Guidelines for Program Review

Prepared by the
Program Assessment and Review Committee and
Academic Programs and Planning

Second Edition, April 2011

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CSU Channel Islands
Office of Academic Programs and Planning

Program Review at a Glance

Program review is an opportunity for an academic program to examine the educational effectiveness of its undergraduate and graduate degrees. At CI, each discipline conducts a program review on a five year cycle, that includes an analysis of program resources, student learning outcomes and other assessments conducted regularly by the program. Normally conducted over a two-year period, program review provides program faculty and the administration with an opportunity to reflect on how well students are achieving their educational goals and to provide a basis for program planning and improvement.

Four Components of Program Review

Program Self Study. The self-study is a key element in program reviews. It requires a cooperative undertaking by program's faculty to determine how well the program is doing in relation to its goals for students. Focusing on educational effectiveness, the self-study draws on data developed by the Institutional Research and by the program itself. Data addresses faculty, staff, financial resources, and educational attainment by students.

External Review. To provide an outside perspective on the program, each program is reviewed by external colleagues. These external reviewers are usually faculty in the same discipline selected from CSU and non-CSU institutions. Their campus visit is followed by a written report, which with the program self-study, form the basis of the program review.

Review by the Program Assessment and Review Committee (PARC). CI's Program Assessment and Review Committee (PARC) is charged with providing an independent written review of the materials collected in the program review process. PARC'S review draws from the self-study, the external review, and comments on those documents made by the Program Chair, the AVP, and the Provost.

Recommendations and Action Plan. The program review process concludes with the major contributors to the process (Program Chair or faculty, AVP, PARC, Provost) meeting to draft a program action plan outlining major recommendations for program improvement and providing an implementation strategy to be conducted over the ensuing years.

See the Academic Program and Planning website for downloadable versions of the "Guidelines for Program Review" and the program review templates. www.csuci.edu/app and click on "program review and assessment."

Table 1
Program Review Calendar

Discipline	Degree	Program Review Start Date	Notes
History	BA	2010	
Psychology	BA	2010	
Chemistry	BA/BS	2011	
Economics	BA	2011	
Spanish	BA	2011	
Info Technology	BS	2012	
Pol Science	BA	2012	
Performing Arts	BA	2012	
Sociology	BA	2012	
Nursing	BS	2013	
Art	BA	2014	
Communication	BA	2014	
Early Childhood	BA	2014	
English	BA	2014	
Liberal Studies	BA	2014	
Math	BS	2014	
Applied Physics	BS	2015	
Biology	BA/BS/MS	2015	
Business	BS/MBA	2015	
Chicana/o Studies	BA	2015	
Computer Science	BS/MS	2015	
ESRM	BS	2015	
Education	MA	2016	

HISTORY OF PROGRAM REVIEW

Art	BA	2007
English	BA	2007
Liberal Studies	BA	2007
Math	BS	2007
Biology	BA/BS	2008
Business	BS	2008
Computer Science	BS	2008
ESRM	BS	2008
Computer Science	MS Pilot	2010
Biotechnology	MS Pilot	2010
Business	MBA Pilot	2010
Education	MA Pilot	2010
Math	MS Pilot	2010

GUIDELINES FOR PROGRAM REVIEW

I. The Purpose of Program Review

At CSU Channel Islands the purpose of program review is to provide an opportunity for programs to assess the educational effectiveness of their undergraduate and graduate programs. Program reviews focus on student learning outcomes: their clear articulation in program documents, their alignment with University mission goals, and their assessment through regular processes of data collection, analysis, and review. While occurring in five year cycles, reviews are conducted in the context of the academic program's ongoing assessment of its course and program learning outcomes and serves as an opportunity for the program to assemble data comprehensively that will receive external peer review.

Program review is conducted in a climate of faculty participation and reflection designed to enhance the quality of teaching and learning. Toward this goal, program review includes a thorough process of data collection and analysis that enables faculty to see the degree to which program goals are being achieved using the resources available. Program review also provides 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 responsibility for carrying out program review lies primarily with the program faculty under the leadership of the Program Chair. Chairs provide updates on their review status to colleagues on the Program Assessment and Review Committee (PARC).

An essential value of program review is that it opens and maintains dialogue among parties important to delivery of a high-quality academic program - faculty who teach in the program, academic units and administrative offices, and key support services. Finally, 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.

The CI Program Review Calendar identifies each program and the year its review begins. (See *Table 1 -Program Review Calenda*r on the following page.

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Applied Physics	BS	2015	
Biology	BA/BS/MS	2015	
Business	BS/MBA	2015	
Chicana/o Studies	BA	2015	
Computer Science	BS/MS	2015	
ESRM	BS	2015	
Education	MA	2016	
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English	BA	2007	
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Computer Science	BS	2008	
ESRM	BS	2008	
Computer Science	MS Pilot	2010	
Biotechnology	MS Pilot	2010	
Business	MBA Pilot	2010	
Education	MA Pilot	2010	
Math	MS Pilot	2010	

I. Context for Program Review

Program reviews are prepared with awareness of CSU and CI campus policies, commitments relating to program quality and student learning, and external criteria of evaluation, most centrally the standards provided by WASC. Those involved in the program review process should be familiar with these policies to better align their efforts with key University and CSU priorities.

- **CI Mission Statement**
  CI's mission statement provides a learning centered focus for campus instruction.

  > *Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives*.
  > (http://www.csuci.edu/about/mission.htm)

- **CSU Policy on Five-Year Program Reviews**
  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) The requirement comes with the expectation that assessment of student learning will be a central feature of reviews. The frequency of program review is subject to some campus discretion, with the intent of allowing campuses better to align their review schedules with WASC accreditation and program specific and professional accreditation activities.

  With increased focus within the CSU on learning outcomes assessment across a wide range of reporting areas, - campuses are encouraged in CSU policy to utilize the same learning outcomes results and procedures for preparing reports across all of these reporting areas.

  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 have allowed greater campus flexibility in program review. The result is a less burdensome reporting requirement. Today, CI reports annually each January on its assessment of student learning and program changes that have resulted from those assessments.

- **CI Senate Policy 03-35**
  CI Academic Senate approved its "Policy for Review of Academic Programs" in 2003, specifying the campus policy implementing CSU policy. The policy states that program review "provides a mechanism for faculty to evaluate the effectiveness, progress, and status of their academic programs on a continuous basis," and asks each program to "evaluate its strengths and weaknesses within the context of ongoing and emerging directions in the discipline at the regional and national levels and in the context of the mission of CSU Channel Islands."

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

The policy also calls for academic programs to be reviewed on a five year cycle, and charges the AVP with "assuring that the academic programs are reviewed in a timely fashion and that there is appropriate dissemination of information and recommendations." (CI Senate Policy 03-05)

Due to severe budget reductions in 2009-2010, the Senate by resolution recalibrated the Program Review Calendar and deferred the reviews in 2009.

- **CSU Channel Islands Strategic Plan**
  The University's Strategic Plan, developed under the direction of the University Planning and Coordinating Council, outlines major campus priorities that should inform the individual program review. The current Strategic Plan identifies several initiatives that relate to University academic programs, including student access, success and retention, environmental sustainability, and addressing the STEM crisis. (www.csuci.edu/upcc)

- **Rubric for Determining Stages of Development in Program Assessment**
  Programs can be aided in their capacity to conduct effective program assessment. In 2010, PARC approved a "Rubric for Determining Stages of Development of Capacity in Program Assessment." (Exhibit B), It invites each program to engage in a self-assessment exercise by completing and scoring a rubric. It allows a program, for instance, to score itself on course learning outcomes, alignment with program outcomes, data collection and feedback.

  This tool can be used by programs on several different occasions. In the context of program review, the rubric is helpful for programs anticipating a future review to determine areas where they need to strengthen their capacities.

- **Program Discontinuance**
  CI has separate policies and procedures for program discontinuance. The criteria and procedure for academic program discontinuance is outlined in Senate Policy 05-01, and readers are referred to that document for further information.

- **WASC Standards for Accreditation**
  The Western Association of Schools and Colleges (WASC) serves as CSU Channel Islands' regional accrediting agency and granted CI initial accreditation under "A New Framework for Accreditation" in July 2007.

  Those participating in the program review process should be familiar with WASC standards for accreditation and the *Handbook of Accreditation (www.wascsenior.org/resources).* 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 and appropriate for the type and level of the degree offered, and 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, consistent with the

mission of the institution, including curriculum, faculty recruitment , development, and scholarship, organizational structures, information resources, and 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.

Especially helpful is WASC's "Rubric for Assessing the Integration of Student Learning Assessment into Program Review," which describes the criteria WASC uses in its accreditation review of campuses. (http://www.acswasc.org/about_criteria.htm). Emphasized throughout this document is the expectation that program review will be integrated into the University budget and planning processes, through negotiated formal action plans that contain mutually agreed-upon commitments. At CI we accomplish this integration into University budgeting and planning through the Program Action Plan which concludes the program review process.

- **Institutional Research's Interactive Reports**
  Programs will find useful information about student enrollment, degree completion, program budgets, demographic characteristics of students, and various program measures in the "interactive reports" provided on Institutional Research's website. These data packs contain current and historical information, and can be found at www.csuci.edu/about/ir.

