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I. ACADEMIC PROGRAM REVIEW PROCEDURES

A. INTRODUCTION

The purpose of academic program review at CSUEB relates to three primary functions:

1. **Accountability** Academic program review is one way to ensure that the Board of Trustees, WASC and the public it serves that CSUEB is providing quality programs;
2. **Program Improvement** The academic review process provides a continuing cycle for program faculty, staff, and administrators to receive timely information and a forum for providing feedback ensuring an institutional commitment for quality improvement; and
3. **Program and Resource Alignment** Academic program review provides the means to ensure that CSUEB will offer an appropriate array of academic programs and that the institutional resources will be effectively aligned with its academic programs.

CAPR has determined that, at CSUEB, academic program review will be required for all baccalaureate, master's and doctoral degree programs, and shall include curricular and academic support programs such as General Education and Athletics; and university-wide resources such as the Library and computing services. Generally, reviews of graduate programs will be scheduled at the same time as the review of undergraduate program(s) within the same discipline. However, graduate programs are expected to provide specific program data and analysis on all elements where possible. The Program Review Schedule will be updated annually and posted on the Academic Senate website.

In addition, CAPR will provide support to academic programs undergoing review. This will include the provision of a workshop or workshops on the requirements, the timelines, the statistical data, and any element of the program review process that is needed or requested. Each program will be assigned a liaison from CAPR, one of whose responsibilities is to assist the program with its process.

B. ANNUAL PROGRAM REPORT

1. Introduction and Planning Discussions

The Annual Report provides the basis for consultation between the program and appropriate administrators, present facts and record the outcome(s) of processes for reference in the future. The Annual Report is also the basis for any new resources, including those that a program may request. The Annual Report should provide evidence of the program completed during the previous annual assessment cycle. Each program is expected to report on the full assessment cycle for one program learning outcome in each annual report.

The assessment cycle, which includes review and alignment of PLOs to curriculum (i.e. curriculum mapping), assessment planning, direct and indirect assessment, action plan development, and reporting, will be completed by all programs every year. CAPR and programs will coordinate PLO assessment activities and reporting with the Educational Effectiveness Council.

The Annual Report provides data for the Year Five Review, and is especially useful to validate progress on CAPR recommendations; the Annual Report tracks requests and the outcomes of those requests; and ensures continuity and full disclosure between the outgoing/incoming department chair.

Viewed as progress on the department or program, Year Five departments/programs will file the Annual Report in the Senate Office. These Annual Reports will become part of the Five Year Program Review for both external accredited programs and internally accredited programs. The Annual Report is a valuable mechanism to hold departments and the administration jointly accountable.

Each program will produce a b

completion of the program review. The title page of the program review document (see IV. A. Cover Sheet Template for Year Program Review) shall verify that the faculty has approved the Study and the (Amended) Year Plan and will note the date of approval. The results of the faculty vote shall also be noted.

2. CAPR will examine the Program's completed five-year review documents and will meet with the program Chair/Director, faculty, and others deemed appropriate.
3. CAPR shall write its final report to the Senate, using a consistent format (see VII. CAPR Form for Response to Year Program Reviews) to provide its recommendations. CAPR shall determine one of four possible recommendations for the program:

a) Continuation without modification;

Programs with this recommendation generally have the following characteristics:

- x responsive to previous-year review, including progress towards goals identified in the previous plan and reviewer recommendations;
- x a strategic plan for the next five years;
- x ongoing and consistent assessment of program learning outcomes;
- x action assessment results, including narrative assessment reports;
- x d

modification

2.2. Assessment and Curriculum This section should contain a summary and analysis of the program's Assessment Plan. Reports for multiple programs must contain a separate assessment summary for each program. The summary should contain:

- a) a list of the program's learning outcomes (PLOs),
- b) a curriculum map demonstrating the alignment of courses to PLOs,
- c) a description of what assessment measures have been used to measure each of the PLOs,
- d) a summary of the findings from the program outcomes assessed since the last program review and indicate if the desired levels of learning were achieved from each of these assessments, and
- e) a discussion of any program improvement actions taken based on the findings.

