

Guidelines for Program Review



CSU Channel Islands **Implementing Academic Senate Policy 03-35**

Prepared by the
Office of Academic Programs and Planning
Sage Hall, Room 250

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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 CSUCI, each discipline's program review is conducted on a five year cycle, drawing on the analysis of program resources, as well as student learning outcomes and other assessments that are conducted regularly by the program. Normally conducted over a two-year period, the 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. A key element in program review, the self-study is a cooperative undertaking by program's faculty examining how well the program is doing in relation to its goals for students. Focusing on educational effectiveness, the self-study draws upon data developed by the University and by the program itself on faculty, staff, and 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). CSUCI's Program Review and Assessment Committee (PARC) is charged with providing an independent written review of the materials collected in the program review process, including the self-study, the external review, and comments on those documents made by the program itself, the Dean, and the Provost.

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

Table 1
 CSU Channel Islands
 Academic Programs and Planning
Program Review Calendar

The initial round of program reviews begins in fall 2007.

Discipline	Degree	Program Review Start Date	Notes
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	
History	BA	2009	
Psychology	BA	2009	
Chemistry	BA/BS	2010	
Economics	BA	2010	
Spanish	BA	2010	
Computer Sc	MS	2010	Pilot reviews of the five MA/MS/MBA degrees. These will include a conversion request to move from Pilot Status to Regular Status. This must be done to allow Fall 2011 enrollment
Biotech & Bioinfo	MS	2010	
Business	MBA	2010	
Education	MA	2010	
Math	MS	2010	
Info Technology	BS	2011	
Pol Science	BA	2011	
Performing Arts	BA	2011	
Sociology	BA	2011	
Computer Sci	MS	2012	Full Program Review was committed in Pilot Request October 2006 for all five Masters programs.
Biotech & Bioinfo	MS	2012	
Business	MBA	2012	
Education	MA	2012	
Math	MS	2012	
Nursing	BS	2012	

Table 2
 CSU Channel Islands
 Office of Academic Programs and Planning
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	Dean, AVP and PARC review 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 Program submits names of prospective external reviewers
November	Program begins self-study report
SPRING SEMESTER	
January and February	Programs draft and finalize self-study report
March	Self-study reports submitted to Dean and Provost
April	Dean and Provost submit comments on self-study report Dean and Provost approve names of external reviewers

Year Two – Self Study

FALL SEMESTER	ACTIVITY
October	Self-study Team visits campus
November	Self-study Team submits written report
December	Program, Dean, 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, Dean and Provost
April	Chair, Dean, Provost and PARC, meet to identify priorities and action plan for program improvement
May	PARC submits annual report to Provost and Senate

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 reviews are conducted in a climate of faculty participation and self-study designed to enhance the quality of teaching and learning. Toward this goal, program reviews include a thorough process of data collection and analysis that enables faculty to see how pedagogical goals are pursued and achieved using the resources available. Program reviews also provide a basis for program planning, with the review process supplying documentation regarding the program's current status, including its enrollment trends, support services, efficient use of instructional and capital resources, faculty productivity and accomplishments, and program goals for the future.

The responsibility for carrying out program review lies primarily with the program faculty under the leadership of the Program Chair, assisted in the review process by the Office of Academic Programs and Planning. Chairs will 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 responsible for the 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 CSUCI Program Review Calendar identifies each program and the year its review begins. (See *Table 1 -Program Review Calendar* on the following page.)

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II. Context for Program Review

Program reviews are prepared in the context of several CSU and campus policies and commitments relating to program quality and student learning, and to 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.

- **CSUCI Mission Statement**

Placing students at the center of CSUCI's mission statement provides a 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 to review each program 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 - including the CSU Cornerstones/Accountability reporting and WASC - 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 has decreased the workload requirement on campuses and allowed for greater campus flexibility in program review. The result is a less comprehensive reporting requirement. Today, each CSU reports annually in January, on its program review activity and degree changes that have resulted from those reviews.

