

Curriculum for Consent Calendar
April 21, 2010

SUBJ	No	New No.	Course/Program Title	Form Type	Originator	Rec'd AP	To UCC/ Senate	UCC Action/ Appr.
BIOL	216		Biostatistics for the Health Sciences	C	William Kristen	2/1/10	2/23/10	4/12/10

APC – International Baccalaureate Program Credit Policy

Definition	This policy governs the awarding of credit to students who have received diplomas from the International Baccalaureate Program.
Authority	Executive Order 1036
Scope	The undergraduate curriculum of CSU San Marcos.

I. BACKGROUND

The International Baccalaureate (IB) Program enables students, who have reached the university level of education outside the classroom and before matriculation, to demonstrate their knowledge and to earn baccalaureate credit.

CSU San Marcos recognizes the high scholastic quality of the International Baccalaureate (IB) program. High school students holding the IB diploma (not certificate) are eligible for admission and will receive 6 units of credit for each higher level examination passed with a minimum score of 4. Application of credit to a major or minor is determined through the campus articulation process in a manner similar to articulation of courses taken at another institution for the purpose of satisfying the requirements for a major or minor.

The International Baccalaureate curriculum is comprised of six subject groups:

1. Best language,
2. Second modern language,
3. Individuals and Societies,
4. Experimental Sciences,
5. Mathematics, and
6. Arts Electives.

IB Diploma Programme candidates are required to study six subjects: one subject each from groups one to five, and a sixth subject from group six or an elective. The electives include a second subject from groups one to four, further mathematics at a standard level, computer science, and a school-based syllabus approved by the IB school.

At least three and not more than four of the six subjects are taken at a higher level (HL), the others at a standard level (SL). Each subject is graded on a scale of 1 point (minimum) to 7 points (maximum).

When a student receives a passing score on an IB examination, s/he

- Receives credit toward graduation which is recorded on the student's transcript, and, depending on the course, s/he may also
- Satisfy certain requirements for a major or minor,
- Satisfy prerequisite requirements for a more advanced course, and
- Satisfy certain General Education and other general graduation requirements.

When a student passes an IB exam, s/he may not also receive graduation credit for taking a course articulated with the IB exam, or a course which is a prerequisite thereto.

49 II. GRADUATION CREDIT

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51 CSU San Marcos awards six units of credit for each International Baccalaureate Higher Level
52 subject examination passed with a score of 4 or better (except that three units of credit are
53 awarded for the Psychology examination).
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55 A student may not receive graduation credit for subsequently taking a course, which is
56 articulated with the IB credit that s/he has received, or for a course that is a prerequisite to such a
57 course.
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59 IB credit may not be awarded when course credit has been granted at a level more advanced than
60 that represented by the examination.
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62 III. USE IN SPECIFIC MAJOR REQUIREMENTS

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64 Every IB exam will be articulated with CSUSM courses (to the extent possible) in a manner
65 similar to articulation of courses taken at another institution for the purpose of satisfying the
66 requirements for a major or minor. The IB Diploma Programme Curriculum descriptions
67 (<http://www.ibo.org/diploma/curriculum/>) will form the basis of these articulation “agreements.”
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69 IV. USE IN GENERAL EDUCATION AND OTHER GENERAL GRADUATION
70 REQUIREMENTS

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72 The General Education Committee shall determine which General Education requirements – if
73 any – are satisfied by sufficiently high scores on IB exams.
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75 The General Education Committee shall determine which of the other specific graduation
76 requirements over which it has jurisdiction (the U.S. History, Constitution and American Ideals
77 Requirement, the Language Other Than English Requirement, the Computer Competency
78 Requirement, and the Graduate Writing Assessment Requirement) – if any – are satisfied by
79 sufficiently high scores on IB exams.
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81 **Procedures:**

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83 I. RECORDING OF CREDIT

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85 To receive credit, applicants who plan to enroll at CSUSM, should request a copy of their IB
86 transcript of grades be sent to the Office of Admissions for evaluation. IB examinations not
87 covered by the IB course articulation table will be reviewed on a case-by-case basis, via petition
88 to the Director of Registration and Records.
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APC: Graduate Withdrawal

Note from APC: The recently adopted CSUSM Withdrawal policy addresses undergraduate student withdrawals per EO 1037. The new Withdrawal policy superseded a past policy that applied to all CSUSM students. Therefore, the new policy implicitly excluded credential and master's students. APC recommends that credential and graduate students be included in the current Withdrawal policy by proposing minor modifications to the policy. The proposed modifications do not alter the requirements of EO 1037. Rather, the proposed modifications specifically outline that 1) credential and master's students may withdraw from no more than 18 semester-units attempted at CSU San Marcos during each of their respective credential or master's degree studies, 2) the approval mechanisms for credential and master's student withdrawals involves the appropriate graduate or credential program coordinator or the Dean of Graduate Studies (or designee), and 3) the level of academic preparation is considered a factor for justification in approving withdrawals for credential and master's students. This factor has historically been a consideration because students may have not completed appropriate preparatory coursework prior to admission to the program. This factor is only listed as a consideration for credential and master's student withdrawals because the criterion is prohibited for undergraduate withdrawals under EO 1037.

Definition: This policy governs course and university withdrawals.

Authority: Executive Order 1037.

Scope: The enrollment of new and continuing ~~undergraduate~~ students at CSU San Marcos

I. EXECUTIVE SUMMARY

Students are held responsible for completion of every course in which they register through the end of the add/drop period for each term. To withdraw from some or all classes, students must submit a withdrawal form at Cougar Central; otherwise, the student will receive a grade of "WU" (unauthorized withdrawal) or "F" in the course. ~~Undergraduate s~~Students may withdraw from no more than 18 semester-units attempted at CSU San Marcos during each of their respective undergraduate, credential, or master's degree studies~~seareer~~, with exceptions specified below. The maximum allowable units for withdrawal applies to coursework taken in matriculated status and any courses taken through extended education, special session, or Open University.

II. WITHDRAWAL (W)

Students may withdraw on or before the Add/Drop deadline (end of the second week of semester (end of approximately 10% of the academic term) and the course will not appear on their permanent records. No symbol need be recorded in such instances. After the second week of instruction and prior to the 19th day of the semester, students may withdraw with a "W" for reasons such as inadequate preparation. In connection with all other approved withdrawals, the "W" symbol shall be used. ~~Undergraduate s~~Students may withdraw from no more than 18 semester-units attempted at CSU San Marcos during each of their respective undergraduate, credential, or master's degree studies~~seareer~~.

Withdrawals After the 19th Day of the Semester and Prior to the End of the Twelfth Week of Instruction:

Withdrawal during this period is permissible only for serious and compelling reasons (see below). Permission to withdraw during this time shall be granted only with the approval of the instructor, and the department chair or dean or dean's designee. Permission to withdraw during this time from graduate or credential courses shall be granted only with the approval of the appropriate graduate or credential program coordinator or the Dean of Graduate Studies (or designee). All requests to withdraw under these circumstances and all approvals shall be documented as prescribed by the campus. The requests and approvals shall state the reasons for the withdrawal. Records of such approvals shall be maintained in accordance with the campus record retention policy.

