FAM #/Title: **856.6 / Academic Program Review**
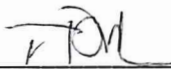
Summary of Changes:

The Program Review Committee first proposed the policy revision, chaired by Dr. Judy Sylva, Faculty Director of Assessment, with substantial input by Dr. Weber, Deputy Provost, and Accreditation Liasion Officer. Dr. Sunny Hyun was the chief drafter for the Program Review Committee.

The Faculty Senate revision of policy 856.6 Academic Program Review reflects best practices for program review supported by WSCUC. In addition, it shortens the review cycle from 7 years to 5.

It streamlines the process and incorporates annual assessment reports into the review cycle, a significant change to ensure continuous improvement focusing on learning outcomes and student success metrics.

Recommendations:

Approval is recommended.

_____
President Tomas Morales

✓ Approved   __ Not Approved

_____
Provost Shari McMahan

✓ Approved   __ Not Approved

CALIFORNIA STATE UNIVERSITY
SAN BERNARDINO

Academic Affairs
Faculty Senate

ACADEMIC PROGRAM REVIEW

FAM 856.6

Table of Contents

Purpose and Scope

The purposes of program review are to ensure the quality and currency of academic programs; to assess student learning; and to inform institutional planning, budgeting and decision-making. Reviewers evaluate program learning outcomes, student achievement of these outcomes, and other aspects of program effectiveness, such as faculty areas of expertise, curriculum, and resources.

Policy Statement

Every CSUSB degree-granting program, except for those that are reviewed and accredited by external agencies, undertakes program review on a five-year cycle. (Externally-accredited

Last Revision 2021: EPRC

programs instead must submit all documentation from their external review and accreditation process to the Office of Academic Programs.) The program review process includes the following components involving multiple constituencies with specific roles and responsibilities:

1. Review of program learning outcomes (PLOs)
2. Collection and analysis of data on program effectiveness, including evidence of student learning and feedback from students, faculty, staff, alumni and other relevant stakeholders throughout the review cycle
3. Written self-study report from the program
4. External review consisting of a site visit and report by an external reviewer or reviewing team
5. Internal review conducted by the College Dean, Dean of Graduate Studies (if applicable), and University Academic Program Review Committee
6. Development of a Plan of Action by the program, in consultation with the College Dean, in response to the findings and recommendations from the program faculty, external reviewer, and internal reviewers. The Plan of Action is reviewed and approved by the College Dean. This entire process is facilitated by the Vice Provost of Academic Programs.

The Assessment Office and the Committee on Learning and Academic Student Success (CLASS) support academic programs' assessment capabilities and assist faculty with program review.

Procedure and Process

A. Five-Year Cycle

Program review occurs through a five-year cycle of assessment. Expectations for major activities in each year of the cycle are described in the following list and illustrated in the figure below. These activities are consistent with WSCUC expectations for program review.

- Year 1 - Planning and Assessing: Establish, revise, and/or reaffirm PLOs and plan for assessing student learning vis-à-vis PLOs. In addition, decide on a process for evaluating other aspects of program effectiveness, including faculty specializations, curriculum, and program resources. During this planning phase, consult the recommendations and Plan of Action from the previous program review. Continue annual data collection and other assessment activities.
- Year 2 - Implementing and Assessing: Implement annual data collection and other assessment activities set-up during the planning phase.
- Year 3 - Reporting and Assessing: Submit MID-CYCLE REPORT to Office of Academic Programs. This report discusses the program's Year 1 and Year 2 implementation with analysis, interpretation, review, and recommended changes based on Year 1 and 2 data and program actions. Continue annual data collection and other assessment activities. See Appendix A. for expectations for the Mid-Cycle Report.

- Year 4 -Assessing: Continue annual data collection and other assessment activities.
- Year 5 - Reviewing and Assessing: Self-study, Internal Review and External Review: Submit SELF-STUDY REPORT to Office of Academic Programs; conduct external and internal review processes; complete PLAN of ACTION in response to the self-study, and internal and external reviews. Continue annual data collection and other assessment activities.   See Appendix D for the Calendar of Deadlines related to this year of review.