- **CSUCI Senate Policy 03-35**

CSUCI 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 CSUCI policy, program review will include each of the following components: a) an academic program self-study and recommendation; b) an 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 Dean of Faculty with "assuring that the academic programs are reviewed in a timely fashion and that there is appropriate dissemination of information and recommendations." (CSUCI Senate Policy 03-05)

- **Program Discontinuance.** CSUCI 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 information about it.
- **CSUCI Dashboard Indicators of Institutional Effectiveness**
At the request of the University Planning and Coordinating Council (UPACC), a task force in 2006 was created to identify strategic indicators of University performance on several dimensions, including student success, instruction and scholarship, program quality, infrastructure, finance, and advancement. Moreover, since several of the indicators relate directly to academic programs - including graduation rates, retention, post-collegiate outcomes, program quality, student learning outcomes, faculty workload and satisfaction - and since this data will be collected centrally and available in common formats, programs will find this information valuable in their program review self-studies.

Once approved and adopted, these strategic performance indicators will serve as priorities in data collection and analysis for the Office of Institutional Research and indicators of campus performance as required for CSU reporting. The CSU Accountability Process identifies thirteen fundamental institutional performance areas based on the mission of the CSU. Each campus reports to the system on a regular basis using system-based indicators. For information about the CSU Accountability Process can be found at www.calstate.edu/AcadAff/accountability/index.shtml

- **CSU Cornerstones and Cornerstones Revisited**
The CSU Cornerstones strategic planning effort began in 1996 and concluded with a set of general principles and recommendations designed to guide the CSU into the 21st Century. Adopting the Cornerstones Report in 1998, the Board of Trustees directed the Chancellor to develop a set of implementation strategies (www.calstate.edu/cornerstones). The resulting Cornerstones Implementation Plan identifies ten principles that CSU campuses are expected to address "owing to their priority, importance, strategic value:"

1. The California State University will award the baccalaureate on the basis of demonstrated learning as determined by our faculty. The CSU will state explicitly what a graduate of the California State University is expected to know, and will assure that our graduates possess a certain breadth and depth of knowledge

together with a certain level of skills and are exposed to experiences that encourage the development of sound personal values.

2. Students are the focus of the academic enterprise. Each campus will shape the provision of its academic programs and support services to meet better the diverse needs of its students and society.

3. Students will be expected to be active partners with faculty in the learning process, and the university will provide opportunities for active learning throughout the curriculum.

4. The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship, research, and creative activity are essential components of that mission.

5. The California State University will meet the need for undergraduate education in California through increasing outreach efforts and transfer, retention, and graduation rates, and providing students a variety of pathways that may reduce the time needed to complete degrees.

6. Graduate education and continuing education are essential components of the mission of the California State University.

7. The State of California must develop a new policy framework for higher education finance to assure that the goals of the Master Plan are met. This framework should be the basis for the subsequent development of periodic "compacts" between the State and the institutions of higher education.

8. The responsibility for enhancing educational excellence, access, diversity, and financial stability shall be shared by the State, the California State University system, the campuses, our faculty and staff, alumni/ae and students.

9. The California State University will account for its performance in facilitating the development of its students, in serving the communities in which we reside, and in the continued contribution to the California economy and society through regular assessment of student achievement and through periodic reports to the public regarding our broader performance.

10. The California State University campuses shall have significant autonomy in developing their own missions, identity, and programs, with institutional flexibility in meeting clearly defined system policy goals.

<http://www.calstate.edu/Cornerstones/reports/implment.html>)

- **CSU Facilitating Graduation Initiative**

Facilitating Graduation is a key element of a multiyear initiative adopted by the CSU Board of Trustees to increase graduation efficiency among CSU students. CSU Channel Islands is actively participating in this initiative and in December 2005 completed its report examining twenty-two dimensions where it is working to facilitate achievement of the baccalaureate degree. That report, and the faculty and staff

members leading the Facilitating Graduation effort are found at the following link:
<http://www.csuci.edu/app/facilitatinggraduation.htm>.

In 2003, the CSU Board of Trustees adopted three related priorities. These are a) to help students to matriculate as CSU freshman well-prepared for university-level work, b) to enable students in their lower-division work at California community colleges to follow optimal pathways in general education and in the major to be CSU-ready upon transfer, and c) to encourage and support students in following efficient paths to the degree during their time at CSU. The last of these priorities, known as Facilitating Graduation, seeks to assist students in their goal of the baccalaureate by enabling them to complete their studies in the most direct manner.