Serious and Compelling Reasons: The following situations are typical of those for which "serious and compelling" is appropriate justification for approving withdrawals.

- An extended absence due to a verifiable accident, illness, or personal problem serious enough to cause withdrawal from the university.
- An extended absence due to a death in the immediate family. This applies to absences exceeding a week due to family affairs that must be attended to by the student.
- A necessary change in employment status which interferes with the student's ability to attend class. The student's employer must verify this change in employment status in writing for the term in which the withdrawal is being requested.
- Other unusual or very special cases, considered on their own merit.
- For graduate and credential courses, level of academic preparation may be considered as a factor for justification in approving withdrawals.

The following situations would not fall under the intent of "serious and compelling."

- Grade anticipated in class is not sufficiently high, or student is doing failing work.
- Failure to attend class, complete assignments, or take a test.
- Dissatisfaction with course material, instructional method, or instructor.
- Class is harder than expected.
- Pressure of other classes, participation in social activities, or simple lack of motivation.
- A change of major.

Documentation: All requests for withdrawals after the 19th day of the semester must be for verifiable reasons and require appropriate documentation.

Withdrawals after the Twelfth Week or Retroactive Withdrawal: Requests for withdrawal from courses after the twelfth week of instruction (retroactive withdrawal) are seldom granted. Students are expected to formally withdraw from classes or the university prior to the end of the twelfth week of instruction if work, personal, or health reasons interfere with class attendance or ability to complete work or exams.

Withdrawals from classes or the university after the twelfth week of instruction will be considered only for accident or serious physical or mental illness, or serious personal or family problems where the cause of withdrawal is due to circumstances clearly beyond the student's control and the assignment of an incomplete grade is not practicable. In addition, extenuating circumstances must be shown to have prevented withdrawal in a more timely fashion. Students may not request a late withdrawal for poor academic performance. Lack of awareness of the withdrawal procedures is not an extenuating circumstance.

Requests for permission to withdraw after the twelfth week of instruction shall be handled and filed as indicated in the section for withdrawals after the 19th day of the semester and prior to the end of the twelfth week of instruction, except that such requests must also be approved by the academic administrator appointed by the president. Permission to withdraw during this time from graduate or credential courses shall be granted only with the approval of the appropriate graduate or credential program coordinator and the Dean of Graduate Studies (or designee). Such withdrawals will not count against the 18 units maximum allowable to withdraw.

Notice in the Catalog: A "W" shall not be used in calculating grade point average or progress points. The following statement shall appear in the campus catalog:

The symbol "W" indicates that the student was permitted to withdraw from the course after the__ (day/week) of instruction with the approval of the instructor and appropriate campus officials. It carries no connotation of quality of student performance and is not used in calculating grade point average or progress points.

In addition to this statement, the campus catalog shall include a description of the procedures to be followed in withdrawing from a class or from the campus.

III. WITHDRAWALS FOR EXTENUATING CIRCUMSTANCES

Complete Withdrawal for Medical Reasons: The University may allow a student to withdraw without academic penalty from all classes if the following criteria are met:

- A completed Withdrawal Form, including any required medical documentation, is submitted to Cougar Central before the end of the semester, and
- The student presents evidence to demonstrate that a severe medical or debilitating psychological condition prevented the student from attending and/or doing the required work of the courses to the extent that it was impossible to complete the courses.

A grade of "W" will be used for withdrawal from all courses for the term due to medical reasons, and will not be counted toward the maximum 18 units allowable for withdrawals.

Repeat Complete Medical Withdrawal: If the student has been granted a complete medical withdrawal in the subsequent preceding term, then additional medical withdrawal requests must consider the question of whether or not the student can complete appropriate educational objectives, and must be reviewed on a case-by-case basis.

After a repeat medical withdrawal is granted, the student may be required to obtain a clearance from an appropriate medical or psychological professional that states the student is well enough to return to classes with the full expectation that the student will be able to complete the semester and intended educational objectives.

Withdrawal Procedures for Students Mobilized for Active Military Duty: Students called for active military duty may withdraw from courses throughout the term without restriction or penalty with the appropriate documentation. For clarification of Veterans Administration policies on withdrawals, incompletes, course repeats, etc., please contact the veterans representative located in the Office of Registration and Records.

IV. UNAUTHORIZED WITHDRAWAL (WU)

The symbol "WU" shall be used where a student, who is enrolled and does not officially withdraw from a course but fails to complete it. The symbol "WU" shall be identified as a failing grade in the transcript legend and shall be counted as units attempted but not passed in computing the grade point average. In courses which are graded Credit/No Credit or in cases where the student has elected Credit/No Credit evaluation, use of the symbol "WU" is inappropriate and "NC" shall be used instead. The following statement shall appear in the campus catalog:

The symbol "WU" indicates that an enrolled student did not withdraw from the course and also failed to complete course requirements. It is used when, in the opinion of the instructor, completed assignments or course activities or both were insufficient to make normal evaluation of academic performance possible. For purposes of grade point average and progress point computation this symbol is equivalent to an "F."

Border Studies Minor

BLP: No resource implications anticipated.

UCC: UCC has finished its review of the Border Studies Minor proposed as a stand-alone minor housed in the Liberal Studies Department. The purpose of the minor is to complement the knowledge and skills that students master in their chosen minor by elucidating the complexities of border regions and communities. This is an interdisciplinary program with courses that will prepare students for working with communities having overlapping cultural, geopolitical, linguistic, and social frontiers.

The program requires that students take one of two Geography courses, GEOG 201 World Regional Geography or GEOG 302 World Regional Geography: Geographic Information Systems Enhanced as preparation for the Core classes. Both of these courses offer a survey of major world regions and include the study of specific geographical circumstances and concepts, including an emphasis on physical geography. The core Classes include BRS 300 Borders and Regions: Interdisciplinary Perspectives, BRS 301 Research Methods in Border and Regional Studies, and BRS 400 Comparative Border and Regional Studies. These courses introduce students to concepts, theories, and issues central to the study of regions and borders and to methodologies used in collecting and analyzing data in border and regional studies. Two elective courses may be selected from a list that includes other Border Studies and Geography courses and Linguistics 305, Languages in Contact.

This is an 18-unit undergraduate minor that draws from the expertise of the Liberal Studies Department Faculty and requires no new faculty resources. No new courses are proposed for the minor.

For the complete curriculum associated with this proposal, visit the Curriculum Review website:
http://www2.csusm.edu/academic_programs/Curriculum_review_09_10/index.htm#UCC_Packet_14. This proposal is in Packet #14.