- **Tk20 Campuswide**
  Institutional Research oversees the Tk20's on-line data management system Campuswide. This management system has a range of capabilities, and is used by programs to store and interactively derive reports on assessment activities, surveys, student activities and accomplishment, and enrollment changes and budgets. In connection with program review, programs use Tk20's Campuswide as a comprehensive warehouse for their reports and documents, including the self-study, external review, and final action plan. For additional information about Tk20 see: www.csuci.edu/about/ir

- **Annual Program Reports**
  The annual reports prepared for the AVP contain valuable data on the program's goals, accomplishments, assessment activities, and plans. At the front end of program review these annual reports are useful repositories of data for the self-study. At the end of program review, these reports are a valuable way for Chairs to monitor the degree to which the program has achieved recommended program improvements.

II. Accredited Programs

Where relevant, CI programs become accredited by their respective professional associations. CSU policy and CI Academic Senate policy provide that professional accreditation visits may substitute for the periodic review and site visit which otherwise accompany CI accreditation for program review.

However, Senate Policy 03-35 provides that upon special request of the program, AVP, and/or Provost, an accredited program shall undergo academic program review in addition to accreditation review. In this event, "the self-study prepared for accreditation may be adapted or substituted, as appropriate, for the purpose of program review, and the campus visit by the accrediting team may be substituted for external review."

In instances where accreditation review substitutes for program review, upon receipt of notification from the accrediting body that the program has been reaccredited, representatives of the academic program and administration will develop a memorandum of understanding embodying agreements reached in the accreditation review. This memorandum of understanding will be in effect until completion of the next accreditation review.

IV. The Program Review Process

Overview

The major components of the program review sequence are: a)preparing for review, b)conducting the self-study, c)hosting external reviewers, d)review and reporting by the Program Assessment and Review Committee (PARC), e)approval by the AVP and Provost, and f)implementing recommendations. 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. This two-year calendar can be modified, especially when the program is coordinating it with that of a state or nationally accrediting body. See *Table 2 – Program Review Timeline* which outlines the program review timeline and sequence. See *Table 3 Program Review Flow Chart* for steps in the process.

Preparation

In the spring semester of the year prior to the review year, the AVP will inform the Chairs of those programs scheduled for review and will notifiy the Provost which programs will begin the process the following fall.

At the beginning of the fall semester of the review year, an initial planning meeting will orient those involved in the review process. Those attending will include the AVP, chairs of programs being reviewed, the faculty coordinating the program review(s), and the Director of Institutional Research.

At the initial meeting, copies of the program review guidelines are distributed. The group will discuss the review process, data sources that are needed, and timelines, as well as unique issues faced by individual programs. Program faculty then begin identifying a list of potential external reviewers.

Data Collection

Early in the review process, the Institutional Research office will confer with programs undergoing review to provide data elements that the University collects centrally. Particularly useful are the interactive Data Pack Reports, which contain annual enrollment, degree, budget, and program measures. Also available are the interactive Student Demographic Reports. (wwwcsuci.edu/ir)

Conducting the Self-Study

During the fall semester the program faculty appointed by the Chair, will conduct a self-study and prepare a self-study report, in consultation with the AVP and the Provost. Much data needed for the self-studies will be collected centrally by Institutional Research, and will be provided by IR in its Data Packs. The programs, however, may wish to identify and gather additional information pertinent to the evaluation of their academic programs and to support later recommendations.

Programs may include community or advisory board members, representatives from community colleges, or CI faculty and staff from outside the program on the self-study team.

The compilation and analysis of the program's student learning outcomes will be a key element of each self-study. Each program will have assessed one or more of its learning

Table 2

Program Review Timeline

Preparation Activity: (Activity prior to start of program review)
Spring Semester:
Provost gives formal notification to programs to initiate review the following fall
Programs begin preparation for review:

- Identify their data needs
- Continue their course and program assessment projects

Year One – Self Study

FALL SEMESTER	ACTIVITY
September	AVP and Provost reviews procedures with Chair and faculty of program that is conducting program review
October	Program forms its self-study committee Program collects and assembles data for self study
November	Program begins self-study report
SPRING SEMESTER	
January and February	Program drafts and finalizes self-study report
March	Self-study reports submitted to AVP, who forwards to AVP and Provost
April	AVP and Provost submit comments on self-study report. Program submits names of prospective external reviewers AVP and Provost approve names of external reviewers

Year Two – External Review and MOU

FALL SEMESTER	ACTIVITY
October	External Review Team visits campus
November	External Review Team submits written report
December	Program, AVP, and Provost respond to external report
SPRING SEMESTER	
February	Program self-study, external review and responses are reviewed by PARC
March	PARC sends its report and recommendations to Chair, AVP and Provost
April	Chair, AVP, Provost and PARC, meet to identify priorities and action plan for program improvement

Figure 1

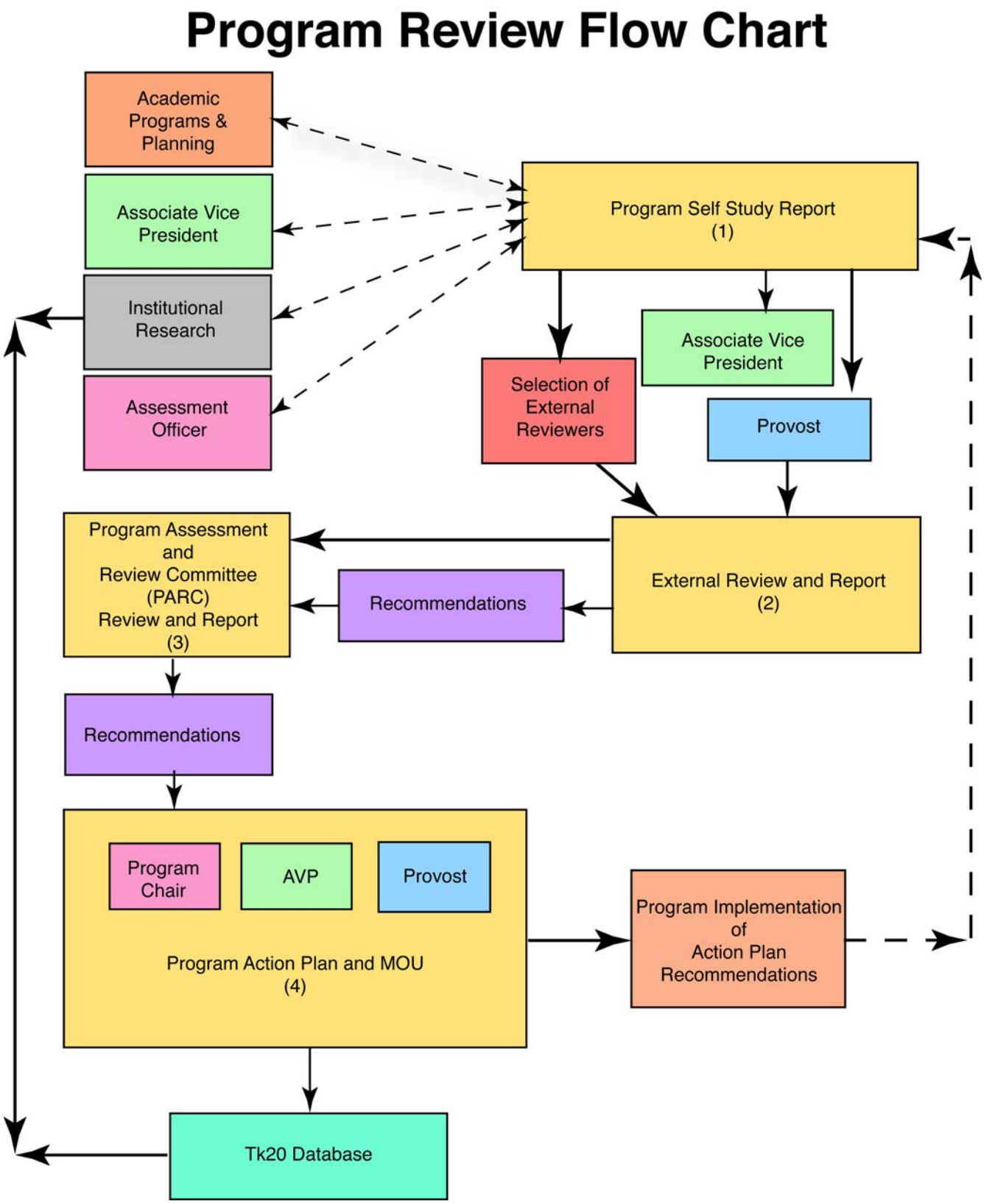
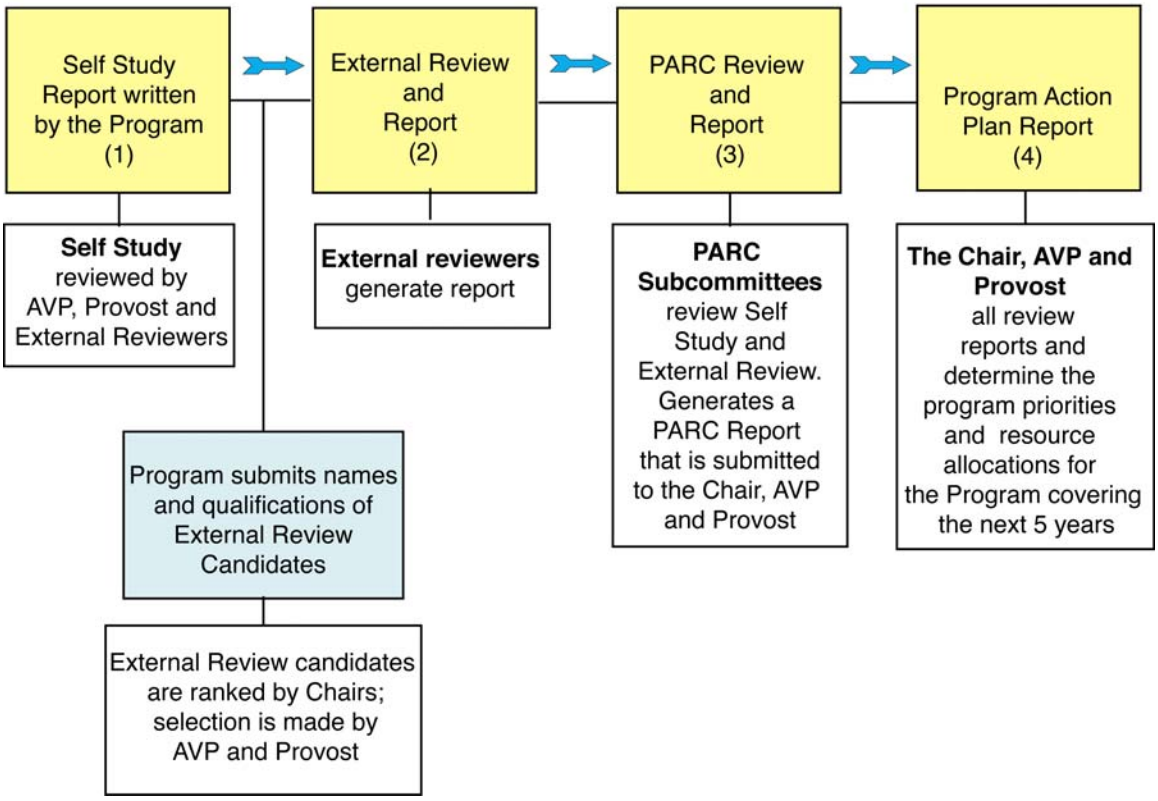