If the program offers General Education courses, a summary of data for program outcomes will be included, with a discussion of program or course offerings on the campuses (Hayward, Concord, and Online), the Oakland Center, and other venues

2.3. Student Success: Programs should discuss how they are addressing student success

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- 3.1. Curriculum. What curricular changes do you envision during the next five years? What developments are likely to cause you to change the curriculum? Discuss prospects and changes relevant to all campuses and locations relevant to your program: Concord, Online, the Oakland Center, etc. What changes are planned for General Education? Discuss any relevant changes to a multicultural learning experience. Discuss any changes to your curriculum associated with SB1440 The STAR Act for Associate Degree transfer, if applicable.
- 3.2. Assessment. What is the program's assessment plan for the next five years? What if any changes will you make to your Program Learning Outcomes? What is your schedule for assessing your PLOs? What assessment processes will you be using to assess your PLOs?
- 3.3. Student Success. Do you see the number of students majoring in your program increasing or decreasing during the next five years? Refer back to the statistics provided in your Self-Study. Do you anticipate new programs or outreach to new students? Will the career opportunities open to your graduates change during the next five years? How will your program adjust its curriculum and program practices to prepare students for those opportunities? Do you expect your total enrollment to increase during the next five years? What are your plans for improving advising and retention for students in the program?

the review process, the External Reviewer will receive:

- a) a copy of the Principles Regarding Faculty Participation and Allocation Procedures
- b) The program's institutional data
- c) the Self-Study, including all attachments;
- d) annual reports written since the previous review;
- e) the Plan;
- f) the Mission Statements of both the University and the Program;
- g) any additional documents the program deems helpful.

The External Reviewer will meet with the Dean, the Program Chair, faculty, students, staff, library liaison, and others during the visit.

The External Reviewer's Report shall address the program's strengths as well as weaknesses, offer suggestions for improvement of the program, fulfillment of its mission and enhancement of position with respect to systems and national trends. A completed copy of the External Reviewer's Rubric should be attached to the report.

Refer to the CAPR website for detailed information about the External Reviewer appointment selection process.

5. Program's Response. Upon receiving the External Reviewer's Report, the faculty of the program will respond in writing. Recommendations, concerns and issues raised by the External

November: Postponement requests, with full justification, later than the first CAPR meeting of November and must be signed by the Dean. Program representation MUST attend the meeting to answer CAPR questions regarding the request.

End of Fall: Electronic submission deadline for the Study and Five Year Plan and designation of the External Reviewer(s)

Winter Quarter: Early in the quarter a date for the External Reviewer Visitation will be set and the date will be provided to CAPR. The Program Chair or designee will provide the External Reviewer with the Study and Five Year Plan and other appropriate materials prior to the visitation date. The External Reviewer's Report will be received prior to the end of Winter Quarter.

End of Winter Quarter: The College Dean or Associate Dean shall meet with the Program Review Committee to review and discuss the draft Five Year Plan, and the External Reviewer's report. The External Reviewer's Report is due in electronic format to the Senate Office at the end of Winter Quarter.

Early Spring Quarter: The College Dean shall submit written comments to the Program's Review Committee for consideration by the program faculty in order for the program faculty to prepare a written response to the External Reviewer's Report(s) and finalize any amendments, if needed.

the program will adhere to the timeline as closely as possible. Requests for such delays are made to CAPR in writing through the Senate Office, with written approval from the Dean.

2. Programs with external accreditation granted an automatic date change on the Program Review Schedule to coincide with the receipt of the approved external accreditation. The need for such change is made to CAPR in writing through the Senate Office, with written concurrence from the Dean.
3. Programs with external accreditation requesting a full year extension (postponement) of their scheduled Academic Program Review (APR) must use the following process:
 - a. The request for extension shall provide a detailed explanation of the extraordinary circumstances motivating the request. Approval by the Dean of the program's college shall accompany the written request, addressed to the Chair of CAPR and delivered to the Academic Senate Office. The request for a one year extension from CAPR shall be no later than the first CAPR meeting of November (and must be signed by the Dean) during the year in which the review is originally scheduled. In extraordinary circumstances, CAPR has approved two-year extensions.
 - b. If an extension is approved, in order to prepare for the following year's review, the program shall submit a progress report (or draft submission) by May 1 of the academic year in which the APR was originally scheduled, indicating the state of data collection and preparation of the APR document. The program shall schedule the review during the Summer or Fall Quarter of the extension year, to occur as early as possible. CAPR will receive the complete program review no later than January 31 of the extension year.