Proposed Catalog Language for the Minor in Border Studies

The Borders Studies minor offers an interdisciplinary opportunity to explore communities and territories which emerge in border regions worldwide. The courses which make up the minor examine human interactions that shape and are shaped by borders that divide people and places. The curriculum provides an understanding of how border communities are formed and sustained, and explores the interrelationships of diverse groups across the cultural, geopolitical, linguistic and social frontiers that exist in communities.

Requirements

Completion of eighteen (18) units of credit, fifteen (15) of which must be at the upper-division level. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

	<u>Units</u>
<u>Prep (3 units):</u>	
GEOG 201 <u>or</u> GEOG 302	3

<u>Required Core Classes (9 units):</u>	
BRS 300	3
BRS 301	3
BRS 400	3

<u>Six (6) units selected from the following:</u>	
BRS 330	3
BRS 364	3
BRS 430	3
BRS 453	3
GEOG 305*	3
GEOG 305S*	3
GEOG 320	3
GEOG 341	3
GEOG 460	3
LING 305	3

* GEOG 305 and GEOG 305S cannot both be taken to fulfill this requirement

Special Conditions for the Minor in Border Studies

Completion of a Border Studies Minor is not available to students whose major course of study includes the Bachelor of Arts in Liberal Studies, Border Studies Option.

However, students whose major course of study includes the Bachelor of Arts in Liberal Studies, Elementary Subject Matter Preparation or Integrated Credential Program (or any other major at the university) are eligible to complete a Minor in Border Studies.

New Course Descriptions

GEOG 341 – Nature and Society in California (3)

Has California influenced people or have people changed California? A review of the historical context within which Spanish, Mexican, European, and Asian settlers arrived in California including consideration of the state's physical geography, the evolution of nature-society relationships, related myths, social relations, economic trajectories, political currents, and cultural dynamics. Through readings and film, discussion and lecture, students pursue classic themes in geography such as natural resource exploitation, regional development, and urban-rural relations.

GEOG 460 – Food Systems and Emerging Markets (3)

An assessment of the North American food system in the context of globalization and world development including the impact of U.S. food production and foreign policy on developing nations. Considers the structure and operation of the food system from the farm gate to the dinner table, with an emphasis on case studies of food production-consumption, food and agricultural regulation and emerging markets, and geographic difference. Covers related areas in entomology, soil science, food science, and agro-ecology.

Geography Minor

BLP: No resource implications anticipated.

UCC: UCC has finished its review of the Geography Minor proposed as a stand-alone minor housed in the Liberal Studies Department. The Geography Minor focuses on the interaction of people with their social, physical and biological environments across space and time and offers students the opportunity to analyze patterns of social and physical activity from the geographic perspective.

The program requires that students take ES 100 The Earth and its Place in the Universe, GEOG 201 World Regional Geography, and GEOG 302 World Regional Geography: Geographic Information Systems Enhanced as preparation for the Core classes. These courses will equip students with foundational knowledge, concepts and theories in physical and human geography through a survey of major world regions that includes the study of physical geography. The four core classes can be selected from among thirteen upper-division courses including the following:

- four Border Studies courses – BRS 300 Borders and Regions: Interdisciplinary Perspectives, BRS 330 Introduction to Migration Studies, and BRS 364 Trade Routes: Pathways across Borders, BRS 453 Border Water Conflicts;
- four Geography courses – GEOG 305 The U.S.-Mexican Border or GEOG 3305S La Frontera Mexico-Estado Unidos, GEOG 320 Patterns of San Diego County, GEOG 340 Regional Geography, GEOG 341 Nature and Society in California, and GEOG 460 Food Systems and Emerging Markets.
- two additional courses: ID 340 Diversity and Discrimination in America and LBST 307 Children and the Environment.

This is an 18-unit undergraduate minor that draws from the expertise of the Liberal Studies Department Faculty and requires no new faculty resources. Two new courses are proposed for the minor, GEOG 341 Nature and Society in California and GEOG 460 Food Systems and Emerging Markets. These courses have been successfully taught as topics courses and are being converted to GEOG courses.

For the complete curriculum associated with this proposal, visit the Curriculum Review website:
http://www2.csusm.edu/academic_programs/Curriculum_review_09_10/index.htm#UCC_Packet_14. This proposal is in Packet #14.

Proposed Catalog Language for the Minor in Geography

Geographers study why and where people, places and environments are located on the planet and the processes of social and spatial change they are experiencing. The Minor in Geography provides students with a suite of courses that use geographic understanding to explore issues and themes related to social justice and the environment, globalization and global change, border development, climate change impacts and adaptation, water governance, and economic development.

The minor program provides students with analytical tools, research opportunities, global understanding and broad preparation for further graduate study, and for careers in business, education, environmental management, international and community development, and government. It is an excellent addition to majors in Anthropology, Business Administration, Biochemistry, Biological Sciences, Border Studies, Communications, Ethnic Studies, Global Studies, History, Liberal Studies, Native Studies, Political Science, Sociology, and Women's Studies.

Requirements:

Completion of eighteen (18) units of credit, twelve (12) of which must be at the upper-division level. Students may choose any upper division course in geography in addition to those listed below. Each course counted toward the minor must be completed with a grade of C (2.0) or better.

Preparation for the Minor (Choose two)

		<u>Units</u>
ES 100	The Earth and its Place in the Universe	3
Geog 201	World Regional Geography	3
Geog 302	World Regional Geography: Geographic Information Systems (GIS) Enhanced	3

Core Courses for the Minor (Choose four):

BRS 300	Borders and Regions: Interdisciplinary Perspectives	3
BRS 330	Introduction to Migration Studies	3
BRS 364	Trade Routes: Pathways across Borders	3
BRS 453	Border Water Conflicts	3
Geog 302	World Regional Geography: Geographic Information Systems (GIS) Enhanced	3
Geog 305	The U.S.-Mexican Border	3

43	Geog 305s	La Frontera Mexico-Estados Unidos	3
44	Geog 320	Patterns of San Diego County	3
45	Geog 340	Regional Geography	3
46	A.	Africa	
47	B.	Asia	
48	C.	Latin America	
49	D.	Europe	
50	E.	North America	
51	F.	China	
52	G.	United States	
53	Geog 341	Nature and Society in California	3
54	Geog 460	Food Systems and Emerging Markets	3
55	ID 340	Diversity and Discrimination in America	3
56	LBST 307	Children and the Environment	3

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58 * Students may not take both GEOG 305 and GEOG 305S, nor both Geog 201 and 302.

59 **Additional courses may be available; check the class schedule for the latest offerings.

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New Course Descriptions

GEOG 341 – Nature and Society in California (3)

Has California influenced people or have people changed California? A review of the historical context within which Spanish, Mexican, European, and Asian settlers arrived in California including consideration of the state’s physical geography, the evolution of nature-society relationships, related myths, social relations, economic trajectories, political currents, and cultural dynamics. Through readings and film, discussion and lecture, students pursue classic themes in geography such as natural resource exploitation, regional development, and urban-rural relations.