Program Review Flow Chart
Academic Programs & Planning
Associate Vice President
Institutional Research
Assessment Officer
Program Self Study Report (1)
Associate Vice President
Selection of External Reviewers
Provost
Program Assessment and Review Committee (PARC) Review and Report (3)
Recommendations
External Review and Report (2)
Recommendations
Program Chair
AVP
Provost
Program Action Plan and MOU (4)
Program Implementation of Action Plan Recommendations
Tk20 Database

Figure 2 – Program Review Report Sequence



outcomes each year during the preceding five year cycle, and will have completed assessment of all of its learning outcomes prior to the program review cycle.

The Program Chair forwards the final draft of the self-study report electronically to the AVP and Provost. Comments to the report are made as needed by the Provost and AVP when they sign the cover sheet indicating that the self-study report is ready for external review.

External Review

As provided for in the CI Senate policy, typically two visitors from outside the University conduct the external review, usually one from another CSU and one from a non-CSU institution. The main tasks associated with the external review are: selecting of the reviewers, preparing and hosting the site visit, and responding to the reviewers completed report. Typically, external reviews take place over a two day campus visit. The faculty member coordinating the program self-study takes the lead in preparing and hosting the external reviewers, with support from the University on matters of budget and logistics.

Upon receipt of the external reviewers' report, the Program Chair, AVP, and Provost may each prepare a written response. The responses may address the recommendations of the external reviewers, correct any perceived errors or omissions, and amplify on points of agreement or disagreement. The AVP's and Provost's responses may also address wider division issues related to the program that were not addressed fully or accurately in the external reviewers' report. The responses become part of the materials reviewed by the PARC.

Review by the Program Assessment and Review Committee (PARC)

Following the receipt of responses to the external review report, PARC meets to review all the information collected, including the program self-study, the external review, and comments on that review from the chair, AVP, and Provost. PARC may choose to meet with the relevant parties to discuss questions or issues that are raised by the report and responses. PARC then prepares a summary report, including any additional recommendations it wishes to make, and forwards it for distribution to the Chair, AVP and Provost.

Program Action Plan and MOU

The goal of program review is program improvement. The review process should result in a meaningful action plan that is endorsed by all the parties involved and which can be the foundation for continuous improvement. To accomplish this goal, program representatives and the AVP will meet to discuss the recommendations and frame a Program Action Plan or MOU on actions to be taken. As provided for in Senate policy, this agreement "will be embodied in a memorandum of understanding which will be in effect until the completion of the next review cycle." A goal of this agreement is to integrate program review into the University's planning and budgeting process through a set of mutually agreed-upon commitments.

The Role of Academic Programs and Planning

Academic Programs and Planning 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 external reviews, and to serve as a repository for materials and reports.

V. The Role of the Program Assessment and Review Committee (PARC)

The Program Assessment and Review Committee (PARC) is a joint faculty and administration committee, composed of faculty representatives from each discipline, plus the assessment officer, the Director of Institutional Research, and others appointed by the Provost. Reporting to the Provost and Senate, PARC is charged with:

A. Coordinating program assessment and program review activities within the division; and

B. Reviewing the program self-study and the external review report for the purpose of supplying independent recommendations to the program, AVP, and Provost.

In the context of program review , PARC makes recommendations with respect to policies and procedures, provides a forum to assist programs in conducting successful and timely reviews, receives regular updates on review activities, and advises the Provost and Senate on policies, procedures, and resources that are needed to improve the review process.

PARC will make an annual report to the Academic Senate, identifying programs which were reviewed that year, summarizes its review activities, and that makes any policy recommendations that arise out of its review activities. PARC may also send any policy recommendations that it identifies as desirable, based on its experience in the process. (See Senate Policy 03-35 for a description of the role and responsibilities of PARC). PARC will develop an evaluation mechanism for the assessment of the program review process itself.

VI. Doing the Self-Study Report

The self-study is a collective undertaking and is a key step in program review. It is an opportunity for the program faculty both to reflect and report on data that the program has collected over the previous five years. These data indicate how well the program has done relative to its goals and internal standards of performance. In a manner parallel to WASC's criteria of institutional review, the self-study demonstrates that the program has been systematic and intentional in gathering data about key elements of its program - focused especially on program capacity and educational effectiveness - and that the program uses the results of data continuously to improve the program it delivers. The self-study shows alignment of the program with the educational and strategic elements of the University and the wider CSU.

The two key sources of information for self-study are 1) the Institutional Research Interactive Data Reports, and 2) program assessment data collected annually by the program.

Institutional Research's Interactive Reports

Programs will find useful information about student enrollment, degree completion, program budgets, demographic characteristics of students, and various program measures in the "interactive reports" provided on Institutional Research's website. These data packs contain current and historical information, and can be found at www.csuci.edu/about/ir.

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In organizing the self-study, it is useful to view the process as one in which the program shows it has the capacity to deliver its program and that it is committed to educational effectiveness. In this manner, program review reflects WASC's standards of accreditation, which is appropriate since, as CI states in its 2005 Capacity and Preparatory Report, "CI has from the start embraced the *WASC Handbook of Accreditation* as our roadmap for building the new University, and continues to do so."

The program self-study examines the program's capacity and educational effectiveness by addressing four "Elements of Self-Study."

- *Defining Program Purposes and Ensuring Educational Outcomes*
- *Achieving Educational Objectives*
- *Developing and Applying Resources to Ensure Sustainability*
- *Creating an Organization Committed to Learning and Improvement*

They are designed to help faculty focus and specify what is appropriate for the self-study. At the institutional level, WASC standards are designed to guide institutions in assessing

their performance and to identify areas of improvement. At the program level, Elements of Self-Study , likewise guide faculty in reviewing performance in identifying areas of improvement.

Element One - Defining Program Purposes and Ensuring Educational Outcomes

The program defines its objectives and establishes educational outcomes aligned with its goals and the University mission.

Criteria for Review:

1. The program has a statement of its mission or purpose and its operating practices.

2. The program has an organization structure and procedures to support program leadership, student advising, class scheduling, and faculty hiring and evaluation.

3. The program's mission is aligned with the University's mission and strategic goals. It is supportive of the campus' mission centers and general education, and strategic planning initiatives.

4. The program accurately publicizes its academic goals, programs, and services to students, within the university and to the larger public.

Example for Element One

Biology Program Alignment with University Mission

In its 2009 self study, biology provided evidence of its support for the University missions of internationalism and interdisciplinarity by reporting on its UNIV 392 Science and Technology in Japan course. This course is co-taught by chemistry and biology faculty to give students from all majors an opportunity to explore the science and culture of another country. Twenty-four students in 2006 and fifteen students in 2008 took an eight-day trip to Kyoto, Japan, during which they studied Japanese horticulture, earthquakes, the Kyoto Protocol and climate change, green building design, the Shinkansen bullet train, and heavy industry. The course was partially funded by IRA monies.

Possible Documentation and Reflection

- Program mission statement/program goals
- Distinctiveness of the program from that of other CSUs or elsewhere
- Relation of program mission to the University's mission and goals.
- Dissemination of the mission statement/program goals
- Program organization chart and policies
- Evidence of faculty participation in program governance

Element Two - Achieving Educational Outcomes

The program achieves its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these objectives are performed effectively and that they support the University's efforts to attain educational effectiveness.