CSUSB ACADEMIC PROGRAM REVIEW

5-Year Cycle

Year 1
Planning and Assessing

Year 2
Implementing and Assessing

Year 3
Reporting and Assessing.
Due: Mid-Cycle Report

Year 4
Assessing

Year 5
Reviewing and Assessing.
Due: Self-study, Internal Review, External Review, and Plan of Action
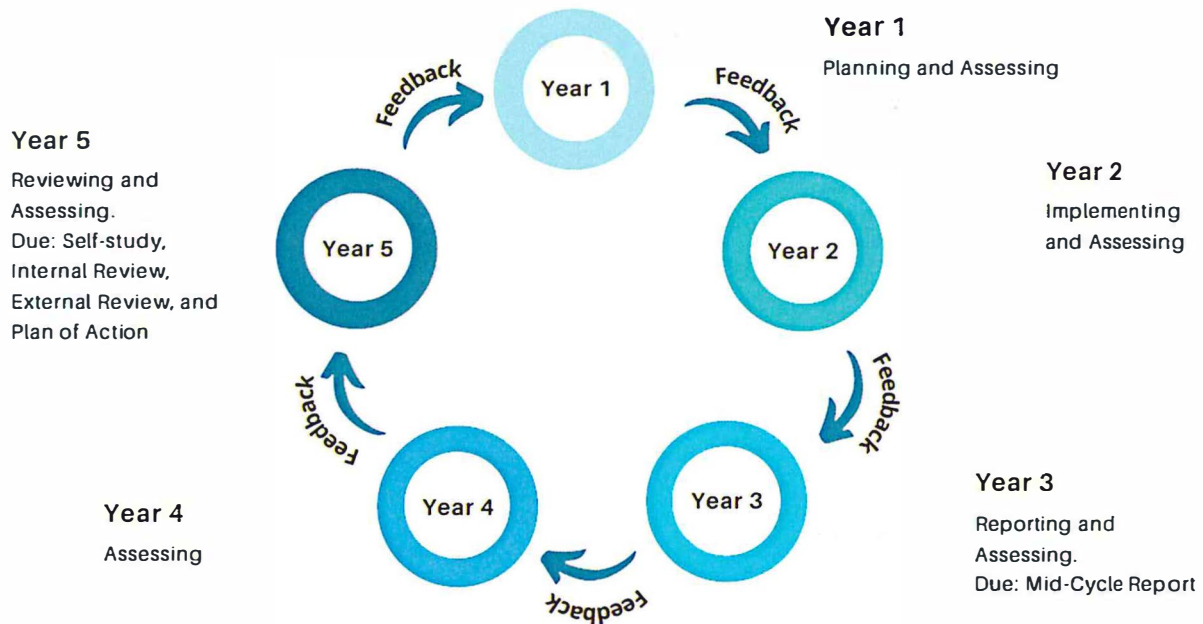
B.   Self-Study

The self-study report discusses strengths and weaknesses of the program based on annual assessments of student learning and other evaluative processes; makes recommendations for changes in the program curricular structure, courses, instruction, activities, and/or allocation of resources; and provides an outlook for the program's near future. Each program will assign, where possible, one of its own tenure-line faculty members who has been at the University for at least two years to act as the program's self-study faculty representative. It is recommended that the self-study representative be granted reassigned time for their work. Typically, the

reassigned time will be provided by the College. In addition, the self-study faculty representative will receive support in their role from the Assessment Office and Office of Academic Programs.

Expectations for the self-study report are described in Appendix B.

C. External Review

External review is a crucial component of program review. Expert faculty peers from outside of CSUSB are invited to review the program and evaluate the program's academic quality, strengths, weaknesses, and potential future directions. The external reviewers may offer recommendations on curriculum, pedagogy, assessment, resourcing, and other aspects of the program.

Selection of Reviewers
External reviewers are selected from accredited universities outside of CSUSB and have expertise relevant to the program under review. Preferably, external reviewers are not closely affiliated with the program or program faculty. The program faculty will submit a ranked list of three external reviewer candidates and their CVs or professional bios to the University Academic Program Review Committee. This committee makes a recommendation of an external reviewer to the Vice Provost of Academic Programs, who then issues a formal invitation letter to the reviewer and coordinates any site visit logistics. An honorarium plus reimbursement of travel expenses are provided to the external reviewer through Academic Affairs.

