs showing that students are achieving the program's desired learning outcomes. Such evidence could include measures of student satisfaction (current students and alumni), assessment of capstone activities, graduate school acceptance rates, etc.
- Describe how the program contributes to the University curriculum? What are the program's obligations and contributions beyond its own major? How do the SLOs for service courses reflect the University's mission?

Section Three – Developing and Applying Resources (Capacity Review)
In this section, the program describes how it sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources (e.g., technology and library, etc.). In other words, the program should describe the extent to which it has the resources it needs. The self-study report should focus only on the most important areas (typically, not more

than <u>two</u>). The previous program review report should be referenced whenever possible. All programs will provide faculty profile information on a template that will be provided by OPAA. The following is a list of possible questions to consider:

- Does the program employ faculty in sufficient numbers, and with appropriate ranks, professional qualification, and diversity to support its academic program consistent with its educational objectives?
- Does the program employ professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs?
- Are faculty workload, incentives, and evaluation practices aligned with institutional practices?
- Is the program able to support appropriate and sufficient faculty development opportunities that are designed to improve teaching and learning?
- Are fiscal and physical resources aligned with program educational goals, and are they sufficiently developed to support and maintain the kind of educational program it delivers?
- Does the program have access to information resources, technology, and staff sufficient in size and skill to support its academic offerings and the scholarship of its faculty?
- Are the program's organizational structure and decision-making processes clear and consistent with University policies and effective in supporting the program?

Section Four - Additional Themes/Special Issues
In this section, the academic unit will reflect on no more than **two** other issues that are of importance to the program and faculty at the time of the review. Below are several possible topics and questions that program faculty may want to consider. They are only suggestions. This section should contain a discussion of the most important/pressing issues faced by the program.

Student readiness
- Have entry-level requirements for the major been adjusted since the last program review?
- How ready are incoming freshmen, transfer students, and beginning graduate students to begin their coursework in the program?
- Does the program have relationships with counterparts at local high schools, community colleges, and nearby four-year institutions that are used to improve the readiness of arriving students?

Graduates
- Are graduates well prepared to begin their chosen careers or advanced study?
- What program improvements might enhance the preparation of graduates?

Advising and mentoring
- How is academic advising handled within the program?
- How are students in the major made aware of career opportunities?

- How does the program assess the quality and quantity of student contact with program faculty?
- What program improvements might enhance the academic and career advising of students?

Enrollment and progress towards graduation
- Have there been enrollment trend changes in the number of majors since the last program review?
- Does the major have a sufficient student base to be able to offer required courses often enough to allow students to make rapid progress toward completion of their degrees?
- What measures are taken to ensure timely academic progress of students, and how effective are these?
- If program faculty have relationships with counterparts at local high schools, community colleges, and nearby four-year institutions, how are these used to attract majors?

Pedagogy and instruction
- How do the research and creative activities of the program faculty manifest themselves in the academic degree program? In particular, how are students encouraged to become active participants in faculty research activities?
- How are different modes of instruction used in the major? In particular, how are students encouraged to become active participants in the learning process, and how is technology used?
- Is the academic degree program offered—in whole or in part—off-campus? If so, how is the quality of the off-campus program maintained?
- Does the program offer on-line courses? How do these courses fit into the curriculum?
- How is course staffing determined by faculty expertise, rank, and status (tenure-line versus lecturer)?
- In courses with multiple sections/instructors, are the sections coordinated? If they are coordinated, how is this done? If they are not coordinated, should they be?

Extracurricular activities
- What extracurricular or co-curricular experiences and activities are supported by the program (for example, student clubs and organizations, student involvement in research, etc.)?
- What is the level of participation by majors in these activities, both in terms of numbers of students and depth of commitment?

Section Five - Planning for the Next Five Years
In this section, the program faculty and staff reflect upon how effectively the program is accomplishing its purposes and achieving its educational objectives. This section should begin with a short section about how the results of the previous five-year review have been used to improve program quality and learning outcomes.

The self study will conclude with specific recommendations for program improvement and future directions. These recommendations should be clearly linked to evidence provided in the self-study narrative and be framed as actionable items that, if undertaken by the program faculty, staff, and others in the wider University, will improve program quality.

VIII. Model Outline of a Self-Study report

Although no single presentation format is prescribed for the self-study report, the report should respond to each of the five Elements of Self Study listed above. Since each self-study report serves as the foundation for the entire review process, the needs of the different reviewers (external reviewers, members of the PAC, administrators) should be considered in preparation of the document.

Contents for the Self Study Report should be organized in the following fashion:
1.   Cover page
2.   Table of Contents
3.   List of Exhibits (tables, figures, etc.)
4.   Self-study (organized by responses to each element)
5.   Appendices (relevant portions of the data notebook, annual assessment reports and OPAA responses, previous program review executive summary and recommendations)

Later in the process, the report of the external review team, comments and recommendations from the program chair, Dean, and Provost, as well as recommendations of the PAC, and the MOU will be appended to the Self-Study Report. Together, these materials constitute the completed program review.

Appendix A: Program Data Notebook

Responsibility for preparing the data notebook rests with the OAPA. The program faculty will be asked to contribute some information (items B3 and 4). The data notebook is intended for use by the program as they prepare their program review self-study. It also contains information of interest to both internal and external reviewers. The data notebook consists of the following information:

A.   Students in the Major
1.   Numbers of Majors and Degrees Awarded.
2.   Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data.
3.   Undergraduate and Graduate Student Profile Data (such regularly produced demographic data for students in the major as age, ethnicity, gender, residency, average credit hour load, mean GPA at entry and annually, median SAT scores, remediation status, etc.)
4.   Retention and graduation data for both undergraduate and graduate students in the program.
5.   Relevant findings from other surveys (if number of majors/students responses allow).

B.   Program Faculty
1.   List of Tenured/Tenure-Track Faculty.
2.   Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank).
3.   Abbreviated Curriculum Vitae of Tenured/Tenure-Track Faculty .
4.   List of Grants/Awards received by program faculty in the preceding five-year period.

Appendix B: Program Review Policy

Please refer to campus policies webpage for current policy.