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H. MONITORING OF THE PROGRAM REVIEW PROCESS

The Academic Senate Office will provide assistance to CAPR and the Departments/Colleges in tracking the Program Review Process and implementation of CAPR recommendations for review dates and approved postponements.

The Program Chair or Director is responsible for carrying out the curricular, structural and assessment recommendations specified in the CAPR Program Review document and noting progress on these changes in the subsequent Annual Reports.

The College Dean or Dean's appointee will monitor the program's program review process to ensure timely and thoughtful completion of the Five Year Review and implementation of any CAPR recommendations in said Program Review documents.

II. FACULTY PA

The President should give serious consideration to requests that show significant promise of helping University and the Departments meet their missions.

The President should give priority to those faculty hiring requests that present the best opportunities to advance the University's mission, make the most effective use of resources, and support the principles in this guide. The President should give favorable attention to requests that offer to combine resources

PRINCIPLE 3: While the University relies on both regular (tenure) faculty and lecturers, if CSUEB is to remain a quality institution and attract new students to its undergraduate and graduate programs, it must rely primarily on regular faculty and continue to work to achieve the goal of 75% tenure faculty. The University also must insure that its general education program meets the needs of students and is well staffed by qualified, mainly regular faculty.

RECOMMENDATIONS:

Departments and colleges seeking tenure hires should show how such hires will improve the unit's quality and advance the unit's and the University's goals and in general education. Departments in the arts and sciences should, in general and where appropriate, seek faculty who are capable of teaching both in major programs and in general education.

The President/Provost should make every reasonable effort to replace and, when possible, exceed the number of regular faculty who are separating from the University. The President should give serious and careful consideration to requests for replacements that make a strong case for replacing lecturers, especially from departments in which use of lecturers is not consistent with the appropriate uses presented above.

PRINCIPLE 4: The University must offer a wide variety of programs balancing professional preparation and new possibilities with education in the arts and sciences.

RECOMMENDATIONS:

Departments and colleges requesting new tenure hires should explain, where appropriate, how such hiring will help to maintain the University's broad array of programs and will reflect enrollment patterns, trends, and projections.

The President should, in making decisions about new tenure hiring authorizations, take into account the University's balance of professional and arts and sciences offerings to current and future students. The President/Provost should also examine enrollment patterns, trends, and projections in response to new tenure-track position requests.

When requesting new tenure hires, departments and colleges should consider new programmatic possibilities that will harness existing strengths and/or identify new directions. Cooperation among departments and colleges should be encouraged.

The President/Provost should give serious consideration to proposals for new faculty hiring involving programmatic possibilities that offer high promise to attract new students, add to the University's programs, and attract new or additional sources of external funding.

PRINCIPLE 5: Assessment plans and evaluation processes are an expected part of Academic Program

III. Submission Expectations for Five Year Program Reviews

Submission Expectations for Five Year Program Reviews B. Table of Contents Template
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CAPR Five-Year Review Rubric

	Does not meet Expectations	Approaching Expectations	Meets Expectations
Program Summary			
Summary of Previous Review / Five Year Plan			
Program Learning Outcomes Assessment Plan			
Course Offerings			

GE Course Assessment (if applicable)
 Support for ET EMC Q 62.

IV. CAPR Format for Response to ~~Year~~ Five Year Program Reviews

CALIFORNIA STATE UNIVERSITY, EAST BAY

DESIGNATION CODE: [year] CAPR [number]
DATE SUBMITTED: [insert date]

TO: The Academic Senate
FROM: The Committee on Academic Planning and Review (CAPR)
SUBJECT: Five-Year Program Review for [insert program]
PURPOSE: For Action by the Academic Senate
ACTION REQUESTED: [insert request]

CAPR Analysis of the Program s ~~Year~~ Five-Year-Review

” Program

- 1.
- 2.
- 3.

” Resources

- 1.
- 2.
- 3.

CAPR Recommendation(s) for Continuation of the Program

Date of the Program s Next ~~Year~~ Five-Year Review

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