At CSU Channel Islands, the faculty and administration have taken the lead in implementing strategies identified by the Chancellor's Office and by the Statewide Senate in a memorandum of August, 2005, designed to remove barriers to graduation and better to support students in their degree goals. Among the topics reviewed are: number of units in degrees and in general education, student academic policies, student academic advising, technology-mediated instruction, student orientation and the first year experience, use of information technology, and articulation and community college transfer. These topics can serve as benchmarks of effectiveness in program review.

<http://www.csuci.edu/app/facilitatinggraduation.htm>

- **WASC Standards for Accreditation**

The Western Association of Schools and Colleges (WASC) serves as CSU Channel Islands' regional accrediting agency and is reviewing CSUCI for initial accreditation under "A New Framework for Accreditation." In its *Handbook of Accreditation*, WASC states that:

In response to the changing context of higher education, and to reflect the principles adopted by the Commission for accreditation in the WASC region, the Commission has developed a new framework for accreditation. The elements of this new framework align under the principles called "Core Commitments" to Institutional Capacity and Educational Effectiveness. These Core Commitments are embodied in significantly revised Accreditation Standards and in a three-stage, sequential institutional review process. Together these components represent a holistic system and process of review that enable WASC to work collaboratively with institutions in a spirit of ongoing experimentation and mutual learning as defined by the Commission values stated above. (WASC handbook for Accreditation 2001, p.4.)

Those participating in the program review process should be familiar with WASC standards for accreditation and the *Handbook*. 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.

III. Accredited Programs

Over time, many CSUCI programs will be accredited by their respective professional associations. CSU policy and CSUCI Academic Senate policy provide that such accredited programs may substitute the periodic review and site visit which accompany such accreditation for program review.

However, Senate Policy 03-35 provides that upon special request of the program, Dean of Faculty, 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 and will be kept on file in the Office of Academic Programs and Planning and the Academic Senate.

IV. The Program Review Process

Overview

There are a number of major components to the program review sequence: preparing for review, conducting the self-study, hosting external reviewers, responding to the external review, review and reporting by the Program Assessment and Review Committee (PARC), approval by the Dean and Provost, and 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 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 Dean of Faculty will inform the chairs of those programs scheduled for review and notifies the Provost which programs will begin the process the following fall.

At the beginning of the fall semester of the review year, the Office of Academic Programs and Planning will arrange an initial planning meeting to orient those involved in the review process. Those attending will include are the Dean of Faculty, chairs of programs being reviewed, the AVP for Academic Programs and Planning, the faculty coordinating the program review(s), the director of Institutional Research, and the chair of PARC.

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 also will be asked to begin identifying a list of potential external reviewers.

Data Collection

Early in the review process, the Office of Institutional Research will identify with programs undergoing review, those common data elements centrally collected as part of IR processes which can be adapted and generated for program assessment.

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 Dean of Faculty and the AVP for Academic Programs. Some data needed for the self-studies will be collected centrally by Institutional Research, and will be provided by IR in common formats. 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 CSUCI faculty and staff from outside the program on the self-study team.

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

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 CSU Channel Islands
 Office of Academic Programs and Planning
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