GEOG 460 – Food Systems and Emerging Markets (3)

An assessment of the North American food system in the context of globalization and world development including the impact of U.S. food production and foreign policy on developing nations. Considers the structure and operation of the food system from the farm gate to the dinner table, with an emphasis on case studies of food production-consumption, food and agricultural regulation and emerging markets, and geographic difference. Covers related areas in entomology, soil science, food science, and agro-ecology.

Comparison of Current and Revised Program Review Procedures

OLD VERSION	NEW VERSION
There was no policy as such, document outlined philosophy and procedure.	The new policy with separate guidelines providing procedure and specific instructions.
While student learning outcomes were part of the items to be addressed during program reviews there was no specific reporting of assessment.	Accreditation bodies and the CSU have placed increasing focus on assessment of student learning and reporting therefore, assessment reports are incorporated into the program review.
Repeated every 5 years	Assessment is on-going. Cycle is 5-7 years.
Comprehensive review. Department addresses 9 topics, one of which is student learning outcomes. Others are design of degree program, student readiness, graduates, advising, enrollments, pedagogy and instruction, resources, and extracurricular activities.	Content of review begins with reflection on achieving educational objectives (SLO's) on student learning outcomes by examining annual assessment data, followed by a section on developing and allocating resources and concluding with the selection of not more than two additional themes/special interests.
Data Notebook required departmental action	Data Notebook contents identified by department, located by IPA and OPA Faculty Fellow and provided to the department.
Lack of guidance on structure of narrative.	Includes instructions for report structure and content. Also a model outline is provided (sections VI and VII).
PAC and External Reviewer roles unclear	Clarifies roles of PAC, External Reviewers and others. (Sections V and IX for PAC and VIII for External Reviewers)
Little or no specific funding or support.	Support from Learning Outcomes Assessment Fellow on PSLOs and from OPA Faculty Fellow on data notebook development. Other resources for programs under review are under discussion.
Usually one External Reviewer	Provides for 2 External Reviewers, whenever possible. Includes specific information on visit and expectations.
Planning report required	Part of narrative includes discussing future goals. Section 5 (p.17)
Few specifics on Masters programs	Graduate programs included throughout.
Senate receives end of year report.	Senate Office receives end of year report, including MOU's generated through the review process.
Includes mention of system for ad-hoc committee to review viability of program	New policy on discontinuation of programs being developed that would be informed by/initiated after PR process. Includes 5 levels of recommendations.
Planning report has only mention of MOU but specifics were vague. The program review report became "baseline" for next PEP.	Includes final meeting and MOU for future goals/developmental plan. (Section X)

PAC: Policy for the Review of Academic Programs

Definition: A policy outlining the responsibilities for and requirements of the CSUSM academic program review, evaluation, and planning process.

Authority:

Scope: All academic degree programs.

I. Preamble

- A. Program Review at the California State University originated with the Chancellor's Office memorandum AP 71-32, "Performance Review of Existing Degree Major Programs," which asks each campus to "establish a formal performance review procedure for all existing degree programs on campus in order to assess periodically both the quantitative and qualitative viability of each undergraduate and graduate program in the total context of offerings." A summary of the program review is sent to the Chancellor's Office by the Associate Vice President of Academic Planning and Accreditation (AVP-APA).
- B. Program review helps to identify strengths, weaknesses, opportunities for improvement, and provides a chance to plan for the future. It is only useful to the extent that it is a systematic, developmental, ongoing process of inquiry conducted by academic programs.
- C. The value of program review derives, in part, from the use of results in programmatic, collegiate and institutional planning, and in resource allocation decisions. The intention of the process is to open and maintain dialogue among the program faculty and between all of the parties (the academic unit and various administrative offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree program.
- D. One outcome of the review process is a plan specifying goals and strategies for program improvement and student learning assessment. For the next cycle of review, this plan becomes an important point of focus. In time, as current reviews build upon their predecessors, program review, learning assessment, and curriculum development should become a significant and altogether routine aspect of life at CSUSM.

II. Definition of terms and abbreviations

- A. Academic unit
 1. Refers to the department, program, school, or college that oversees the curriculum for a degree program.
- B. Academic degree programs
 1. Refers specifically to baccalaureate, master's, and doctoral degree programs.
 2. Program review will focus on both the academic unit's capacity to deliver the program as well as the educational effectiveness of the degree program.
 - a. When academic units manage more than one academic degree, each degree program shall undergo a separate review.
 - b. It is expected, however, that major sections of the self-study report may be duplicated when more than one degree program is reviewed in the same department or program.

III. Principles:

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

- 51 C. Recognizing that program review is labor-intensive and time-consuming, this Academic Senate
52 policy aims to ensure that the process operates under a realistic timeline, and that it is sensitive to
53 the effort required.
- 54 1. In adopting this policy, the Academic Senate acknowledges the serious investments in time
55 and effort involved and stands committed to making assessment an important aspect of the
56 campus culture.
 - 57 2. In order to realize this commitment, resources should be provided to academic units for
58 annual assessment and for the program review process, since the greatest share of the task
59 of conducting the review falls upon the faculty.
- 60

61 IV. Program Review Responsibility

- 62 A. Department/Program (hereafter referred to as department)
- 63 1. The responsibility for carrying out the program review process lies with faculty that deliver
64 the curriculum for the particular degree program, and they are assisted in this endeavor by
65 CSUSM staff and administration.
 - 66 2. The department will conduct a candid self-study examining departmental goals and
67 accomplishments and reviewing the results of annual assessment of student learning
68 outcomes.
 - 69 a. The self-study will include discussion of the student learning outcomes and
70 assessments, as well as the program's currency, capacity, and academic integrity as
71 outlined in the program review procedures.
 - 72 b. For specific self-study guidelines, see the *CSUSM Guidelines for Program Review*
- 73 B. College Deans¹
- 74 1. Deans or their designees are responsible for working with the OAPA to assure the timely
75 completion of the program review.
 - 76 2. Deans review the self-study for completeness and accuracy prior to the external review
77 visit.
 - 78 3. Deans provide evaluative comments on the self-study after receipt of the external reviewer
79 report.
- 80 C. The Program Assessment Committee of Academic Senate (PAC)
- 81 PAC is responsible for overseeing the program review process, for the final review and response
82 to the department, including a recommendation for program
83 continuation/suspension/discontinuation, as well as reporting to the Academic Senate.
- 84 D. Institutional Planning and Assessment (IPA)
- 85 1. IPA is responsible for providing timely and accurate data to each program undergoing
86 review.
 - 87 2. IPA is available to provide support and expertise for programs that wish to conduct surveys
88 for data collection purposes.
- 89 E. Administrative Support
- 90 1. The Office of Academic Planning and Accreditation (OAPA) provides administrative
91 support for the entire process. OAPA is also responsible for reporting the results of
92 program review to the Chancellor's Office.
 - 93 2. The AVP-APA will consult with the Dean of Graduate Studies (DGS) for reviews of
94 graduate programs.
- 95 F. Provost
- 96 1. As the Chief Academic Officer, the Provost is ultimately responsible for the entire program
97 review process and reviews all reports.
- 98

99 V. Review Cycles

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

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

- B. The schedule for program review is published in the Academic Master Plan.
- C. Generally, reviews of graduate programs will be scheduled at the same time as the review of the undergraduate program(s) within the same discipline. Departments may submit a request to PAC, OAPA, and DGS to separate undergraduate and graduate reviews.
- D. For programs that undergo accreditation, care will be taken to coordinate program review with accreditation cycles for the discipline (See Section VI of this policy).
- E. In the case of new programs, a developmental period of up to five years will be allowed before the first program review.