External Reviewer Site Visit

External reviewers, as recognized experts in the disciplinary/professional field of the program, provide critical judgment, ensure the objectivity of the program review process, and evaluate the program in relation to currency in the discipline/profession. Reviewers should evaluate the curriculum, activities, and student learning in the program, considering such factors as the resource allocations to the program, trends in the discipline, specializations of the faculty, and characteristics of the students and the community that the program serves.

External reviewers do the following:
> 1. Receive and review the self-study and associated data before arriving on campus.

2.   Conduct an on-campus visit that includes the following:

    a.   An orientation meeting with the Provost or designee, Vice Provost for Academic Programs, Graduate Dean (if applicable), College Dean, and Department Chair/School Director

    b.   An explanatory program presentation by program faculty, including the Program Coordinator and the Program/Department Assessment Coordinator (if applicable).

    c.   Discussion(s) between external reviewer and program faculty

    d.   Meeting(s) with students

    e.   Review of student artifacts

    f.   Follow-up discussions with faculty

    g.   Closure planning meeting among members of the external review team, if applicable

    h.   Exit meeting with the Provost or designee, College Dean, Vice Provost for Academic Programs, Graduate Dean (if applicable), and Department Chair/School Director

3.   Submit a written report to the College Dean within two weeks of the site visit.

Expectations for the External Reviewer Report are contained in Appendix C.

D. Internal Review

The internal review of the program is conducted by the University Academic Program Review Committee, the College Dean, and, if applicable, Dean of Graduate Studies. These internal review entities each provide a written report based on their reading of the self-study and external review.

Particular questions that the internal reviewers may consider in writing their reports include the following:

1. What areas of program strength and potential improvement have emerged in the self-study and external review?
2. To what extent have student learning and/or program effectiveness improved as a result of actions by the program during this review cycle?
3. What constructive feedback can be provided to the program faculty that will assist them in developing their next Plan of Action?

E. Plan of Action

The Office of the Vice Provost for Academic Programs schedules a meeting of program faculty, Department Chair/School Director, College Dean, Chair of the University Academic Review Committee, and the Provost or designee to discuss the findings of the program review and to help develop the program's Plan of Action. The Plan of Action should be based on findings and feedback from the self-study, external review, and internal review. The Plan will be completed by the program faculty and submitted to the College Dean and to the Office of Academic Programs.

Each item in the Plan of Action will address the following:
1. The expected action/change to be taken, e.g. revision of curriculum, addition of faculty, integration of HIPs, purchase of equipment, etc.
2. A specific timeline for when relevant tasks will be completed.
3. Individuals responsible for carrying out the needed change.
4. Any anticipated cost for implementation of the recommendation.
5. Identification of resources that may be needed for implementing the action.

Appendix A.   Expectations for the Mid-Cycle Report

The Mid-Cycle Report has the following components. Please note that the Mid-Cycle Report is not expected to be as comprehensive or as detailed as the Self-Study Report.

I.   Response to Previous Program Review
- Description of what the program has accomplished to date on the Plan of Action and what it will accomplish by the next program review

II.   Students
- Discussion of any changes to the program's student population since the last program review, including student demographics and student interests, and how the program has addressed students' needs and interests relative to those changes.

III. Curriculum & Learning Environments
- Description of any changes that have been made to the program curriculum or other learning experiences in the program including but not limited to high impact practices (HIP) (e.g., service learning, internships, student research, etc.) since the last program review
- Updated curriculum map if any changes were made
- Description of any changes to pedagogical approaches
- Description of any changes to instructional modality of the program's course offerings (e.g., face-to-face, hybrid, fully online, synchronous; asynchronous)

IV. Student Learning & Success
- Summary of the annual assessment processes that the program has implemented since the last program review, including the specific PLOs assessed, assessment data collected, and process for analyzing these data
- Summary of key findings from these assessments and of any changes the program is implementing in response to these findings.