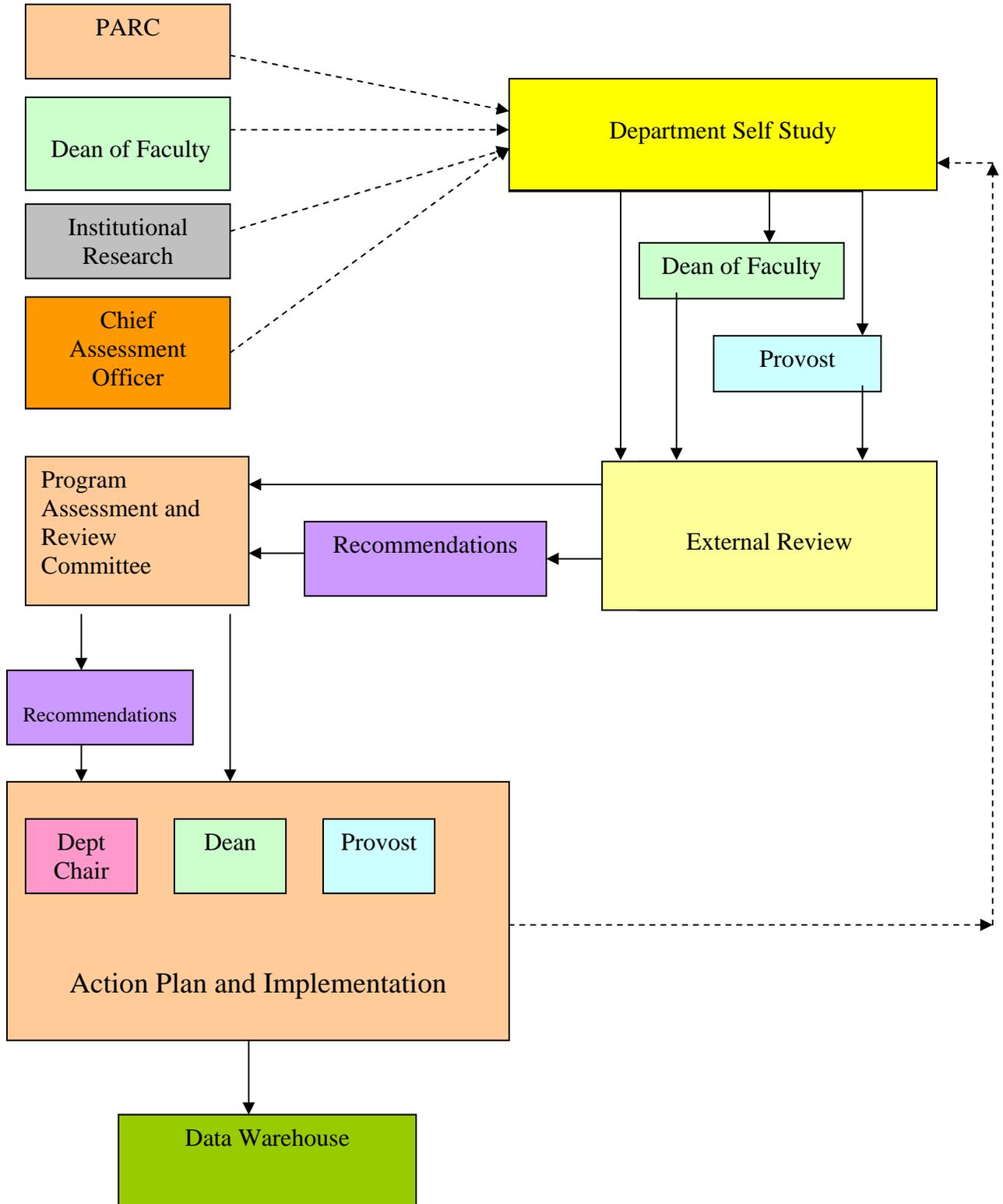
FALL SEMESTER	ACTIVITY
September	Dean, AVP and PARC review procedures with Chair and faculty of program that is conducting program review
October	Program forms its self-study committee Program collects and assembles data for self study Program submits names of prospective external reviewers
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SPRING SEMESTER	
January and February	Programs draft and finalize self-study report
March	Self-study reports submitted to Dean and Provost
April	Dean and Provost submit comments on self-study report Dean and Provost approve names of external reviewers

Year Two – Self Study

FALL SEMESTER	ACTIVITY
October	Self-study Team visits campus
November	Self-study Team submits written report
December	Program, Dean, 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, Dean and Provost
April	Chair, Dean, Provost and PARC, meet to identify priorities and action plan for program improvement
May	PARC submits annual report to Provost and Senate

Table 3

Program Review Flow Chart



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 final draft of the self-study report is forwarded electronically by the Program Chair to the Provost and Dean of Faculty and the AVP for Academic Programs. Revisions and comments to the report are made as needed by the Provost and Dean, and the cover sheet is signed by them indicating that the self-study report is ready for external review.

External Review

As provided for in the CSUCI Senate policy, typically external review is conducted by two persons from outside the University, often one from another CSU and one from a non-CSU institution. The main tasks associated with the external review are: selection of the reviewers, preparation and hosting of the site visit, and response to the reviewers' completed report. 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 Office of Academic Programs and Planning on matters of budgeting and logistics.

Upon receipt of the external reviewers' report, the Program Chair, Dean of Faculty, and Provost each prepare a written response. The responses address the recommendations of the external reviewers, correcting any perceived errors or omissions, amplifying on points of agreement or disagreement. The Dean'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, the PARC meets to review all the information collected, including the program self-study, the external review, and comments on that review from the chair, Dean, and Provost. PARC may choose to meet with the Program Chair, Dean, or Provost, and any others that the Committee wishes to be present, 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 to the Office of Academic Programs for distribution to the chair, Dean, Academic Senate chair, and Provost.