VI. Periodic Review of Accredited Programs

- A. Any currently accredited academic program may request to substitute the accreditation report for a program review. This request is made to the OAPA.
- B. Documents prepared for accreditation, visits from the accreditation body, and reports from the accreditation body will normally be accepted as satisfying components of the self-study report in whole or in part.
- C. Substitution of an accreditation report for a program review will only be permitted if annual assessment plans and reports have been submitted by the program during the period prior to the accreditation process.

VII. External Review

- A. Except for unusual situations approved by the AVP-APA, the DGS (for graduate programs only) and PAC, external review will be part of all program reviews.
- B. Sufficient funds to cover the expense of the external reviews will be included in the budget of the University.
- C. For specific guidelines, see the *CSUSM Guidelines for Program Review*.

VIII. Concluding the Program Review Process

- A. The Chancellor's Office receives a summary statement of the assessment section of the self-study, including information about how assessment results have been used to improve the academic degree program.
- B. The actual program review reports themselves remain on campus in the OAPA, online as part of the Program Portfolios, and are the foundation for the next program review.
- C. After the faculty of the academic program, the College Dean, and the Provost but may be a designee, have had an opportunity to study all reports and recommendations, representatives of these three areas and the chair of PAC will meet to discuss recommendations and agree on actions to be taken.
 - 1. Based on this conversation, the AVP-APA will draft a Memorandum of Understanding (MOU) that all parties will sign, which will be in effect until the completion of the next review cycle.
 - 2. This MOU will be used in future planning, budget, and resource allocation processes.
 - 3. Where consensus cannot be achieved, the parties may file separate memoranda outlining their difference in views.
 - 4. For specific guidelines, see the *CSUSM Guidelines for Program Review*.
 - 5. It is understood that College Deans will seek advice related to the MOU from appropriate college governance committees.

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Guidelines for Program Review

California State University San Marcos

Implementing Academic Senate Policy

Prepared by the
Program Assessment Committee

April 2010

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GUIDELINES FOR PROGRAM REVIEW

I. The Purpose of Program Review

At California State University San Marcos (CSUSM) the purpose of program review is to provide an opportunity for academic units to assess the educational effectiveness of their undergraduate and graduate programs. Program reviews are conducted in a climate of faculty participation and self-study designed to enhance the quality of teaching and learning. Toward this goal, program reviews include a thorough process of data collection and analysis that enables faculty to see how pedagogical goals are pursued and achieved using the resources available. One focus of program review is on student learning outcomes: their clear articulation in program documents, their alignment with university mission goals, and their assessment through annual processes of data collection, analysis, and review. Program reviews also provide a basis for program planning, with the review process supplying documentation regarding the program's current status, including its enrollment trends, support services, efficient use of instructional and capital resources, faculty productivity and accomplishments, and program goals for the future.

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

II. Context for Program Review

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

- **CSUSM Mission Statement**

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

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

(<http://www.csusm.edu/about/facts/mission.html>)

- **CSU Policy on 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) for the purpose of recommending program continuation or discontinuation. CSUSM has separate policies and procedures for program discontinuance, in which program review plays a part. The criteria and procedure for academic program discontinuance is outlined in the CSUSM policy on academic discontinuance, and readers are referred to that document for information about it.

The frequency of program review is subject to some campus discretion, with the intent of allowing campuses to align their review schedules with WASC accreditation 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 by CSU practice to make annual assessment an important part of the program review process.

Initially, comprehensive summaries of campus program reviews were provided annually for inclusion in the annual March meeting of the Board of Trustees. More recently, however, the Chancellor's Office in consultation with the Academic Council and the statewide Academic Senate has decreased the workload requirement on campuses and allowed for greater campus flexibility in program review. The result is a less

comprehensive reporting requirement. Today, each CSU reports annually in January, on its program review activity and degree changes that have resulted from those reviews.

- **CSUSM Senate Policy [TO BE COMPLETED WHEN POLICY IS DEVELOPED]**

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

As outlined in CSUSM policy, program review will include each of the following components:

- a) an academic program self-study and 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 or seven year cycle, and charges Deans or their designees are responsible to work with the OAPA to assure the timely completion of the program review. (CSUSM Senate Policy ??-??)]

- **Annual Assessment Plans**

To facilitate program review and to meet WASC requirements, since AY 05-06, all departments offering majors for undergraduate degrees and master's programs have been asked to report annually on assessment conducted on one or more of the student learning outcomes in the program. At the conclusion of each academic year, departments are asked to report on the assessment activities used to measure student learning, the results of the assessments, and how these assessment findings are leading to changes being made and/or proposed at either the course- or program-level in order to improve student learning. A modest amount of funding has been provided by Academic Affairs to support these assessment projects, and will continue to be provided, pending future budget constraints. Additionally, the position of the Learning Outcomes Assessment Fellow (LOAF) was created in Summer 2008 to support programs in undertaking assessment.

- **WASC Standards for Accreditation**

The Western Association of Schools and Colleges (WASC) serves as CSUSM's regional accrediting agency. 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 ,

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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.

DRAFT

III. Accredited Programs

Several CSUSM programs are accredited by their respective professional associations. CSU policy and CSUSM Academic Senate policy provide that such accredited programs may substitute the periodic review and site visit which accompany such accreditation for program review. Such a substitution will only be permitted if annual assessment plans and reports have been submitted by the academic program during the period prior to the accreditation process.

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, Dean and the Provost or designee will develop a memorandum of understanding (MOU) embodying agreements reached in the accreditation review. Where consensus cannot be achieved, the parties may file separate memoranda outlining their difference in views. This MOU will be in effect until completion of the next accreditation review and will be kept on file in the OAPA and the Academic Senate.

It is expected that this document will be used by the campus as a vital component for strategic planning discussions, as well as form an important element for the annual departmental reports to the Dean, annual assessment reports, Academic Recruitment Plans, reports for the College of Arts & Sciences Hiring and Academic Planning Committee (HAPC), and comparable college reports.