Criteria for Review:

1. The program holds high expectations for learning and student attainment, and these are reflected in its academic programs and policies, including its curriculum requirements.

2. The program has identified course and program learning outcomes and these are aligned. They are available to faculty, students and external stakeholders. Its program learning outcomes are assessed and analyzed on a regular basis. Where appropriate, evidence from external constituencies such as alumni, employers and professional societies is included in such reviews.

3. The program actively involves students in the learning process, challenging them with high expectations, and providing them with appropriate feedback about their performance and how it can be improved.

4. The program has engaged in program modifications following upon assessment of student learning outcomes.

5. The program contributes to the mission-based elements of the University such as internationalism, interdisciplinarity, civic engagement, and multiculturalism, and general education, as appropriate to the discipline.

6. The program demonstrates its academic degrees can be completed in a timely fashion.

7. The program values and promotes faculty scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination.

8. As appropriate, the program implements co-curricular programs and activities that are integrated into its academic goals and programs, and supports student professional and personal development. Examples include clubs, lectures, sponsored activities, field trips, competitions, and professional experiences.

9. The program ensures students receive timely and useful information and advising about their academic requirements.

10. The program serves transfer students by providing accurate information about transfer requirements and ensures the equitable treatment of transfers with respect to its policies on degree completion.

Example for Element Two

ESRM Program Modification Based on Outcomes Assessment

Environmental Science faculty assess student work in the capstone ESRM poster projects, which are mandatory for each graduate. The learning objective for these poster presentations each spring semester is to assess how well students collect, organize, analyze, interpret, and present quantitative and qualitative data in environmental science.
ESRM faculty have found that the mean scores for student capstone posters have been rising since the program began the assessment process in 2005. One reason: in 2007, a pre-capstone seminar course was introduced into the curriculum to engage students with the scientific literature regarding their capstone topic. The result of this curriculum change has been an increase in student fluency regarding their research, higher order thinking and reporting about their topics and a general project improvement in poster evaluations. Today, the ESRM capstone curriculum consists of two courses: a guided semester of basic literature reading and an independent research class. Students present their independent research at the conclusion of the capstone to an invited campus audience.

Possible Documentation and Reflection

- Curriculum requirements and graduation criteria
- Alignment of courses with degree outcomes
- Evidence of dissemination of course and program learning outcomes
- Evidence of assessment of program learning outcomes by graduates
- Evidence of active student learning and student engagement in the program
- Curricular participation of program in general education
- Curricular participation of program in mission-based Centers
- Data on course availability for different student constituencies
- Data on student degree completion
- Data on average class size – lecture, lab, studio
- Data on student retention
- Student evaluations of teaching effectiveness
- Faculty scholarship and creative activity, and instructional innovation
- Evidence of cocurricular programs supporting student academic goals.
- Evidence of effective support from service units such as the advising center, the career center, student disabilities services, and student leadership
- Evidence of student satisfaction (current and alumni)
- Evidence of program modification following upon assessment of above activities
- Evidence of involvement of external stakeholders in the program

Element Three - Developing and Applying Resources to Ensure Sustainability

The program sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources. Its use of resources creates a high quality environment for student and organizational learning.

Criteria for Review:

1. The program employs faculty in sufficient number, and with appropriate ranks, professional qualification, and diversity, to support its academic program consistent with its educational objectives.

2. The program employs professional staff in sufficient numbers and with appropriate experience to maintain and support its academic programs.

3. Faculty workload, incentives, and evaluation practices are aligned with institutional practices.

4. The program supports appropriate faculty development opportunities that are designed to improve teaching and learning.

> *Example for Element Three*
>
> *Business Program's Student/Faculty Ratio*
>
> *In its 2010 self-study, the Business program compiled a spreadsheet, derived from the Interactive Reports available through Institutional Research, showing the student/faculty ratios (SFR) for all majors for a five-year period from 2004 to 2008. That spreadsheet demonstrated that the Business program had the third-highest SFR among the 22 undergraduate majors. That analysis was used to support a recommendation for increased faculty support for the Business major.*

5. Financial and physical resources are aligned with the program's educational goals and are sufficiently developed to support and maintain the educational program it delivers.

6. The program seeks and receives extramural funding for support of student learning and faculty scholarship.

7. The program has access to information resources, technology, and staff sufficient in size and skill to support its academic offerings and the scholarship of its faculty.

8. Where appropriate, the program has an advisory board or other links to community members and professional groups to support its educational mission.

Program Documentation and Analysis

- Faculty characteristics – professional, demographic, rank, tenure track
- Alignment of faculty hiring and rewards policy with University practices.
- Assessment of faculty hiring and orientation practices, including adjunct faculty
- Full time/part time faculty ratios
- Full time faculty workload
- Professional, scholarly, creative accomplishments of faculty
- Evidence of participation in faculty development opportunities
- Evidence of contributions by faculty to university and community service
- Evidence of sufficiency of professional staff
- Effective use and management of budgetary resources
- Extramural funding availability to the program and its faculty
- Quality and adequacy of physical facilities – labs, studios, unique classrooms
- Effective use of information technology in instruction
- Evidence of student involvement in service unit activities
- Evidence of involvement of external stakeholders in program

Element Four - Creating an Organization Committed to Learning and Improvement

The program faculty and staff are reflective about how effectively the program accomplishes its educational objectives. These reflections are evidence-based and participatory, and are used to establish program priorities and practices in teaching, learning and scholarship.

Criteria for Review:

1. The program periodically engages in planning activities which assess its strategic priorities and examine the alignment of its core functions with those of the institution.

2. The planning process aligns curricular, personnel, financial and, physical needs with the program's educational goals, and these planning processes are informed by data and student learning outcomes.

3. If the program has external professional accreditation or is seeking such accreditation, it has aligned its resources and activities consistent with that objective.

Example for Element Four

Computer Science's Planning Aligned with Accreditation and Jobs

In its 2009 program review, Computer Science used data from the Bureau of Labor Statistics to argue that the employment market for computer software engineering is growing significantly. In its planning, Computer Science explains it intends to emphasize that area in future growth. Computer Science also provided graphs showing enrollment growth in Computer Science, in FTES, in number of majors, and in number of graduates, and it explained that its program planning is oriented toward eventual ABET accreditation.

Program documentation and reflection

- Description of planning processes and monitoring of future directions
- Assessment of program organizational structure and decision making processes
- Data on program performance indicators and outcome measures, showing use of evidence to improve program quality.
- Report on how results of previous five-year review have been used to improve program quality and learning outcomes.

Recommendation on Program Improvement

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

VII. External Review

External review is intended to add an outside perspective to the recommendations in the self-study report. External reviewers are curriculum and program experts who are highly qualified to evaluate the currency and quality of the program, its curricular content, and the faculty and fiscal resources that support it. They are persons able to appraise the ability of the program to deliver the curriculum effectively and to assess how well the program meets students' needs and prepares them for advanced study and careers using their degrees.

As provided in the Academic Senate's policy, external review is conducted by two persons, often one from another CSU and one from a non-CSU institution. Typically, an external review takes place over a two day campus visit. The faculty member(s) coordinating the program self-study are responsible for preparing and hosting the external reviewers, with support from Academic Affairs Administration on matters of logistics and budgeting.

Appropriate external reviewers are persons who are familiar with similar programs and who have discipline expertise. Qualities to be considered in selecting external reviewers include the ability to judge a program on its own merits, ability to bring a national perspective to the review, knowledge of the goals and mission of the CSU, previous review experience, and familiarity with the program assessment criteria used by regional accrediting agencies and professional associations.

Budgeting for External Review

The Division of Academic Affairs will budget as part of its annual financial request the usual costs associated with conducting external reviews. These costs include honoraria, , travel and accommodations, mailing and distribution of program review documents, and clerical support. Commitments regarding funding to external reviewers can be made only by that Division.

Selection of External Reviewers

During the self-study process, the program faculty and AVP identifies a pool of potential external reviewers, typically several persons from within the CSU and several from non-CSU institutions. Names may also be submitted by the AVP and the Provost. Together with resumes for each person and a statement explaining the qualifications of each prospective reviewer, this pool of recommended reviewers is ranked by the Program Chair. The chair may also include any special priorities or needs it wishes to be considered in the selection.

After consulting with the Program Chair and the AVP for Academic Programs and Planning, the Provost determines the final team of reviewers.

Template for External Reviewers

External reviewers are provided with a “Program Review Template for the Site Visit and Report” (Exhibit C) which they use to organize their visit and the framework for their final report. The template is provided to them before their visit. The completed template, which includes scoring on a number of rubrics, is a collaborative result of discussion between the two reviewers and reflects their collective judgment. This template closely parallels the organization of the program’s self-study, and allows for the reviewers to make specific comments about aspects of the program and to provide summary recommendations.

The Site Visit

The faculty member coordinating the site visit works with, the AVP, and the Program Chair to determine the final schedule for the days of the external review and to coordinate logistics of the site visit including the self study report, the external review guidelines, the data pack information, the schedule for travel and lodging, the itinerary for the site visit, and the relevant supporting information about the University.

The program should identify a private office or other campus location where the reviewers can securely review materials, access campus websites, and meet to draft their exit report.