Identification and Implementation of Recommendations

Since the goal of program review is program improvement, it is especially important that the review process result in a meaningful action plan that is endorsed by all the parties involved in the review and which can be the foundation for continuous improvement. To accomplish this goal, after the program review has been studied by the program faculty, Dean, and Provost, representatives of these areas meet to discuss the recommendations and frame an agreement on actions to be taken. As provided for in the Senate's policy, this agreement "will be embodied in a memorandum of understanding which will be in effect until the completion of the next review cycle."

The Role of the Office of Academic Programs and Planning

The Office of 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 Review and Assessment Committee (PARC)

The Program Review and Assessment Committee (PARC) is a joint faculty and administration committee, composed of faculty representatives from each discipline, plus the director of assessment, the AVP for Academic Programs and Planning, and the Director of Institutional Research. 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, Dean, and Provost.

In the context of the program review process, 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 participates in the program review process in the following manner. The Chair of PARC convenes the initial meeting, opening the program review process, attended by the Dean of Faculty, program faculty representatives, and the AVP for Academic Programs and Planning. At this meeting the PARC Chair has the opportunity to explain its role in the review process.

PARC will make an annual report to the Academic Senate, identifying programs which were reviewed that year, summarizing its review activities, and making any policy recommendations that arise out of its review activities. This annual review is intended to contribute to the assessment of the program review process to increase its effectiveness. 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. Elements of 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 data gathering 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 of the wider CSU.

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 CSUCI states in its 2005 Capacity and Preparatory Report, "CSUCI has from the start embraced the *WASC Handbook of Accreditation* as our roadmap for building the new university, and continues to do so."

To elaborate on this point further, the program self-study reflects the standards of capacity and educational effectiveness. Adapted to the self-study, these are called the four "Elements of Self-Study." 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. And the program level Elements of Self-Study with "criteria for review" that are appropriate for assessment at program level, likewise guide faculty in reviewing performance and identifying areas of improvement.

Accordingly, the self-study contains four elements: Each program successfully is engaged in:

- *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*

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 purpose and operating practices.
2. The program has clearly stated educational objectives and has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.

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

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
- Course and Program learning outcomes
- Processes used for documenting student achievement of learning outcomes

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's expectations for learning and student attainment are reflected in its academic programs and policies, including its curriculum requirements.
2. The program has identified its program learning outcomes and these are widely available to faculty, students and external stakeholders. Its 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. Course learning outcomes are aligned with program learning outcomes disseminated to students and to faculty, including adjunct faculty.
4. 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.
5. The program demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its standards are embedded in criteria faculty use to evaluate student work.
6. The program contributes to the mission-based elements of the University such as internationalism, interdisciplinarity, service learning and civic engagement, and multiculturalism, and general education, as appropriate to the discipline.
7. The program demonstrates its academic degrees can be completed in a timely fashion.
8. The program values and promotes scholarship, curricular and instructional innovation, and creative activity, as well as their dissemination.

9. 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.
10. The program ensures students receive timely and useful information and advising about their academic requirements.
11. 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.

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 continuous assessment of courses
- Evidence of student attainment of program learning outcomes
- 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
- Evidence of participation by students in service learning, international, multicultural and interdisciplinary experiences
- Student evaluations of teaching effectiveness
- 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

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 in 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 and sufficient faculty development opportunities that are designed to improve teaching and learning.
5. Fiscal and physical resources are aligned with program educational goals and are sufficiently developed to support and maintain the kind of educational program it delivers.
6. 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.
7. The program's organizational structure and decision-making processes are clear and consistent with university policies, and effective in supporting the program.
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

- Summary of faculty qualifications
- 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
- Quality and adequacy of physical facilities – labs, studios, unique classrooms
- Effective use of communication technology in instruction
- Evidence of student involvement in service unit activities
- Evidence of an organizational structure that supports effective decision making
- Faculty participation in program governance
- Evidence of involvement of external stakeholders in program

Element Four - Creating an Organization Committed to Learning and Improvement

The program faculty and staff reflect about how effectively the program is accomplishing its purposes and achieving 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 position, articulate priorities, and examine the alignment of its core functions with those of the institution.
2. The planning process aligns curricular, personnel, fiscal, 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 priorities consistent with that objective.
4. The program has faculty professional development plans (PDP's) in place, designed to facilitate scholarship and professional growth.

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 be 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. Model Outline of a Self-Study report

Although no single presentation format is prescribed for the self study report, the report should respond to each of the four Elements of Self-Study above. Since each self-study report serves as the foundation for the entire review process, the needs of the different reviewers – external reviewers, members of PARC, administrators – should be considered in preparation of the document. Relevant in this connection is that the report should be available electronically, with links in the document itself to relevant data, exhibits, reports, and policies.

Contents for the Self Study Report should be organized in the following fashion:

1. Cover page
2. Certification and Signature Page
3. Executive Summary and Recommendations
4. Table of Contents
5. List of Exhibits
6. Self-study (Organized by responses to each element)
7. List of Recommendations for Improvement
8. Appendices

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

VIII. 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 the Office of Academic Programs and Planning of 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 Office of Academic Programs and Planning budgets as part of its annual financial request the usual costs associated with conducting external reviews. These costs include honoraria for each external reviewer, 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 office.

Selection of External Reviewers

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

The Dean of Faculty may add additional names to those submitted by the program faculty, and together with his recommendations, the Dean submits the names and resumes of prospective reviewers to the Provost. After consulting with the Program Chair, Dean, and the AVP for Academic Programs and Planning, the Provost determines the final team of reviewers.

The Site Visit

The faculty member coordinating the site visit works with the AVP for Academic Programs, the Dean, and the Program Chair to determine the final schedule for the days of the external review and to coordinate logistics of the site visit. The Office of Academic Programs and Planning is responsible for sending external reviewers complete copies of the program's self

study report, the program review guidelines, information on travel and lodging, an itinerary for the site visit, and 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, Dean, 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 prepare their reports. Reviewers will conclude the second day of the campus visit with an exit meeting with the program faculty at which time the reviewers have an opportunity to clarify any issues or questions they have about the program and report orally on their preliminary findings and recommendations. This meeting is followed by an exit meeting with the Dean of Faculty, Provost, and others that they may include.

The External Review 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 two months of the site visit, the reviewers will provide their written evaluation report to the VP for Academic Programs and Planning, who will distribute it to the Program Chair, Dean of Faculty, and the Provost.

The format of the report should address the four elements in the self-study, and should specifically address 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 Dean

Upon receipt of the external review, the Program Chair, Dean of Faculty, 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 Dean 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).

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

The Program Assessment and Review Committee (PARC) is a 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, Dean of Faculty, 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, external reviewers' report, and responses to that external report by the Dean of Faculty, 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 discusses the recommendations and issues raised and addressed in the reports and meetings 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, Dean of Faculty, AVP Academic Programs and Planning, and Provost.

X. University Review, Decision-Making, and Action Plan

As the program review process concludes, it is important to recall that the purpose of program review is to provide the opportunity to assess a program's educational effectiveness and to provide a basis for program planning and improvement. The review's reports and recommendations serve as a foundation for the program faculty and university administrators to clarify, endorse, and support program goals for the future.

To accomplish this end, and as provided for in Senate Policy, "after the faculty of the academic program, the Dean, and the division of academic affairs 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 will be forward to the Program Chair, Dean of Faculty, Office of Academic Programs and Planning, and Provost.

The memorandum becomes the degree program's action plan for self-improvement. 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 provided whenever possible for the continuous improvement of the academic program.

XI. Responsibility for Documentation and Reporting

The reports generated by the program review process will be housed in the academic program and in the Office of Academic Program and Planning. As part of its annual report, the Office of Academic Programs and Planning will notify the Chair of the Academic Senate and the Provost the program review has been successfully concluded. That office will also notify the CSU Chancellor's Office each January, though the Office of the President, of all program review concluded during the academic year, as required by CSU policy.

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
Chair, Academic Senate

Date

Richard Rush
President, CSU Channel Islands

Date

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 total 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 Dean 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 review will 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 Dean, working together, shall choose the potential reviewers. The Dean 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 Dean, 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 Dean 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 and 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 Dean, 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, Dean, 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 Dean 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.