NOTE: The content for the two points above can be copied and pasted from the program's annual assessment reports if these reports address all sections in the college annual assessment reporting template.

V. Faculty

- ·Description of any changes to the program faculty since the last program review in terms of the following, as applicable:
    - o recruitment and hiring of tenure-track faculty and full- and part-time lecturers
    - o diversity of the faculty
    - o faculty achievements, awards, and/or recognitions
    - o faculty participation in professional development related to teaching, learning, and/or assessment

VI. Student Support

- Description of any changes in the following student supports, as applicable:
    - o academic and career advising programs and resources
    - o tutoring and/or supplemental instruction

Appendix B. Expectations for the Self-Study Report

The Self-Study Report has the following components:

I.   Program Overview
- Brief description of the context of the program. This may include program history or other information explaining the program in relation to the discipline, college, and/or department/school.
- Description of the curriculum of the program, including any co-curricular experiences or high impact practices (HIPs); any substantial changes to the curriculum since the previous program review should also be described.
- Brief overview of the assessment processes for student learning and program effectiveness.

II. Response to Previous Program Review
- Summary of the recommendations from the last program review.
- Summary of the Plan of Action resulting from the last program review.
- Description of what the program has accomplished on that Plan of Action.

III. Students
- Description of student enrollments, including current number of students in each concentration and trends in student enrollment since the last program review.
- Discussion of the program's student population, including student demographics and student interests, and how the program is responsive to diverse student backgrounds and interests.

IV. Learning Outcomes and Assessment Process
- Description of how the PLOs were developed and of any revisions to the PLOs since the last program review.
- Presentation of a matrix mapping Program Learning Outcomes (PLO) to Institutional Learning Outcomes (ILO) and, if applicable, to external professional standards.
- Presentation of a curriculum map showing how PLOs are addressed in program courses.
- Description of the program's annual student-learning assessment process, including measures for evaluating student achievement on the PLOs, and types of data collected each year using these assessment measures since the last

program review.

V. Program Effectiveness
- Presentation of key findings from the annual assessments of student learning since the last program review.
- Summary analysis and interpretation of these key assessment findings in terms of strengths and weaknesses of the program.
- Discussion of other aspects and measures of program effectiveness, including but not limited to:
    - Faculty areas of expertise
    - Evidence of faculty achievement, productivity, and professional engagement
    - Numbers of tenure-line and lecturer faculty teaching in each of the key areas of the program
    - Staff contributions to the program
    - Curricular innovation in the program
    - Pedagogies and modalities in the program
    - High-impact practices in the program
    - Advising and mentoring available to students in the program
    - Student, faculty, staff and alumni feedback on the program
    - Alumni achievement

VI. Program Resources

Evaluative discussion of program resources, including but not limited to:
- Total numbers of tenure-line and lecturer faculty, as well as staff
- Professional development funding and opportunities for faculty and staff, in the program
- Funding for program operations and activities
- Grants and other external sources of funding
- Space and equipment available for program operations and activities

VII. Summary and Recommendations
- Summary of strengths, areas of improvement and weaknesses of the program, in light of the findings described in sections V. and VI.
- Recommendations for the program over the next five years.

Appendix C. Expectations for the External Reviewer Report

The external reviewer report should contain a summary of the reviewer's activities during the site visit, and offer the reviewer's observations, insights, and feedback on program quality in the following areas:.

I.   Learning Outcomes and Program Effectiveness

Program Learning Outcomes and Curriculum
  a.   How well do the program's PLOs represent a scope and depth of student learning appropriate for the degree type/level?
  b.   How well are the PLOs aligned with CSUSB's ILOs?
  c.   To what extent does the program's curriculum exhibit the breadth and depth commensurate with the expectations for student learning?
  d.   Is the program advancing the field(s) of study or state of the profession? Is the program teaching the right content for the field(s)? Does it respond to the profession's needs?

Evidence of Student Learning
  a.   How effective is the program's assessment plan for evaluating student learning in the program?
  b.   Does the program collect, maintain, and use summative evidence of student learning on a regular basis?
  c.   To what extent are students achieving the learning outcomes? What evidence have you examined that indicates student learning? What do you see as avenues for improvement of student learning?
  d.   To what extent has systematic evaluation of student work been used to improve the program?