During their two days on campus, external reviewers should have an opportunity to meet with the program faculty, the Program Chair, university administrators, students, and support staff. Typically, the site visit should begin on the first day with a meeting with the Provost, AVP, and program self-study team. 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 preparation of their template report. Reviewers will conclude the second day of the campus visit with an exit meeting. At this meeting, the reviewer will report orally on their preliminary findings and recommendations at which time they meet with the Chair, AVP, Provost, and others that they may include.

The External Review Template Report

After the site visit, the external reviewers may wish to request additional information from the campus or to provide the campus with a draft report of their review. Within one month of the site visit, the reviewers will provide their written evaluation report to the AVP, who will distribute it to the Program Chair, AVP and the Provost. That report will follow the format of the "Guidelines for External Reviewers."

The template report allows reviewers to address the four elements in the self-study, and each recommendation in the program self-study report. In addition, reviewers may offer other recommendations based on their site visit and independent review of the self-study, and their discussions with faculty, students, administrators, and staff.

Responses to the External Review Report by the Program Chair and AVP

Upon receipt of the external review, the Program Chair, AVP, and Provost may prepare responses to the external reviewers' report. These responses may address errors of fact, omissions, any of the recommendations in the external reviewers' report, and may comment on any differences from the recommendations in the original self-study. The AVP and Provost responses may address University-wide issues raised by comments and recommendations of the external reviewers. These responses become part of the total program review report which is reviewed by the Program Assessment and Review Committee (PARC).

VIII. Review by Program Assessment and Review Committee (PARC)

The Program Assessment and Review Committee (PARC) is an Academic Affairs committee which serves to provide a University-wide perspective in the program review process. PARC will:

A) review each program's self-study, the external review report, and responses to the external review; and

B) evaluate all recommendations and send its report to the AVP for Academic Programs and Planning for transmission to the Chair, AVP, and the Provost.

PARC may choose to designate a subgroup from among its membership for the purpose of program reviews, and this subgroup may select a chair from among its members.

Procedures Followed by the PARC

Members of PARC review the program's self-study report, the external reviewers' report, and the responses to that external report by the AVP, Program Chair and Provost. PARC meets with the Program Chair and any others the program wishes to be present, to discuss questions and issues raised by these reports and responses. It may accept additional data and information at this time.

PARC then discusses the recommendations and issues raised and addressed in all the reports and makes its own evaluation regarding these recommendations. In terms of format, PARC will report and comment sequentially on each recommendation made in the review process, whether in the self-study, external review, or responses to that review. PARC may introduce new recommendations if it deems that important issues have been overlooked elsewhere in the process. The committee prepares and approves a final report with recommendations, which the PARC chair forwards to the Program Chair, AVP, and Provost.

IX. The Program Action Plan and MOU

As the program review process concludes, it is important to recall that the purpose of program review is to use the assessment a program's educational effectiveness and program planning and improvement. The review's reports and recommendations serve as a foundation for 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 AVP, and the division of academic affairs 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. This agreement will be embodied in a memorandum of understanding called the Program Action Plan (Exhibit E), which will be in effect until the completion of the next review cycle. The Program Action Plan will be distributed to the Program Chair, AVP, and Provost.

The Program Action Plan is the program's framework for self-improvement. It can serve as a reference document for the annual program reports prepared for the AVP.

Program faculty should make every reasonable effort, as resources permit, to realize the improvements outlined in the memorandum. The University should work with the program to ensure that resources are available for the continuous improvement of the academic program.

X. Responsibility for Documentation and Reporting

The reports generated by the program review process will be housed in the academic program and by appropriate offices in Academic Affairs They will be integrated with the Tk20 Campuswide data management system to allow the University to generate reports on assessment and program quality.

It should be noted that the University, through the Provost, notifies the CSU Chancellor's Office annually of recent assessments of student learning and curriculuar changes that have resulted from those assessments. The University uses information drawn from program reviews for this report.

Appendix I

SENATE POLICY 3-35

Motion: to approve the Policy on Review of Academic Programs

Passed at the May 8, 2004, meeting of the Academic Senate.

(Amended: February 20, 2007)

Approvals:

_____ _____
Renny Christopher Date
Chair, Academic Senate

_____ _____
Richard Rush Date
President, CSU Channel Islands

Academic Senate Policy 03-35

Policy for Review of Academic Programs
California State University Channel Islands

Introduction

Periodic program reviews provide a mechanism for faculty to evaluate the effectiveness, progress, and status of their academic programs on a continuous basis. It is an opportunity for the program to evaluate its strengths and weaknesses within the context of ongoing and emerging directions in the discipline at the regional and national levels and in the context of the mission of California State University Channel Islands. Academic program review is mandated by Chancellor's office memorandum AP 71-32 which asks each campus to "Establish a formal performance review procedure for all existing degree programs on your campus in order to assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the tota1 context of your offerings."

Program review encourages the improvement of programs by thoroughly and candidly evaluating:

- the mission and goals of the program and their relation to the mission of the institution
- the curriculum through which program mission and goals are pursued
- the assessment of student learning outcomes, the program revisions based upon those outcomes, and the plans for future assessment activities
- the range and quality of scholarship and creative activities, emphasizing those involving students
- the quality and diversity of faculty and staff and their contributions to program mission and goals
- the quality of entering and graduating students
- the library and other educational resources
- physical facilities
- service and contributions to the community

These reviews provide information allowing faculty to highlight program strengths and achievements, to identify needed improvements, and to address these needs through long-range plans that will endure through short-term administrative changes or budget constraints. Program reviews are integral to planning, resource allocation, and other decision making within the university. Regular program reviews also allow the university to account publicly for its use of public resources and to develop support among its various constituencies.

Program reviews include evaluation of all undergraduate and graduate programs offered by the program.

Academic Program Review Components

Academic program review will include the following three components:

1. Academic Program Self-Study and Recommendation

2. External Review and Recommendation

3. University Review and Decision-Making

1. Academic Program Self-Study and Recommendation

At the start of the process for a given academic program, representatives from the academic program, the Division of Academic Affairs, and the Program Assessment and Review Committee (PARC) will meet to discuss substantive and procedural questions. Those attending should indicate any specific areas or issues needing to be addressed, so that these may be given special attention in the review process.

Every academic program which offers baccalaureate, Master's, or joint doctoral degrees (other than those subject to periodic accreditation review) shall prepare a self-study that will serve as a basis for all subsequent reviews and recommendations. In this self-study, the academic program should describe and assess each degree program it offers. Program chairs should assure that there is widespread faculty participation in the self-studies and that the faculty are made aware of all findings and recommendations.

The academic program shall forward its completed self-study to the Division of Academic Affairs and to the AVP for their respective review and signatures indicating that the self study is complete and ready for external review.

2. External Review and Recommendation

The purpose of external review is to help each academic program improve the quality of its degree programs and to add an additional perspective to the recommendations made in the self-study. It is anticipated that the external reviewel1wS ill provide evaluative assistance and support for program goals.

Typically, the review will be conducted by a team of two members, representing both a CSU and a non-CSU perspective.

The program faculty and the AVP, working together, shall choose the potential reviewers. The AVP shall forward their names and addresses to the Provost and Vice President for Academic Affairs for his/her concurrence. Reviewers will receive a copy of the program's self-study and supporting documents and are expected to spend two days on the campus interviewing students, faculty, and administrators and to prepare a report of findings and recommendations. Copies of this report shall be sent to the program chair and to the AVP, both of whom will be invited to respond in writing, commenting on recommendations made and adding recommendations as needed. The report and responses will become part of the program's review file evaluated by the Program Assessment and Review Committee and the Division of Academic Affairs. Upon receipt of the report, the University will pay the reviewers an honorarium (in addition to travel costs and other expenses).

3. University Review and Decision-Making

In order to provide a University-wide faculty perspective and assist in University wide planning, the Program Assessment and Review Committee (PARC) will carefully review each program's self-study, external review report, and responses to the external review. PARC may choose to designate a subcommittee from among its members for this purpose. PARC will meet with the AVP and program faculty to ensure that PARC fully understands all recommendations made. PARC will accept additional data and recommendations from the programs at this time. It will then proceed to evaluate all recommendations and send its report to the Chair of the Academic Senate and the Provost and Vice President for Academic Affairs for transmission to all interested parties. PARC should review all recommendations in a timely fashion land submit its findings to appropriate programs as expeditiously as possible! PARC will also send any policy recommendations and its annual report to the Academic Senate.

After the faculty of the academic program, the AVP and the Division of Academic Affairs have had an opportunity to study all reports and recommendations, representatives of these three areas will meet to discuss recommendations and agree on actions to be taken. This agreement will be embodied in a memorandum of understanding which will be in effect until the completion of the next review cycle. This memorandum of understanding will be kept on file in the Divisions of Academic Affairs and the Academic Senate.

Accredited Programs

For programs that are state or nationally accredited and undergo periodic accreditation review involving a campus visit by an accrediting team, the accreditation review will normally substitute for academic program review with the following exceptions:

(a) Following receipt of notification from the accrediting body that a program has been re-accredited, representatives of the academic program, administration, and Division of Academic Affairs will develop a memorandum of understanding

embodying agreements reached in the accreditation review. This memorandum of understanding will be in effect until completion of the next accreditation review and will be kept on file in the Divisions of Academic Affairs and the Academic Senate.