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 Committee (PAC), development of a memorandum of understanding, 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 as a model. See *Table 1: Program Review Timeline* which outlines the program review timeline and sequence. See *Figure 1: Program Review Flow Chart* for steps in the process.

Preparation

In the spring semester of the year prior to the review year, the Associate Vice President of Academic Planning & Accreditation (AVP-APA) or Dean of Graduate Studies (DGS) will inform the department chairs/program directors (DC/PD) of those programs scheduled for review and notifies the Provost which programs will begin the process the following fall. OAPA will initiate and sustain data gathering in conjunction with IPA for the data notebook. See Appendix ?? for a list of the data provided in the notebook. Each DC/PD will appoint a program review coordinator or committee who will take primary responsibility for carrying out the self-study. Programs may include community or advisory board members, representatives from community colleges, or CSUSM faculty and staff from outside the program on the self-study team.

The OAPA will arrange an initial planning meeting to orient all those involved in the review process during the next cycle. Those attending will include the appropriate college deans or school directors, chairs of programs being reviewed, the AVP-APA, the faculty coordinating the program reviews, the director of IPA, and the chair of PAC.

At the initial meeting, copies of the program review guidelines will be distributed. In addition, IPA will distribute data notebooks for each program containing common data elements centrally collected as part of IPA processes which can be adapted and generated for program assessment. The group will discuss the review process, data sources that are needed, and timelines, as well as unique issues faced by individual programs.

Conducting the Self-Study

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

The final draft of the self-study report is forwarded electronically by the DC/PD to the College Dean and the AVP-APA. Comments on the accuracy of the report are made as needed by the Dean, and the cover sheet is signed indicating that the self-study report is ready for external

review. At this point, the AVP-APA will distribute the self-study report to members of PAC, the Dean of the Library, and the Dean of IITS (as needed).

External Review

As provided for in the CSUSM 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. The OAPA takes the lead on matters of budgeting for and logistics of the external review visit; the faculty member coordinating the program self-study serves as a liaison with the OAPA.

Upon receipt of the external reviewers' report, the DC/PD, college Dean, and Provost (in that order) 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 PAC.

Review by the Program Assessment Committee (PAC)

Following the receipt of responses to the external review report, the PAC meets to review all the information collected, including the program self-study, the external review, and comments on that review from the DC/PD, Dean, and Provost. PAC may choose to meet with the DC/PD, 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. PAC then prepares a report that contains a summary, evaluation, and, forwards it to the OAPA for distribution to the DC/PD, Dean, and Provost.

Identification and Implementation of Recommendations

Since the intended outcome of program review is program planning and guidance for resource allocation, it is especially important that the review process result in a meaningful action plan that is endorsed by all the parties involved in the review. After the program review has been studied by the program faculty, Dean, Provost, and PAC, representatives of these areas meet to discuss the recommendations contained in the program review and frame an agreement on actions to be taken. As provided for in the Senate's policy, this agreement "will be embodied in a memorandum of understanding (MOU) which will be in effect until the completion of the next review cycle."

Program Review Timeline

Preparation Activity: (Activity prior to start of program review)

Spring Semester:

- AVP-APA and/or DGS gives formal notification to programs to initiate review the following fall.
- Programs begin preparation for review:
 - Identify data needs
 - Appoint self-study coordinator and/or committee
 - Continue course and program assessment projects
- OAPA sets up group orientation meeting
 - Dean, AVP and/or DGS, and PAC review procedures with DC/PD and appropriate faculty
 - IPA provides data notebooks

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Year One – Self Study (think 2010-11 for 1st wave)

FALL SEMESTER	ACTIVITY
September - December	<ul style="list-style-type: none"> • Program collects and assembles data for self study • Program writes self-study report
SPRING SEMESTER	
January-March	<ul style="list-style-type: none"> • Program finalizes self-study report
April	<ul style="list-style-type: none"> • Self-study report submitted to Dean • Program submits names of prospective external reviewers
May	<ul style="list-style-type: none"> • Dean submits comments on accuracy of self-study report • AVP-APA and/or DGS approve names of external reviewers • PAC, Dean of Library, and Dean of IITS (as needed) receive self-study report

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Year Two – Self Study (think 2011-12 for 1st wave)

FALL SEMESTER	ACTIVITY
September/October	<ul style="list-style-type: none"> • External Review Team visits campus
October/November	<ul style="list-style-type: none"> • External Review Team submits written report
November-January	<ul style="list-style-type: none"> • Program and Dean respond to external report
SPRING SEMESTER	
February	<ul style="list-style-type: none"> • Program self-study, external review and responses are reviewed by PAC
March	<ul style="list-style-type: none"> • PAC sends its report and recommendations to DC/PD, Dean and Provost
April/May	<ul style="list-style-type: none"> • DC/PD, Dean, Provost and PAC, meet to identify priorities and action plan for program improvement, and develop MOU

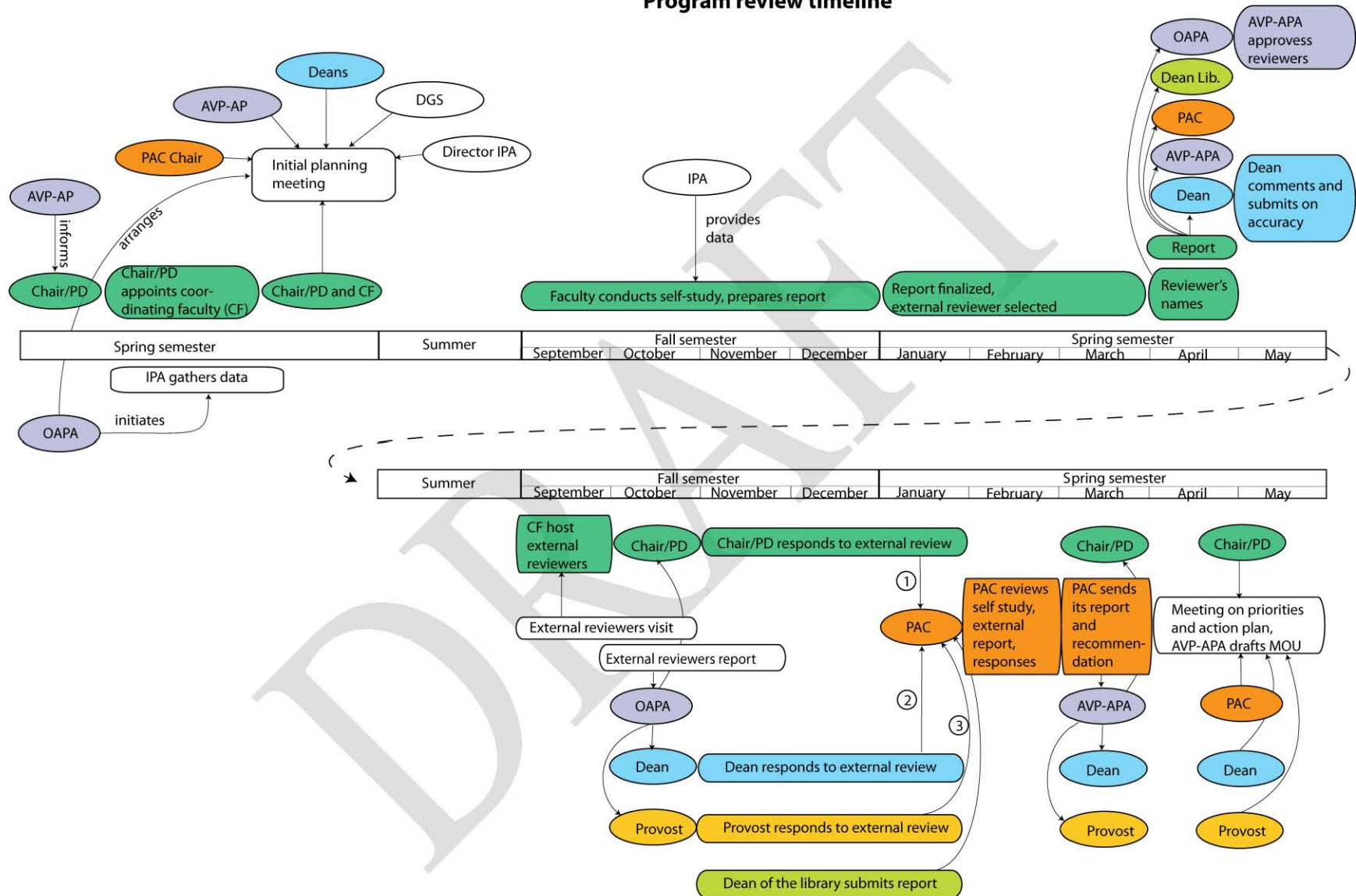
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Year Three – After the Self Study