Stakeholder Views of Program Effectiveness
  a.   What do students and other stakeholders (e.g., faculty, staff, alumni, advisory groups, professionals in the field; employers; etc.) view as the strengths of the program?
  b.   What do they view as components of the program that could be improved?

II. Faculty Engagement
  a.   Do the program faculty have an appropriate distribution of academic expertise and professional experience to deliver the degree program?
  b.   Does the program have an appropriate balance of tenure-line and lecturer

faculty?

c. If applicable, to what extent does the program effectively integrate non-faculty specialists (e.g. technologists, advisors, field coordinators, assessors, etc.) into the professional team?

III. Program Resources

a. Has the program been adequately resourced relative to the size and scope of the program or the stated mission and goals of the program?

b. Are the resources requested by the program appropriate to meet program goals?

c. Assess the effectiveness of program actions given the resources the program has had available for executing its Plan of Action during this program review cycle.

d. If the program is under-enrolled, what would you suggest to recruit more students?

e. If the program is impacted (over-capacity), what would you suggest to address the issue?

IV. Overall Comments and Recommendations

a. What overall comments do you have about strengths, areas of improvement, and weaknesses of the program?

b. What recommendations do you have for the program over the next five year period?

:

Appendix D. Calendar of Deadlines for Academic Program Review

	Due Date	*Group or Individual Responsible*	Action
Year Prior to Self-Study	February	Provost or Designee	Notifies Faculty Senate Executive Committee and the President to appoint members of the University Academic Program Review Committee.
	March	Provost or Designee	Notifies College affected of forthcoming program review process.
	April	Program's Department, School or College, in consultation with the College Dean	Selects Self-Study Faculty Representative responsible for preparing the self-study report.
	May	Provost or Designee	Convenes initial briefing meeting of Program Self-Study Faculty Representative, College Dean, and Department Chair/School Director.
	August	Program's Department, School or College	Supply three names and brief vita of possible external reviewers along with ranking of the reviewers to University Academic Program Review Committee.
	September	University Academic Program Review Committee	Recommends ranked external reviewer for each program undergoing the review process.

Year of Self-Study	September	Office of Academic Programs	Facilitates appointment of external reviewer(s), Program confirms acceptance of external reviewer assigned.
	October	Self-Study Faculty Representative in consultation with the Program Faculty	Writing Self-Study
	November	Self-Study Faculty Representative in consultation with the Program Faculty	Writing Self-Study
	December	Department Chair or School Director	Submits Program Self Study to Dean and Provost or Designee for review
	December	Office of Academic Programs	Submits Self Study to External Reviewer
	February	External Reviewer	Conducts External Review and Submits External Reviewer Report
	March	Office of Academic Programs	Distributes copies of the External Reviewer Report to Dept. Chair/School Director, College Dean, the University Academic Program Review Committee, and if applicable, the Dean of Graduate Studies

	April	The University Academic Program Review Committee, College Dean, and (if applicable) Dean of Graduate Studies	Each presents a report of their findings and recommendations along with a summary statement to the Office of Academic Programs, which distributes copies to College Dean, Dept. Chair/School Director, University President, and Faculty Senate.
	May	Dept. Chair/School Director and Program Faculty	Develops Plan of Action with College Dean, Chair of the University Academic Program Review Committee, Director of Assessment, Dean of Graduate Studies (if applicable), and Provost or Designee
	June	Provost or Designee	Forwards summary statement to CSU Chancellor's Office and University President

Approvals

Approved by the Faculty Senate on   05/11/2021

Approved by the Provost   07/14/2021

Approved by the President on   08/23/2021

History

First created: _____ [Date] by _____

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Approved by the CSUSB Faculty Senate on   05/11/2021

Signed and dated by

(signature)

_____   __05/18/2021__

Beth A. Steffel (Senate Chair)   Date

(signature)

_____   8/23/2021

Tomás Morales (President)   Date

[This is the last page of a FAM document and shall be kept in the senate office. The dates on this page must match dates on the corresponding lines of the previous page.]