(b) Upon special request of the program, AVP, and/or Provost and Vice President for Academic Affairs, an accredited program shall undergo academic program review in addition to accreditation review. In this event, the self-study prepare for accreditation may be adapted or substituted, as appropriate, for the purpose of program review, and the campus visit by the accrediting team may be substituted for the external review.

The Program Assessment and Review Committee

PARC is an Academic Affairs committee composed of a faculty representative from each major, plus the Director of Institutional Research, AVP for Academic Programs and Planning, and the Chief Assessment Officer. PARC is charged with overseeing program assessment within the division and contributing to an effective program review process.

Program Review Schedule

Academic programs will be reviewed on a five year cycle. The AVP should assure that the academic programs are reviewed in a timely fashion and that there is appropriate dissemination of information and recommendations. General Education programs shall also undergo review on a five year cycle.

Exhibit A

CSU Channel Islands

Self-Study Template for Program Review

Program Name:
Date:
Chair or Faculty:

Programs are invited to use this Program Self-Study Template to assist them in organizing their review materials and data for the self-study portion of their Program Review. In completing this Template, program faculty should be familiar with the ***CSU Channel Islands Guidelines for Program Review***, which outlines the full program review process and explains the elements that should be contained in the self study. Faculty will find important statistical information about their program in the interactive Data Packs located on the Institutional Research office's website.

The Program Self- Study Template is organized into *Four Elements of Review* that describe the main dimensions of the self-study: the program's goals and objectives, the assessment of learning, resources and program capacity, and program planning. Within each of these elements of review are more specific *Criteria for Review.* These criteria each ask for responses and data which indicated the degree to which the program has satisfied that criterion. Each *Criterion of Review* also asks the program to provide comments , which can include reference to information about program practices and statements about program strengths, weaknesses, and areas of improvement. These comments can also include recommendations for improvement, whether that improvement should be initiated at the program, division, or university level

Finally, at the end of the Program Self-Study Template, program faculty will find space to make summary comments and recommendations, expressing their general observations and key suggestions for program improvement. These summary recommendations should be grouped as two-and five-year actions. These recommendations will be particularly important as they will receive direct attention by external reviewers, administrators, and members of the Program Assessment and Review Committee (PARC) in the next stages of the program review process.

Program Review as Self- Assessment. The Self-Study is an opportunity for program faculty to engage in a self-assessment of the program's strengths and areas of improvement. As a collective effort by the faculty, it provides the occasion for reflection on program priorities, current strengths, expected opportunities, and needed improvements. To facilitate this self-assessment, the Program Self-Study Template includes a rubric and scoring key, allowing the program to evaluate how fully the program satisfies each of the *Criteria of Review.*

Self-Study Rubric Scoring Scale		
SCORE	**STAGE**	**DESCRIPTION**
1	**Initial**	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
2	**Emerging**	The program partially satisfies the criterion. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires. Some data is available documenting this dimension.
3	**Developed**	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
4	**Highly Developed**	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Programs are asked to provide a self assessment score for each criterion, using the University as a basis of comparison. This score should reflect a consensus among program faculty and is designed to highlight areas of strength and needed improvement as seen by the discipline.

Program Self-Study Template

Element One: Program Purpose and University Goals		
CRITERION FOR REVIEW	**INQUIRY**	**Self-Assessment SCORE**
A. Program Mission and Operating Practices	Does the program have a mission statement or statement of program goals that is appropriate? Does the program have an organizational structure and procedures for its key activities such as advising, scheduling, chair selection and review?	
Evidence and Comments:		
B. Program Relation to University Mission	Is the program supportive of the University's mission and strategic goals? Is its program integrated and supportive of the campus's four mission centers, its general education program, and Academic Affairs and University's strategic priorities?	
Evidence and Comments:		
C. Dissemination of Program Mission and Goals	Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?	
Evidence and Comments:		
Summary Recommendations for Element One:		

II. Element Two: Achieving Educational Outcomes		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
A. Curriculum Requirements and Expectations for Learning	Do the program's curriculum and degree requirements reflect high expectations of students? Is that curriculum reflective of current standards in the discipline?	
Evidence and Comments:		
B. Course and Program Learning Outcomes	Has the program developed assessable learning outcomes for its courses and for the program? Are course learning outcomes aligned with program outcomes?	
Evidence and Comments:		

C. Learning Outcome Data and Analysis	Does the program regularly collect course and program learning data? Is that data analyzed, available, and used for program improvement?	
Evidence and Comments:		
D. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	
Evidence and Comments:		
E. Involvement of Students in Curricular Activities	Are students active participants in the learning process? Does the program provide opportunities for students to participate in curricular-related activities, such as clubs, fieldtrips, competitions, research and creative opportunities, service learning experiences, performances, and internships?	
Evidence and Comments:		
F. Advising and Academic Support	Does the program provide adequate student advising? Are its students supported in other venues such as EOP, career services, and disability accommodation?	
Evidence and Comments:		
G. Articulation, Transfer and Retention	Does the program have policies and procedures that facilitate articulation with community colleges? Are transfer students accommodated and integrated into the program? Are native and transfer students in the program being retained in the major and by the University?	
Evidence and Comments:		
Summary Recommendations for Element Two:		

III. Element Three: Developing Resources to Ensure Sustainability

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Faculty Resources and Scholarship	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives? . Is there evidence of the faculty involvement in scholarship and creative activities at a level appropriate to the discipline and University?	

Evidence and Comments:		
B. Professional Staff	Does the program employ professional staff --support coordinator, technicians, lab assistants --sufficient to support the academic program?	
Evidence and Comments:		
C. Faculty Workload and Evaluation	Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service? Are part and full time faculty evaluated regularly and according to University policies and practices?	
Evidence and Comments:		
D. Faculty Development	Do faculty have and use professional development plans (PDPs)? Does the program support faculty development opportunities sufficient to improve teaching, learning and scholarship?	
Evidence and Comments:		
E. Fiscal and Physical Resources	Does the program have the budgetary resources needed to support its educational program? Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	
Evidence and Comments:		
F. Developing External Resources	Does the program seek and receive extramural support, including grants, gifts, contracts, alumni funding?	
Evidence and Comments:		
G. Information Technology	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	
Evidence and Comments:		
H. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program maintain a	

	relationship with its alumni?	
Evidence and Comments:		
Summary Recommendations for Element Three:		

IV. Element Four: Creating a Learning Centered Organization		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
A. Program Planning	Does the program engage in planning activities which identify its academic priorities and examine the alignment of its core functions with those of the institution?	
Evidence and Comments:		
B. Integration of Planning Resources	Does program planning successfully align its curricular, personnel, and budgetary resources? Are its planning goals informed by student learning outcome data? Is program planning integrated into the Academic Affairs budgeting process?	
Evidence and Comments:		
C. Professional accreditation	If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?	
Evidence and Comments:		
Summary Recommendations for Element Four:		

Summary Comments and Recommendations

Instructions: First, summarize key program strengths and areas of improvement identified in the self study elements above. Second, list and explain recommendations identified in the self study, and describe actions that the program our University can undertake to respond to these recommendations. These recommendations should grouped as two-year and five-year actions.

Submitted by:

Signature:_____

Date:_____

Exhibit B
Rubric for Determining Stages of Development of Capacity in Program Assessment

	Initial	Emerging	Developed	Highly Developed
Administrative Structure and Staffing for Assessment	*Administrative responsibilities are loosely defined and staff duties unclear.*	*Administrative responsibilities are identified and staff duties are clear. Initial staff training is available.*	*Administrative structure is fully established. Staff training is ongoing.*	*Administrative structure is fully established. Training for staff is ongoing and at sufficient levels to sustain program assessment activities.*
Faculty Expertise, Participation, and Engagement in Assessment	*Minimum competencies needed to fulfill assessment responsibilities are articulated and made public. Some faculty are aware of Student Learning Outcomes (SLO) assessment and of the University resources available to assist them to fulfill their assessment responsibilities.*	*Minimum competencies needed to fulfill assessment responsibilities are articulated and made public. Most faculty are familiar with the assessment of SLOs and of the University resources available to assist faculty in fulfilling their assessment responsibilities at the course and program levels. Initial faculty training is available. Some faculty participate in assessment at the course and program levels.*	*Most faculty are well informed about assessment and participate in assessment at the course or program levels. Non-tenure faculty are invited to participate in assessment activities to the extent that they desire to do so. Faculty training is ongoing and at sufficient levels to sustain assessment activities*	*All full-time faculty are well informed about assessment and participate in assessment at the course or program levels. Non-tenure lecturers are invited to participate in assessment activities and participate to the extent that they desire to do so. Faculty training is ongoing and at sufficient levels to sustain program assessment activities*
Course and Program Level SLOs	*SLOs are prepared for all courses and the academic program, however, the number of SLOs for each course or the academic program may be too few or too many, or the SLOs may not be of high quality.*	*SLOs are prepared for all courses and the academic program. The academic program is refining the set of course and program SLOs so that they are of high quality and of a number so that they can all be assessed during the 5-year program review cycle.*	*High quality SLOs are prepared for all courses and the academic program. The set of program level SLOs is comprehensive, yet the number of SLOs is such that each can and will be assessed during the 5-year program review cycle.*	*Same as "Developed" at left.*