SPRING SEMESTER	
January	<ul style="list-style-type: none"> • AVP-APA reports on program assessment and changes to Chancellor's Office (for Board of Trustees)

Program review timeline



V. Roles of the Office of Academic Planning and Accreditation and the Program Assessment Committee

The OAPA 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.

The Program Assessment Committee (PAC) is a joint faculty and administration committee, composed of faculty representatives from each college, plus the Learning Outcomes Assessment Fellow, the AVP-APA and the DGS. Reporting to the Academic Senate, PAC is charged with:

- Coordinating program assessment and program review activities;
- participating in the selection of the external reviewers;
- reviewing the program self-study and the external review report for the purpose of supplying independent recommendations to the program, Dean, and Provost; and
- participating in the development of the MOU.

PAC participates in the program review process in the following manner. The Chair of PAC convenes the initial meeting, opening the program review process, attended by the appropriate deans, program faculty representatives, and the AVP-APA and director of IPA. At this meeting the PAC Chair has the opportunity to explain its role in the review process. Once the self-study report is completed, it will be made available to PAC members, who will read it before they meet with external reviewers.

Later in the process, PAC reviews the completed program review package, as detailed in Section IX, and then participates in the development of the MOU.

VI. Sections 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 to reflect and report on data that the program has collected since the previous review. 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 assess 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.

The self-study report should contain the following five sections and should not exceed 15 pages:

- *Introduction to self-study*
- *Achieving educational objectives*
- *Developing and applying resources*
- *Additional themes/Special issues*
- *Planning for the next five years*

Section One - Introduction

This short section (no more than **two** pages) serves primarily as an introduction to the program for the external reviewer(s). Possible topics for reflection include:

- Program mission statement/program goals (if changes have been made since the last program review, discuss them here),
- Distinctiveness of the program from that of other CSUs or elsewhere,
- Relation of program mission to the University's mission and goals.

Section Two - Achieving Educational Outcomes

In this section, the program documents how it achieves its educational objectives through teaching and learning, scholarship and creative activity, and support for student learning.

- Reflect on the annual assessments conducted since the previous program review (collect the annual reports into an appendix attached to the self-study report). What did you assess, what did you learn about student learning from these assessments, and what changes have been made/will be made as a result?
- Examine the program's student learning outcomes (SLO) and course by SLO matrix. Describe any changes or updates that need to/will be made.
- Examine the curriculum and student flow through the major in terms of where SLOs are addressed. Does the sequence of major courses allow for/encourage growth in learning, based on the SLOs?
- Describe any changes in the major that have been made since the last program review, and discuss the rationale supporting the changes. How will you assess the effectiveness of changes to the curriculum?
- If available, describe evidence beyond the annual assessments of SLOs showing that students are achieving the program's desired learning outcomes. Such evidence could

include measures of student satisfaction (current students and alumni), assessment of capstone activities, graduate school acceptance rates, etc.

- How does the program contribute to the university curriculum? What are the program's obligations and contributions beyond its own major? How do the SLOs for service courses reflect the university's mission?

Section Three - Developing and Applying Resources (Capacity Review)

In this section, the program describes how it sustains its operations and supports the attainment of its educational objectives through investment in human, physical, fiscal, and information resources. In other words, the program should describe the extent to which it has the resources it needs. Following are a list of possible questions to consider. The self-study report should focus only on the most important areas (typically, not more than **two**). The previous program review report should be referenced whenever possible.

Possible questions:

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

Required documentation: Faculty profile information (template to be provided)

Section Four - Additional Themes/Special Issues

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

Student readiness

- Have entry-level requirements for the major been adjusted since the last Program Review?
- How ready are incoming freshmen, transfer students, and beginning graduate students to begin their coursework in the program?

- Does the program have with relationships with counterparts at local high schools, community colleges, and nearby four-year institutions, that are used to improve the readiness of arriving students?

Graduates

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

Advising and mentoring

- How is academic advising handled within the program?
- How are students in the major made aware of career opportunities?
- How does the program assess the quality and quantity of student contact with the program faculty?
- What program improvements might enhance the academic and career advising of students?

Enrollment and progress towards graduation

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

Pedagogy and instruction

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

Extracurricular activities

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

Section Five - Planning for the Next Five Years

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

The self-study will conclude with specific recommendations for program improvement and future directions. These recommendations should be clearly linked to evidence provided in the self-study narrative and be framed as actionable items that if undertaken by the program faculty 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 five 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 PAC, administrators) should be considered in preparation of the document.

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

1. Cover page
2. Table of Contents
3. List of Exhibits (tables, figures, etc.)
4. Executive summary and recommendations
5. Self-study (organized by responses to each element)
6. Appendices (relevant portions of the data notebook, annual assessment reports, previous program review executive summary and recommendations)

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

VIII. External Review

The purpose of external review is to provide a broader, independent perspective on the program. Except for unusual situations approved by the OAPA, the DGS (for graduate programs only) and PAC, external review will be part of all program reviews. It is expected that two reviewers will conduct the external review. To provide a range of institutional perspectives, it is recommended that one reviewer be from the CSU system and one from outside the CSU system. These evaluators will come together to spend two days on campus meeting with students, staff, faculty, and administrators, and then prepare a joint written report with comments and recommendations. Sufficient funds to cover the expense of the external reviews will be included in the budget of the University.