Alignment between Course and Program Level SLOs and Program SLOs and University Mission and goals	*Course and program level SLOs are published. Mapping of course level SLOs to program level SLOs has not been done to determine if alignment exists between course level and program level SLOs. How the program contributes to University Mission and goals remains unstated.*	*Course and program level SLOs are published. Mapping of course level SLOs to program level SLOs has been done. The program has given consideration to its role in support of University Mission and goals.*	*Course and program level SLOs are published. Mapping of course level SLOs to program level SLOs has been done and modifications have been made, as needed, to ensure alignment between course and program level SLOs. The program discloses how it supports the University Mission and goals.*	*Course level SLOs are well aligned with program level SLOs. That is, the academic program has shown and discloses where each program level SLO is introduced, developed and mastered in the curriculum and which particular program SLOs support which specific University Mission and goals.*
Assessment of Course and Program Level SLOs	*An assessment plan has been prepared for all program level SLOs, but is not yet fully implemented as fewer than half of the program level SLOs have been assessed. The assessment plan may depend too much on indirect assessment and too little on direct assessment. A few faculty are utilizing course level assessment to improve student learning in their courses.*	*An assessment plan has been prepared for all program level SLOs, but is not yet fully implemented as most, but not all, program level SLOs have been assessed. The assessment plan may depend too much on indirect assessment and too little on direct assessment. Some faculty, but fewer than half, are using course level assessment to improve student learning in their courses.*	*All program level SLOs are assessed during the 5-year periodic review cycle using direct assessment techniques. Most faculty are using course level assessment to improve student learning in their courses.*	*All program level SLOs are assessed during the 5-year periodic review cycle using direct assessment techniques. All faculty are using course level assessment to improve student learning in their courses.*
Feedback to Inform Improvements (Closing the Loop--Data and analysis from outcomes assessment is used by academic program to inform improvements)	*Feedback loops planned, but not yet implemented.*	*Feedback loops established, however, only a few faculty participate in the activity.*	*Feedback loops established with the majority of faculty participating in the activity. Evidence and analysis are used to inform improvements as appropriate.*	*Feedback loop established with all full-time faculty participating in the activity. Non-tenure faculty participate to the extent that they wish to do so. Evidence and analysis are used to inform improvements as appropriate. The academic program documents assessment used to inform*

				improvements. The program reviews the assessment structure and plan periodically for effectiveness.
Dissemination to and Communication with Stakeholders	*Most faculty include the approved set of course level SLOs in their syllabi. Program level SLOs are published in the college catalog and the program website. All tenure-track faculty are familiar with the program level SLOs.*	*All faculty include the approved set of course level SLOs in their syllabi. Program level SLOs are published in the college catalog and the program website. All full-time faculty are familiar with the program level SLOs.*	*All faculty include the approved set of course level SLOs and show how the course level SLOs address the program level SLOs in their syllabi. Program level SLOs are published in the college catalog, the program website, and program publications designed for current and future students. All full-time faculty are familiar with the program level SLOs.*	*All faculty include the approved set of course level SLOs and show how the course level SLOs address the program level SLOs in their syllabi. Program level SLOs are published in the college catalog, the program website, and program publications designed for current and future students. All faculty are familiar with the program level SLOs.*
Overall Level of Assessment Competency (this is defined as the lowest level on any of the assessment elements above)	***Initial***	***Emerging***	***Developed***	***Highly Developed***

FAQs: Terms, Definitions and Other Useful Information

Why are we undertaking this exercise?	By our own mission design, we are a student learner-centered campus, and assessment of student learning offers the primary documentation that we need to ensure that we have an enacted mission rather than one that is merely stated. The results disclose the extent to which we have the needed capacity to understand how well we are succeeding.
What exactly is expected of our academic programs with regard to the assessment of student learning?	This rubric is used to evaluate whether our academic programs have developed the capacity to assess student learning on an ongoing, sustained basis. The Provost has indicated the expectation that all CI academic programs will be "developed" in this important area.
What is the purpose of this rubric?	All on campus know that both faculty and administration are accountable for our success to several stakeholders that include the CSU System, state government and accreditation agencies. Think of this rubric as a compass and map for that can quickly inform any program about its capacity to be accountable and reveal a clear path to strengthening any needed areas in an informed way. Without knowing of our own strengths, we can needless time and energy in doing assessment and get eager returns for doing so.
What is a student learning outcome (SLO)?	Student Learning Outcomes are action statements that specify that a student must demonstrate achievement through some clearly observable action(s) or generation of appropriate product(s). SLO statements typically complete the sentence "Students will be able to...." "Student learning outcome(s)," always using the three words together, refers to measurable knowledge, skills, values, or attitudes/dispositions in which students must demonstrate proficiency in ways we can observe and measure. When writing an SLO statement, a good answer to "How will we take that measure?" ensures we have written a good statement.
What are "high quality" SLOs?	Student Learning Outcomes (SLO—always using the three words together) are action statements that specify that a student must demonstrate achievement of proficiency in knowledge, skills, values, or attitudes/dispositions through some clearly observable action(s) or generation of appropriate product(s). A high-quality SLO addresses a measure we can take that is time- and cost effective. (See Glossary at http://facultydevelopment.csuci.edu/assessment.htm)
How many SLOs are optimal for a course or an academic program?	Generally, four to six SLOs are all that are needed for a course or academic program (unless external professional accreditation/certification requires more). Not all need map to University Mission and goals, but one or more should. Because Channel Islands' program review is on a five-year cycle, a good number of outcomes is that which allows assessment of all program outcomes in five years. Having ten program outcomes invokes twice the programmatic assessment labor of having five, so it is in the programs' interests to avoid needless proliferation.
What constitutes a good balance of direct and indirect assessment measures?	Direct observation of student learning should be the primary form of assessment. Direct assessment occurs when a faculty member produces a record based on observance of students' demonstrated mastery of learning. Direct assessment observations include examinations, papers, performances, and class or capstone projects *evaluated with rubrics*. All instruments are contextual. A short answer examination is a direct measure of student learning in that context; it is not a direct measure of the kinds of learning that a student requires to access information systems, perform research, write a report, etc. Try to choose instruments appropriate to the context of learning we are trying to produce in each course. Ideally, a program outcome will have multiple direct measures by virtue of its being addressed in different ways in several courses. Indirect assessments such as student and alumni surveys about programs, student ratings of instructors, employer surveys, graduate school placements, employment placements, are never appropriate substitutes for direct measures. However, indirect measures should be used in addition to direct measures if they can yield valuable information that direct measures cannot supply.

Exhibit C

CSU Channel Islands

Academic Program Review:

Overview for External Reviewers

Prepared by the Program Assessment and Review Committee (PARC)

Introduction

The California State University system, at the direction of the Board of Trustees, has mandated a periodic review of each campus' academic programs. This mandate is implemented at CSU Channel Islands through Senate Policy 3-35. Program review is intended to allow the program to assess progress made since its prior review, to set future directions, and to identify resource needs.

Program Review involves not only self-examination by way of self study, but also a critical internal and external review of the program with a view toward how well the current program, with its curricular content, faculty expertise, and available resources, is attaining its objectives.

Program review aims to maintain and strengthen the quality of the university's curriculum and its ability to meet the challenges of the future.

Most importantly program review should allow for the determination of whether students are accomplishing the program's learning objectives. Program review should lead to informed decisions about program, faculty and student needs, curricular planning, and resource allocation and management. Through the program review process, the university is better prepared to allocate scare resources and to plan for change.

The Review Process

Each program conducting a review prepares a self-study, which should be the result of a collegial process. The self-study is reviewed by the Associate Vice President for Academic Programs and Planning, who distributes it to the Provost and Dean of Faculty.

Upon approval by the Provost and Dean, the AVP for Academic Programs works with the program, the Provost and Dean to identify potential external reviewers. Normally, one reviewer is invited from another CSU and one from a non-CSU campus.

The purpose of the external review is to assist the faculty to improve the quality of their program by providing a comparative and broader perspective on the program, and its plans for the next five years. To accomplish this purpose, the external reviewers jointly visit the campus for two days to meet with faculty, students, and administrators. The reviewers' schedule is arranged in advance by the program under review. The reviewers meet with the Provost, the Dean of Faculty, the program chair, program faculty, and students. The reviewers may request that the program provide additional documents or they may request to visit facilities, laboratories, the library, and other relevant campus sites and constituencies.
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The Provost and the AVP for the Academic Programs and Planning maintain a fund to pay consultants. This fund pays for transportation and lodging, and also a $750 honorarium for each reviewer. The external reviewers are asked to make their own transportation and lodging arrangements and then receive reimbursement from the University. Details of the reimbursement process will be provided during the campus visit.

The external reviewers will provide an electronic report with comments and recommendations regarding the program.

The external reviewers' report is read by the Provost, Dean of Faculty, the department chair, and Program Assessment and Review Committee (PARC). PARC will take the external reviewers' comments into account

when preparing their final report. PARC's final report will serve as a basis for a planning MOU that sets out the goals and expectations for the academic unit for the next five years, and identifies resources to accomplish those goals.