Selection of External Reviewers

The faculty of the academic program under review shall forward to the OAPA the names of at least four individuals they wish to have considered as external reviewers. The OAPA will contact these potential reviewers and ask them if they are available. In the event that the faculty-generated list does not provide a sufficiently large pool of available reviewers, other potential reviewers identified by the OAPA or, if appropriate, the DGS, will be added to the list. Potential reviewers will be asked for their curriculum vitae, personal/professional relationships with faculty at CSUSM, previous experience with academic program review and assessment, and any other relevant information. Selection of the reviewers is based on the following criteria: demonstrated achievements in the field, affiliation with an accredited academic program appropriate to the program being reviewed, and no conflict-of-interest. The AVP-APA (or DGS for graduate programs only), after consultation with the DC/PD, college Dean, and PAC, will select the two external reviewers. Ideally, reviewers are to be selected by consensus among all four parties.

External Review Budget and Visit Arrangement

After selection of the external reviewers, the OAPA makes arrangements for the site visit; a faculty member from the program under review serves as a liaison between the OAPA and the program. The external review visit is organized and funded by the OAPA, not the department.

Site Visit

The external review will generally be conducted in the fall semester of Year 2 of the self-study. At least two weeks prior to their visit the external reviewers will be provided with copies of all appropriate materials including the self-study report, the previous external reviewer report and PAC memorandum, and these guidelines describing CSUSM's program review process.

In conducting the external review, the external reviewers are requested to bear in mind the campus Mission, Vision and Values statements (http://www.csusm.edu/wasc/csusm_mission.html), and corresponding statements for colleges. The reviewer's report is part of a process intended to help guide future decisions about the program under review, and should address the issues most important in this context of planning. Concrete suggestions for improvement are, therefore, welcome. At a minimum, the reviewer's report should address each of the major areas of the Self-Study.

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

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

The External Review Report

The external reviewers will submit their report directly to the OAPA no later than **two** weeks after their campus visit, and the OAPA will forward the report to the program faculty, the college Dean, and the Provost. The report should address the information provided in Sections Two through Five of the self-study report, and should specifically address each recommendation made in the report. To be of the greatest use to the program under review, the text of the External Review Report should address the following questions:

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

In addition, reviewers may offer other recommendations based on their 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, Dean, and Provost

Upon receipt of the external review, the DC/PD, Dean, 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 PAC.

IX. Review by Program Assessment Committee (PAC)

The Program Assessment Committee (PAC) serves to provide a University-wide perspective in the program review process. PAC will:

- review each program's self-study, the external review report, and responses to the external review;
- evaluate all recommendations and send its report to the OAPA for transmission to the Chair, Dean, and Provost; and
- participate in the development of the MOU.

PAC 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 PAC

Members of PAC review the program's self-study report, external reviewers' report, and responses to that external report by the DC/PD, Dean, and Provost. PAC 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, PAC will provide an executive summary of the entire packet and its own recommendations. PAC may introduce new recommendations if it deems that important issues have been overlooked elsewhere in the process.

In addition, PAC will make an overall recommendation regarding the program. These recommendations are based on the following criteria:

- Is there evidence that the annual assessments have generated useful data, and that the results have been used to make appropriate changes?
- Has there been a thorough review of educational effectiveness and capacity that has identified strengths and challenges?
- Does the program have an explicit and appropriate plan to address challenges and preserve strengths?

There are five possible recommendations:

- **Recommendation to Continue a Program with Notation of Exceptional Quality:** Approval is recommended without reservation and with a notation of specific areas of program promise and excellence. These are programs that exhibit special strength in all aspects of the review process and reflect the very best attributes of commitment, quality, and promise. These programs will be placed on a seven year review cycle.
- **Recommendation to Continue a Program of Quality and Promise;** Program approval is recommended with identification of specific areas that need to be further developed, and a notation of specific areas of achievement. These are quality programs that nonetheless could improve in substantial ways. These programs will be placed on a five-year review cycle.
- **Recommendation to Continue a Program for Conditional Continuation:** Conditional approval is recommended with identification of specific areas requiring significant improvement, including the conditions and a reasonable time frame for such

conditions to be met in achieving unconditional approval. Conditional continuation is appropriate for a program that fails to meet the standards listed above, and for which additional time and/or implementation of planned actions to address these weaknesses could be expected to eliminate such deficiencies without impairing student progress (e.g., the need to obtain space or equipment). These programs will be placed on a five-year review cycle with an interim report in the third year.

- **Recommendation to Suspend a Program:** A recommendation for suspension of a program is appropriate upon receipt of a conditional continuation in the most recent program review and when two conditions occur: (1) when the program fails to meet standards that insure an appropriate academic experience for students; and (2) when there is evidence that these deficiencies may be corrected over a specified period of time. Those standards include, but are not limited to, a minimum critical number of faculty, a minimum critical number of students, adequacy and frequency of required courses, adequacy of library holdings, and appropriate physical facilities. A recommendation to suspend a program can lead to administrative action that is described in the CSUSM policy on academic discontinuance.
- **Recommendation to Discontinue a Program:** A recommendation to discontinue a program is appropriate upon receipt of a conditional continuation in the most recent program review, and when: 1) the program fails to meet standards that insure an appropriate academic experience for students; and 2) when there is no evidence that deficiencies have been corrected over a specified period of time. If PAC recommends program discontinuation, the procedures found in the policy on academic discontinuance would be followed.

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, "(a)fter 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 and the chair of PAC will meet to discuss recommendations and agree on actions to be taken. Based on this conversation, the AVP-APA will draft a memorandum of understanding (MOU) that will be signed by a program faculty representative on behalf of the faculty, the Dean or designee, the Provost or designee, and the chair of PAC. This MOU will be in effect until the completion of the next review cycle. Where consensus cannot be achieved, the parties may file separate memoranda outlining their difference in views."

The MOU, which should be based on Section Five of the self-study report and the various levels of review, becomes the degree program's action plan for the next five years. Program faculty should make every reasonable effort, as resources permit, to realize the improvements outlined in the MOU. The University should work with the program to ensure that resources are provided whenever possible for the continuous improvement of the academic program.

It is expected that this document will be used by the campus as a vital component for strategic planning discussion, as well as form an important element for the annual departmental reports to the Dean, annual assessment reports, Academic Recruitment Plans, reports for the College of Arts & Sciences Hiring and Academic Planning Committee (HAPC) and comparable college reports.

XI. Responsibility for Documentation and Reporting

The reports generated by the program review process will be housed in the academic program and in the OAPA. As part of its annual report, the OAPA will notify the Chair of the Academic Senate and the Provost that 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 reviews concluded during the academic year, as required by CSU policy.

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