External Reviewer Responsibilities

The external reviewer's primary responsibility is to provide an honest, unbiased professional judgment of program quality and student learning outcomes. The external reviewer has the following responsibilities:

1. Review the program's self-study document, including assessment results, and Data Pack information from Institutional Research.
2. Conduct selected interviews with the program chair and faculty, staff, students, the Provost and Dean, advisory groups, or other community members as appropriate to the program.
3. Conducts an exit meeting with the Provost, Dean of Faculty, program chair, and AVP.
4. Using the Program Review Template attached and working collaboratively with the second external reviewer, provide an electronic report of findings of strengths and areas of improvement. These strengths and areas of improvement relate to the student learning, assessment of student learning, curriculum, instruction, advising, faculty scholarship, diversity, quality of support from the library and academic technology, and other issues specific to the program. This review is to be forward-looking and yet realistic in terms of action that can be accomplished by the program within existing resources, as well as the actions that may require additional investment in the program. The External Review Template report becomes part of the academic review process and is submitted with subsequent levels of review.

Timeline

The site visit is conducted over a two day period, resulting in a written electronic document submitted to the AVP of Academic Programs within four weeks of the visit.

External Review Report

The completed Program Review Template constitutes the visiting team's final report. The Template will be scored utilizing the rubric below. Commentary will be made against the four organizing elements of the self-study report.

Rubric Scoring Scale

SCORE	STAGE	DESCRIPTION
1	**Initial**	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
2	**Emerging**	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
3	**Developed**	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
4	**Highly Developed**	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Outline of Template for External Review Form

I. Element One: Program Purpose and University Goals
- A. Program Mission and Operating Practices
- B. Program Relation to University Mission
- C. Dissemination of Program Mission and Goals

II. Element Two: Achieving Educational Outcomes
- A. Curriculum Requirements and Expectations for Learning
- B. Course and Program Learning Outcomes
- C. Learning Outcome Data and Analysis
- D. Timelines of Degree Attainment
- E. Involvement of Students in Curricular Activities
- F. Advising and Academic Support
- G. Articulation, Transfer and Retention

III. Element Tree: Developing Resources to Ensure Sustainability
- A. Faculty Resources
- B. Professional Staff
- C. Faculty Workload and Evaluation
- D. Faculty Development
- E. Fiscal and Physical Resources
- F. Developing External Resources
- G. Information Technology
- H. Community Involvement and Liaison

IV. Element Four: Creating a Learning Centered Organization
- A. Program Planning
- B. Integration of Planning Resources
- C. Professional Accreditation

V. Summary Recommendations

CSU Channel Islands

Program Review Template
for External Review Site Visit and Report

External reviewers are asked to use this template and rubric below to assist them in organizing their site visit. **The completed template constitutes the visiting team's final report**. Rubric scoring should be the collaborative result of discussion between the two reviewers and reflect their collective judgment. The template parallels the organization of the program's self-study. Reviewers will find important statistical information in the Data Packs, which, with the self-study, will be made available to reviewers before the site visit. In responding to each of the ***Four Elements of Review*** *below*, external reviewers should consider and assess the *Criteria for Review* within the Elements. For each *Criterion of Review*, reviewers are invited to a) score the rubric from 1 to 4, and b) to provide comments and one or more recommendations. Comments can include reference to information or conversations, observations about campus practices, and statements about program strengths, weaknesses, and areas of improvement. Recommendations should be specific suggestions for improvement, irrespective of whether that improvement should be initiated at the program, division, or university level. *Reviewers need not provide a recommendation after each Criterion.*

Finally, at the end of the **Template for External Review**, reviewers will find space to make summary comments and recommendations, expressing their general observations and key suggestions for program improvement. *These summary recommendations will be particularly important* to program faculty, administrators, and members of the Program Assessment and Review Committee in the next stages of the program review process.

Program Name:	Date of Site Visit:
External Reviewer One Name:	Affiliation:
External Reviewer Two Name:	Affiliation:

Rubric Scoring Scale

SCORE	STAGE	DESCRIPTION
1	**Initial**	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
2	**Emerging**	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
3	**Developed**	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
4	**Highly Developed**	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

Template for External Review

Instructions: External Reviewer should enter a numerical value in the Score box. Narrative responses should be made in the "Comments and Recommendations" sections below each criterion for review. Please enter responses in paragraph form. Text boxes will expand as information is entered.

I. Element One: Program Purpose and University Goals		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
D. Program Mission and Operating Practices	1. Does the program have a mission statement or statement of program goals that is appropriate?	
	2. Does the program have an organizational structure and procedures for its key activities such as advising, scheduling, chair selection and review?	
Comments:		
Recommendations:		
E. Program Relation to University Mission	1. Is the program supportive of the University's mission and its strategic priorities?	
	2. Is its program integrated and supportive of the campus's four mission centers?	
	3. Is the program supportive of the campus' general education program?	
Comments:		
Recommendations:		
F. Dissemination of Program Mission and Goals	Has the program disseminated information about itself to key constituencies, including faculty, professional colleagues, current and prospective students, and the community?	
Comments:		
Recommendations:		

II. Element Two: Achieving Educational Outcomes		
CRITERION FOR REVIEW	**INQUIRY**	**SCORE**
A. Curriculum Requirements and Expectations for Learning	1. Do the program's curriculum and degree requirements reflect high expectations of students?	
	2. Is that curriculum reflective of current standards in the discipline?	

Comments:		
Recommendations:		
B. Course and Program Learning Outcomes	1. Has the program developed assessable learning outcomes for its courses and for the program?	
	2. Are course learning outcomes aligned with program outcomes?	
Comments:		
Recommendations:		
C. Learning Outcome Data and Analysis	1. Does the program regularly collect course and program learning data?	
	2. Is that data analyzed, available, and used for program improvement?	
Comments:		
Recommendations:		
D. Timeliness of Degree Attainment	Do students in the program attain the degree in a timely fashion?	
Comments:		
Recommendations:		
E. Involvement of Students in Curricular Activities	1. Are students active participants in the learning process? Consider whether the program provides opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?	
	2. Does the program provide support by way of co-curricular activities for its students, such as clubs, fieldtrips, lectures and professional experiences?	
Comments:		
Recommendations:		
F. Advising and Academic Support	1. Does the program provide adequate student advising?	
	2. Does the program have a relationship with student support services, such as EOP, career services, and disability accommodation?	
Comments:		
Recommendations:		
G. Articulation and	Does the program have policies and procedures that facilitate articulation with community colleges?	

Transfer	Are transfer students accommodated and integrated into the program?	
Comments:		
Recommendations:		
H. Retention	Are native and transfer students in the program being retained in the major and by the University?	
Comments:		
Recommendations:		

III. Element Three: Developing Resources to Ensure Sustainability

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Faculty Resources and Scholarship	Does the program have faculty in sufficient number, and with appropriate rank, qualification, and diversity, to support its academic program in a manner consistent with its objectives? Is there evidence of the faculty involvement in scholarship and creative activities at a level appropriate to the discipline and University?	
Comments:		
Recommendations:		
B. Professional Staff	Does the program employ professional staff --support coordinator, technicians, lab assistants -- sufficient to support the academic program?	
Comments:		
Recommendations:		
C. Faculty Workload and Evaluation	1. Is faculty workload aligned with the program's goals for effective teaching, scholarship, and University and community service?	
	2. Are part and full time faculty evaluated regularly and according to University policies and practices?	
Comments:		
Recommendations:		
D. Faculty Development	Do faculty have and use professional development plans (PDPs)? Does the program support faculty development opportunities sufficient to improve teaching, learning and scholarship?	
Comments:		

Recommendations:		
E. Fiscal and Physical Resources	1. Does the program have the budgetary resources needed to support its educational program?	
	2. Are its facilities, including offices, labs, practice and performance spaces, adequate to support the program?	
Comments:		
Recommendations:		
F. Developing External Resources	Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, alumni funding?	
Comments:		
Recommendations:		
G. Information Technology	Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?	
Comments:		
Recommendations:		
H. Community Involvement and Liaison	If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement. Does the program maintain a relationship with its alumni?	
Comments:		
Recommendations:		

IV. Element Four: Creating a Learning Centered Organization

CRITERION FOR REVIEW	INQUIRY	SCORE
A. Program Planning	Does the program engage in planning activities which identify its academic priorities and their alignment with those of the division and the University?	
Comments:		
Recommendations:		
B. Integration of Planning Resources	1. Is program planning integrated into the Academic Affairs budgeting process?	
	2. Are program planning goals informed by student learning outcome data?	

Comments:		
Recommendations:		
C. Professional accreditation	If the program holds or is seeking professional accreditation, are its practices and resources consistent with that objective?	
Comments:		
Recommendations:		

V. Summary Recommendations:

Submitted by:

Signature(s):_____
Date:_____

Exhibit D

Program Action Plan or MOU

The Program Action Plan is an agreement among the Provost, Dean of Faculty, and Program Chair to implement recommendations that emerged during the program review process. These recommendations were derived from the program's self-study, the external review, and the PARC review. Through the Program Action Plan, the goal is to integrate program review results into Academic Affairs planning and budgeting. To the extent that resources and changes in program and division strategic priorities permit, the Action Plan identifies two-year and five-year targets for implementation of recommendations.

				TWO YEAR PLAN	FIVE YEAR PLAN
REVIEW RECOMMENDATIONS	PROGRAM CITATION AND RATIONALE	RESPONSIBLE PARTIES	RESOURCE IMPLICATIONS	DELIVERABLE 2012	DELIVERABLE 2015
PROGRAM PURPOSE AND UNIVERSITY GOALS					
ACHIEVING EDUCATIONAL OUTCOMES/ASSESSMENT					

DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY					

Other Comments: