1 *Excerpt from ELECTION RULES AND GUIDELINES*
2
3
4 **GUIDELINES FOR ELECTION OF SENATE OFFICERS**
5
6 1. NEAC will distribute a Call for Senate Officers to full time (tenure line and temporary)
7 faculty by the end of the second week of March. The Call will include a list of current
8 Senators. <u>Nominees for officers of the Senate must be either current voting members of the</u>
9 <u>Senate or eligible faculty who have served on the Senate in any capacity for two of the past</u>
10 <u>three years.</u> The Call will request that nominations for secretary and chair-elect of the
11 Senate be sent to the Senate Office by the end of the third week of March. The Call will
12 request that faculty obtain permission of nominees prior to submitting their names.
13 Nominees for officers of the Senate shall be voting members of the Senate.
14
15 2. A sample ballot will be provided, and faculty will have one week to review and respond (end
16 of the fourth week of March). Faculty may make additional nominations or may request that
17 their name be removed from the ballot.
18
19 3. The Official Ballot for the Election of Senate Officers will be provided to the current Senate
20 members the first week of April, and will be due in the Senate office the beginning of the
21 third week of April. Senators will have one week to vote.
22
23 4. Senate Officers will be announced at the second to last Senate meeting of the Spring
24 semester.
25
26 5. In the event that the chair-elect cannot assume the position of chair, an election for chair
27 will be held.

1   <p style="text-align:center"># PROGRAM REVIEW POLICY</p>

PROGRAM REVIEW POLICY

2   ## Table of Contents (Draft) Table of contents will be finished/updated when guidelines are finalized.
3
4

26

30

31 ## PURPOSE

32

33 The primary purpose of program review is to enhance the quality of teaching and learning.   The
34 program review process provides opportunity for programs to chart their progress on achieving
35 their student learning outcomes, report upon their successes, and identify challenges.

36

37   The term "academic degree programs" refers to baccalaureate and Master's degree programs;
38 program review is <u>not</u> a review of the academic units that deliver these degree programs. Hence,
39 the primary focus of program review is formative, rather than summative. Program review is
40 geared toward clear articulation of student learning outcomes to be achieved in the program, the
41 development of assessment instruments to measure these achievements, and the use of these
42 assessments for continuous improvement in the academic degree program.[1]

43

44 The responsibility for carrying out the program review process lies with faculty that deliver the
45 curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM
46 staff and administration. The value of program review derives in part from the use of results in
47 programmatic, collegiate and institutional planning, and in resource allocation decisions; yet,
48 experience has shown that the greatest value is in opening and maintaining dialogues among the
49 program faculty and between all of the parties (the academic unit and various administrative
50 offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree
51 program.

52

53 Oversight for the review process at CSUSM is the responsibility of the Program Assessment
54 Committee (PAC) of the Academic Senate.   The Office of Academic Programs (OAP) and when
55 appropriate the Dean of Graduate Studies, provide administrative support for the process.

56

57 The aim of this policy is to establish review processes that are set within realistic time-lines for
58 completion of tasks, and that place minimal burdens on program budgets. Nevertheless, program
59 review and planning are labor-intensive, time-consuming projects. In adopting this policy, the
60 Academic Senate acknowledges the serious investments in time and effort that these processes
61 entail, but the Senate stands committed to making assessment an important aspect of the campus
62 culture. In order to realize this commitment, sufficient resources should be provided to programs
63 under review, whose faculty must accept the greatest share of the task.

64

65 The program review process at CSUSM runs on a five-year cycle, as program review is the CSU
66 San Marcos institutionalization of the Board of Trustees requirement that each campus review
67 every academic degree program on a regular basis.[2] The Chancellor's Office receives a
68 summary statement of assessment results and how they have been used to improve academic

---

[1]According to Board of Trustees policy (Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University), "The only legitimate purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and/or institutional level."
[2] The dates of scheduled Program Reviews can be found in the CSUSM Academic Master Plan, which is submitted to the Chancellor's Office every January, and presented to the Board of Trustees in March.

69 degree programs. The actual program review reports themselves remain on campus in the Office
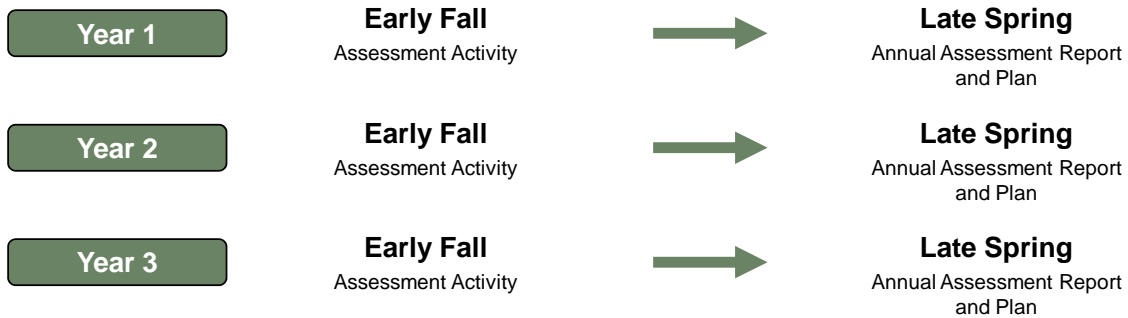70 of Academic Programs and online as part of the Program Portfolios.
71
72 One outcome of the review process is a plan specifying goals and strategies for student learning
73 assessment and program improvement. For the next cycle of review, this plan becomes an
74 important point of focus. In time, as current reviews build upon their predecessors, program
75 review, learning assessment, and planning should become a significant and altogether routine
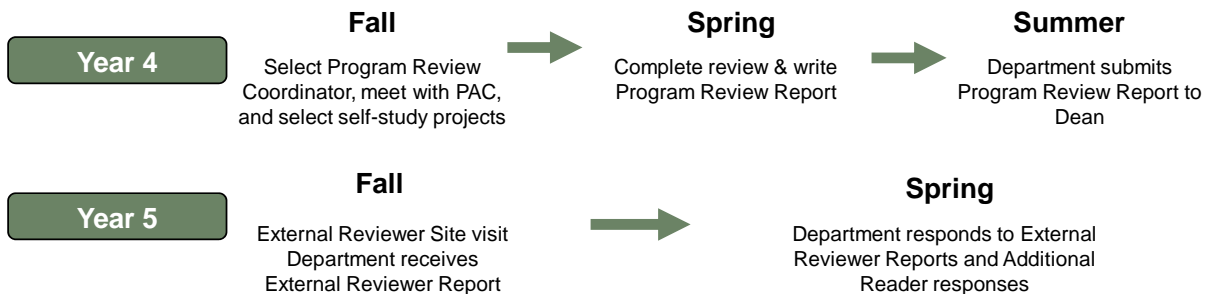76 aspect of life at CSUSM.
77
78 **PROCESS**
79

PROGRAM REVIEW PROCESS

Annual Assessment

Year 1	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan
Year 2	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan
Year 3	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan

Assessment Review

| Year 4 | **Fall**
Select Program Review Coordinator, meet with PAC, and select self-study projects | → | **Spring**
Complete review & write Program Review Report | → | **Summer**
Department submits Program Review Report to Dean |
| Year 5 | **Fall**
External Reviewer Site visit Department receives External Reviewer Report | → | | | **Spring**
Department responds to External Reviewer Reports and Additional Reader responses |

80
81
82 * Double- click on picture above for a full screen view
83
84 **CALENDAR OF ACTIVITIES- UNDERGRADUATE PROGRAMS**
85
86 ***Year One***
87
88 The annual assessment process will consist of two parts. In the fall, all programs will conduct
89 assessment activities that provide evidence of student learning in key areas. In mid spring, all
90 graduate and undergraduate programs will submit an assessment report and planning document.
91 The report will include information about which programmatic student learning outcomes
92 (PSLOs) were assessed and how these findings will be used to improve their program. The
93 planning document will identify which learning outcome(s) will be the focus for assessment the

94 following fall, what assessment activities will be used, and what additional resources will be
95 needed, if any. A small amount of funds are available for programs to help with assessment
96 activities, such as the purchase of assessment materials, attending assessment conferences,
97 bringing in consultants, etc. Report forms, as well as related resources, materials and
98 suggestions are posted on the assessment web page (www.csusm.edu/assessment).
99
100 Completed Annual Assessment Reports are submitted electronically to the College Dean who
101 will review all submissions and then forward them to OAP. Departments that offer two degree
102 programs may address each program in separate responses; where appropriate, departments
103 offering a degree with several options may treat each option as if it were a separate program.[3]
104
105 *Year Two*
106
107 Again in fall of this second year the program will conduct assessments of student learning
108 outcomes selecting one or two outcomes that were not previously assessed. In mid-spring, all
109 programs will submit an assessment report of their findings and how they will use these findings
110 to make decisions regarding the program. Completed Annual Assessment Plan and Report are
111 submitted electronically to the College Dean who will review all submissions and then forward
112 them to OAP.
113
114 *Year Three*
115
116 Again in fall of this third year the program will conduct assessments of student learning
117 outcomes selecting one or two outcomes that were not previously assessed. In mid-spring, all
118 programs will submit an assessment report of their findings and how they will use these findings.
119 Completed Annual Assessment Plan and Report are submitted electronically to the College Dean
120 who will review all submissions and then forward them to OAP.
121
122 It is expected that during the three years of annual assessments all of the PSLOs will be assessed
123 to some degree. In preparation for year four, the program may begin to review the results of
124 these three years of student learning outcomes assessment as the information gathered from these
125 assessments will form a major component of the program review report.
126
127 *YEAR FOUR: FIRST SEMESTER*
128
129 **A.   Program Notification**
130 Programs are notified by OAP of impending review, with copies to PAC, Academic Senate,
131 appropriate College Dean and other offices as appropriate.
132
133 **B.   Program Preparation for Review**
134
135   1. Program faculty shall meet to plan strategies, divide labors, familiarize themselves
136   with the Program Review process, etc

---

[3] Because the program review process also includes a Planning Report which outlines a three-year assessment it is expected that these annual assessment reports/plans will in time become less time-consuming.

137		2.	One faculty member is identified as the Program Review Coordinator and his or her name is forwarded to OAP.
138			
139		3.	PAC will meet with the program faculty to discuss process and answer questions.
140		4.	Annual assessments reports are reviewed and conclusions discussed.
141		5.	Program mission statement, PSLOs and matrix are reviewed and revised to reflect
142			changes at the program and course level. These three documents will be posted on the
143			Program Portfolio web by the end of the first semester.

The department may use these probing questions to launch a discussion when completing step 5 above:

- How is the curriculum working? Does each element in the curriculum contribute to achieving the PSLOs?
- Are expectations articulated in the PSLOs appropriate (broad enough and deep enough)?
- How do all of the parts of the curriculum work together? Examine the following:
  o Coherence and integration among all the parts.
  o Close alignment between courses and PSLOs (PSLOs are introduced, reinforced and practiced).
  o Scaffolding (all parts build on each other in a progressive, intentional way).
  o Scheduling of courses so that students can follow the best sequence (examine program roadmaps).

6. Program faculty should select one or two additional topics of self-study (see examples in Appendix B), or may be asked to address specific topics by the Program Assessment Committee based on the conclusions from the previous program review.

<mark>*YEAR FOUR: SECOND SEMESTER- Early*</mark>

Preparation of the Academic Degree Program Report and Planning Report
The Program Review report should include a thorough discussion of programmatic student learning outcomes and the corresponding assessments, and a self-study around the one or two selected topics. It should be no longer than 15 single-spaced pages; 1" margins, 12 point Times New Roman and may include appendices. The report concludes with a draft Planning Report.

Outline for the Program Review Report and Planning Report

A. Introduction
An introductory section should include a summary of the major strengths and weaknesses, as well as a discussion of the design of the academic degree program. Additionally the recommendations and conclusions from the previous program review should be addressed.

1. Summarize distinctive aspects of the academic degree program. Are they working as planned?
2. How has the academic field corresponding to this major changed over the last decade? What changes are foreseen for the next decade?
3. How is the program faculty preparing to respond to these changes?
4. Summarize any changes made to the curriculum (at both the program- and course-levels) since the last Program Review. Explain how assessment played a part in the decision to make these changes.

5. (For baccalaureate degree programs requiring more than 120 semester units.) Unless a P-form reducing the minimum requirement to 120 units has already been submitted, explain why total unit requirements greater than 120 are justified.[4]

B. Program Student Learning Outcomes (PSLOs)
1. Do the PSLOs describe learning outcomes in terms of assessable student knowledge, attitudes, skills, values, and/or personal growth?
2. Describe how the PSLOs have been reviewed as part of the annual assessment process.
3. Was there a need to revise the current PSLOs to bring in greater scope or depth? Please describe.
4. Are the PSLOs focused clearly on the types of learning (knowledge, attitudes, skills, values, personal growth) students will acquire or develop while working toward a degree in this discipline and at this level (undergraduate, master's)?

C. Availability and Use of Program Student Learning Outcomes
1. How are the PSLOs made available to students, staff and faculty (including adjunct faculty)? How could they be distributed more widely?
2. How well are the PSLOs cited and used by faculty, advisors, and students?

D. Student Learning Effectiveness
1. To what extent are students achieving the expected knowledge, attitudes, values, and skills stated in the selected PSLOs?
2. What evidence supports these conclusions?
   a. What does the evidence show regarding how well students are achieving the selected program learning outcomes? What are the demographic patterns of student achievement (i.e. which students are learning at what levels)?
   b. Are students learning more effectively in one or more areas than in others? What accounts for this? What improvements could be made that might result in better and more consistent learning outcomes in all the areas examined?
   c. What changes are proposed for improving student achievement of selected PSLOs and why?

E. Assessment Procedures for PSLOs
1. What methods were used to assess PSLOs? Briefly describe the three annual assessment reports.
2. How do these assessment methods cover learning taught throughout the program's curriculum and cover a variety of types of learning (knowledge, skills, values, etc.) necessary for the degree?
3. How do these methods assess all kinds of student performance? Do they measure achievement not only at the end of the program but at other points as well?
4. Is helpful, valid and reliable information obtained? Should something else
5. be done? Would it be useful to use more than one method of assessment?

F. Additional Topics

---

[4] When the Board of Trustees amended Title 5 Regulations on September 19, 2000 to reduce the minimum total units required for a bachelor's degree from 124 to 120 semester units, the Trustees requested that the CSU put in place a process to review all programs to determine whether unit requirements could reasonably be reduced.

231   Program faculty should include one or two additional topics of self-study (See Appendix
232   B for examples), or may be asked to address specific topics by the Program Assessment
233   Committee based on the conclusions from the previous program review.
234
235   1. Describe the additional topics that have formed part of the program review self-study.
236   2. Why have these topics been chosen? How do they contribute to or detract from
237   student learning? How do they contribute to or detract from program effectiveness?
238   3. Describe departmental discussions, plans, recommendations or solutions proposed?
239

240   **G. Conclusion**
241   Please include conclusions regarding the program's progress on achieving student
242   learning outcomes, successes and challenges.
243

244   **The Planning Report**
245

246 The Planning Report defines where the academic degree program wants to be three to five years
247 hence and project changes that will be made to improve the quality of the academic degree
248 program which may include (but are not limited to) curricular changes at the course and/or
249 program level, pedagogical changes, technology changes, assessment changes, changes in
250 student profiles and preparation, and changes in staffing. It should inform the department's
251 future academic recruitment plans The Planning Report should reference any assessments that
252 have identified areas needing improvement and list steps to be taken to accomplish this goal.
253 Additionally it may also address actions that will be taken to preserve areas of strength. The
254 Planning Report must also describe the assessment plans for years1-3 in the next program review
255 cycle.
256

257 The Planning Report will be initially submitted in draft form with the Report. It can be revised
258 and resubmitted after each stage of review if deemed appropriate to do so by the program
259 faculty. A final Planning Report is due at the end of the process to coincide with the program
260 response to the additional readers. This final Planning Report will be posted on the web as part
261 of the Program Portfolio and will be used as the basis for the three annual assessments as well as
262 a foundation for the next program review.
263

264 ***SECOND SEMESTER- Late***
265   **A. Preparations for External Review**
266   Except for unusual situations approved by OAP and PAC, external review will be part of
267   all Program Reviews. The program faculty shall forward to OAP the names of at least
268   four individuals they wish to have considered as external reviewer(s). OAP will contact
269   these potential reviewers and other potential reviewers identified by OAP to obtain their
270   curriculum vitae, personal/professional relationships with faculty at CSUSM, prior
271   experience with assessment and program evaluation, and any other relevant information.
272   OAP, after consultation with the College Dean and the PAC, will select one /two external
273   reviewers and make arrangements for the site visit, (ideally, reviewers are to be selected
274   by consensus among all three parties). The external review is funded out of the OAP
275   budget.
276
277   **B.   Submit Report to College Dean and OAP**

278	Once it is complete, the Report and draft Planning Report shall be submitted to
279	College Dean and OAP. The College Dean and the PAC begin review of the
280	documents, in order to offer the program preliminary guidance.
281	
282	*YEAR FIVE: FIRST SEMESTER*
283	
284	As early as possible this semester the External Reviewer(s) will be invited to campus. Generally
285	they are scheduled to meet with program faculty, attend classes and meet with students, meet
286	with the PAC and with appropriate administrators. These visits are scheduled by OAP in
287	consultation with the program.
288	
289	**The role of the external reviewer**
290	
291	The external review will be conducted shortly after completion of the Program Report and draft
292	Planning Report. The External Reviewer(s) will be provided with a copy of the Program
293	Portfolio and other relevant campus documents, the Program Report and draft Planning Report,
294	and a set of instructions describing CSUSM's Program Review process.
295	
296	In conducting the review, the External Reviewer(s) will be requested to bear in mind the campus
297	Values, Mission and Vision Statements, and corresponding statements for colleges. The
298	Reviewer's report is part of a process intended to help guide future decisions about the program
299	under review, and should address the issues most important in this context of planning. Concrete
300	suggestions for improvement are expected. Additionally the External Reviewer(s) will be asked
301	to provide guidance and suggestions to the department on their draft Planning Report and
302	specifically the outline for the student learning assessments.
303	
304	The External Reviewer(s) will submit the report directly to OAP who will forward the report to
305	program faculty. Program faculty will have an opportunity to submit a written response to the
306	External Reviewer's report, and these documents will be included in the final package of
307	documentation. Upon completion of the program's response, copies of the report and response
308	will be sent to PAC and the program's College Dean.
309	
310	*YEAR FIVE: SECOND SEMESTER*
311	
312	**A.** **Consultation with PAC, Additional Readers, and Other Relevant Parties**
313	PAC and the program's College Dean will review the Report and draft Planning
314	Report, the External Reviewer's report, and the program's response to it (including,
315	when applicable, a revised draft of the Planning Report). These readers offer the
316	program a preliminary evaluation. The **additional readers** (the Provost, the Dean of
317	Library, the Dean of Instructional and Information Technology, the Director of
318	Planning, Design and Construction) may also comment.[5] Upon receipt of these
319	commentaries, program faculty will have an opportunity to respond in writing;
320	however the program is not required to respond. To ensure that all commentaries and
321	program faculty responses are included in the final package of Program Review
322	documentation, these commentaries and responses are routed through OAP.
323	

---

[5] The materials are routed to these additional readers primarily for dissemination of planning information.
Responses from these additional readers are welcome, but not required.

324		Ideally, this stage of the process is the appropriate time for sustained conversation
325		between all parties in the process. By the end of the semester, this cycle of
326		preliminary review, commentary, and program response and a final Planning Report
327		should be completed, and OAP will have received all documentation necessary for
328		PAC to conduct the final review.
329		
330	**B.**	**Program Assessment Committee Review**
331		Program Assessment Committee compiles summaries of the various program reviews
332		for the current cycle which are sent as information items to the Academic Senate.
333		Upon Senate receipt, the report summaries are sent to the Provost who forwards a
334		report to the CSUSM President's Office, and a report to the CSU Chancellor's Office
335		for presentation to the CSU Board of Trustees.
336		
337		Should the case arise where the PAC finds that the Program Review report fails to
338		document satisfactory program viability, PAC will also send to the Senate a motion
339		recommending the formation of an Ad Hoc Program Review Committee (AHPRC;
340		see Appendix C.)
341		
342	**C.**	**Program Review Follow-Up**
343		When PACs report is given to the Academic Senate, the current Program Review
344		cycle is concluded and the next cycle begins. During the first three years of the next
345		cycle, program faculty should make every reasonable effort, as resources permit, to
346		continue the planned assessments of student learning and to realize any other
347		improvements outlined in its final Planning Report. The substance of that Planning
348		Report will serve as an important point of focus for the next cycle of Program
349		Review. College and University administrators should work with program faculty,
350		over the course of these three years of assessment to ensure that sufficient resources
351		are provided.
352		

353 **SUBSTITUTION OF AN ACCREDITATION REPORT**

354

355 Any currently accredited academic program may request to substitute the accreditation report for
356 a program review.

357

358 The PAC, in consultation with the Department, the OAP, the College Dean, and/or the Provost,
359 will determine whether or not to accept an accreditation report in lieu of a review.

360

361 In agreeing to accept an accreditation report in lieu of a review the program must prepare an
362 executive summary guiding the PAC and the additional reviewers, to those parts of the
363 accreditation report that address the student learning outcomes and the assessment of these
364 outcomes by the program. In other words the PAC must clearly understand what the program
365 student learning outcomes are, how they are integrated into the program curriculum, how the
366 program systematically assesses these learning outcomes, and how the results of the assessments
367 are used to improve the curriculum.

368

369

370 **Appendix A: Program Portfolio/ Data Notebook**
371 The Program Portfolio includes the following information organized on a website found via the
372 campus assessment website (www.csusm.edu/assessment) and updated during the fourth and

373   fifth year of the program review cycle. The Programs should review all contents in their portfolio
374   and will be asked to provide some of the information. The Data Notebook includes additional
375   information gathered for the department and the external reviewer(s) that is available on the
376   website but has restricted access. These items are marked with a carrot (^). Additional items in
377   the Data Notebook are generally available campus documents that have been specifically added
378   to facilitate the external review. These are marked with a dollar sign ($).
379
380   The program portfolio consists of the following information:
381
382   I.   Background materials provided by the Office of Academic Programs
383   A.   Program Review Information
384   1.   Program Review Procedures ($)
385   2.   Selected materials from Previous Program Review Cycle
386   a.   Program's Report and Planning Report
387   b.   External Reviewer's Report(**^**)
388   c.   Dean's Comments(**^**)
389   d.   Campus Report to Chancellor's Office
390   e.   PAC Report to Program
391   B.   Campus Information ($)
392   1.   Campus Values, Mission and Vision Mission Statements
393   2.   Campus Strategic Goals and Objectives
394   3.   Campus Student Profile Data (such regularly produced demographic data for all
395   students on campus as age, ethnicity, gender, residency, major, average credit
396   hour load, etc.)
397   C.   Curriculum
398   1.   Catalog Description of Program
399   2.   Course syllabi
400   3.   Program Proposal Forms submitted since previous Program Review. (**^**)
401   4.   Course frequency and enrollment data for courses related to the degree program
402   over the last four years
403   D.   Students in the Major
404   1.   Numbers of Majors and Degrees Awarded
405   2.   Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data
406   3.   Major Student Profile Data (such regularly produced demographic data for
407   students in the major as age, ethnicity, gender, residency, average credit hour
408   load, etc.)
409   4.   Graduate Profile Data (such regularly produced demographic data for graduates
410   of the program as age, ethnicity, gender, residency, time-to-degree, etc.)
411   5.   For Graduate Degree Programs:
412   a)   Annual enrollment history*
413   b)   Dropout rate* and reasons for non-completion
414   c)   Undergraduate GPA
415   d)   Selectivity*-(selection criteria and admission to application ratio)
416   e)   Graduate student/faculty ratio*
417   f)   List of Master's Theses/Projects
418   g)   Entrance exams (GRE, GMAT, LSAT, etc) scores
419   h)   Placement data for doctoral programs
420   i)   Number of degrees awarded annually*

421   j)   Teaching Assistants /Research Assistants headcounts and percent
422   employment
423   *Available from Institutional Planning and Analysis (IPA)
424
425   E.   Program Faculty
426   1.   List of Tenured/Tenure-Track Faculty (name, rank/step at appointment, current
427   rank/step) ($)
428   2.   Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank) ($)
429   F.   Resources
430   1.   Statement of Extent of Library Support (provided by Library)
431   2.   Statement of Extent of Instructional and Information Technology Services
432   Support (provided by IITS)
433   3.   College Budget for most current year (to be replaced by the budget of the
434   Academic Affairs Division for "College-wide" degree programs) ($)
435
436 II.   Background materials provided by the program faculty.
437   A.   Program Faculty
438   1.   Mission Statement of the academic unit offering the degree program
439   2.   Curriculum Vitae of Tenured/Tenure-Track Faculty ($)
440   3.   List of Temporary Faculty for most recent academic year augmented with
441   academic credentials or curriculum vitae for most recent academic year ($)
442   B.   Program Resources
443   1.   Budget for most current year of the academic unit offering the degree program
444   ($)
445   2.   List of Grants/Awards received by program faculty in the preceding five-year
446   period ($)
447
448 III. Self Study and Planning Report [written by program faculty]
449   A.   Program Review Report
450   B.   Matrix of programmatic student learning outcomes and courses where they are
451   taught/assessed
452   C.   Planning Report
453
454

Appendix B: EXAMPLES OF POSSIBLE TOPICS INCLUDE:

Student Readiness

   1. Have entry-level requirements for the major been adjusted since the last Program
      Review?
   2. How ready are incoming freshmen (respectively, transfer students, and beginning
      graduate students) to begin lower-division (respectively, upper-division, and graduate)
      coursework in the major?
   3. Please describe any relations that program faculty have with counterparts at local high
      schools, community colleges, and nearby four-year institutions, that are used to improve
      the readiness of arriving students.

Graduates

   1. Are graduates well-prepared to begin in their chosen careers or in advanced study?

468   2. What program improvements might enhance the preparation of graduates?[6]
469

Advising and Mentoring
470
471   1. Describe academic advising procedures in the major.[7]
472   2. Describe how students in the major are made aware of career opportunities.
473   3. Describe the quality and quantity of student contact with the program faculty.[8]
474

Enrollments
475
476   1. Analyze enrollment trends in the number of majors, including data on how long it takes
477   students to graduate.
478   2. Does the major have a sufficient student base to be able to offer required courses often
479   enough to allow students to make rapid progress toward completion of their degrees?
480   3. What measures are taken to ensure timely academic progress of students, and how
481   effective are these?
482   4. If program faculty have relations with counterparts at local high schools, community
483   colleges, and nearby four-year institutions, how are these used to attract majors?
484

Pedagogy and Instruction (Throughout, cite course syllabi where appropriate.)
485
486   1. How do the research and creative activities of the program faculty manifest themselves in
487   the academic degree program?[9]
488   2. How are different modes of instruction used in the major? In particular, describe how
489   students are encouraged to become active participants in the learning process[10] and how
490   technology is used.[11]
491   3. Is the academic degree program offered—in whole or in part—off-campus? If so, how is
492   the quality of the off-campus program maintained?
493   4. Explain how course staffing is determined by faculty expertise, rank and status (regular
494   versus adjunct).
495   5. In courses with multiple sections/instructors, how are the sections coordinated?
496

Resources
497
498   1. Comment on the adequacy of library resources for achieving student learning outcomes.
499   2. Comment on the adequacy of computing resources for achieving student learning
500   outcomes.
501   3. Comment on the adequacy of laboratories (if appropriate) for achieving student learning
502   outcomes.

---

[6] According to the November 1997 Academic Senate of the California State University report on Baccalaureate Education in the California State University, "CSU baccalaureate education provides graduates with the knowledge, skills, and social perspective necessary to succeed in their chosen careers or in advanced study."

[7] From Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University: "Each academic department should utilize information about how well students are meeting overarching goals … to advise students at key points in the major."

[8] From the CSUSM Vision Statement: "In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions."

[9] From the CSUSM Mission Statement: "Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhance student learning."

[10] From the CSUSM Mission Statement: "California State University San Marcos focuses on the student as an active participant in the learning process."

[11] From the CSUSM Mission Statement: "The university offers rigorous undergraduate and graduate programs distinguished by … innovative curricula." From the CSUSM Vision Statement: "California State University San Marcos will become … known for … improving learning through creative uses of technology."

503   4. Comment on the adequacy of other facilities and resources for achieving student learning
504   outcomes.
505

506 **Extracurricular Activities**
507   1. Describe any extracurricular or co-curricular experiences and activities (for example,
508   student clubs and organizations, student involvement in research, etc.)
509   2. What is the level of participation by majors in these activities, both in terms of numbers
510   of students and depth of commitment?
511

512 **Appendix C: Procedures Pertaining to the Ad Hoc Program Review Committee**
513

514 In cases where the Senate elects to convene an Ad Hoc Program Review Committee (AHPRC),
515 the following policies and procedures will govern the formation and activities of the Committee:
516

517 • The Senate Executive Committee will instruct NEAC to conduct an election of the
518   AHPRC membership. This election should occur by February 15 of the year following
519   the Senate's decision to convene the committee. All full time faculty of the University
520   will be eligible to vote in the election, including those members of the program to be
521   reviewed by the AHPRC.
522 • Only tenured faculty will be eligible to run for seats on the AHPRC, excluding all faculty
523   from the program to be reviewed.
524 • Composition of the AHPRC is determined as follows. Five voting members will be
525   elected to serve on the Committee: two representatives from the college in which the
526   program under review is housed (when the degree program is a "College-wide" program,
527   these representatives are selected at-large from the other colleges and Library); one
528   representative from each of the other colleges; one representative from Library. The
529   committee will also include one non-voting member, a delegate of the Office of the
530   VPAA. Voting members will select a chair from among their ranks.
531 • In case of any seats left vacant by the election, the Chair of the Academic Senate will
532   appoint members to those seats, in consultation with the respective College Dean and the
533   VPAA.
534 • The AHPRC is charged with the following tasks: to review all Program Review
535   documents pertaining to the program under review; to conduct a "site visit" to the
536   program, to consult with that program and clarify further the shortcomings and strengths
537   of the program; to consult with other appropriate bodies involved in governance of
538   academic programs (e.g., UCC, BLP, College and University administrators, College
539   committees, etc.); to prepare a report to the Academic Senate detailing its evaluation of
540   the program; and to make a final recommendation to the Academic Senate as to whether
541   the program/unit should be:
542   Continued,
543   Placed on probation for 3 years,
544   Suspended for 2 years, or
545   Discontinued
546 • The Academic Senate will vote on the report and recommendations of the AHPRC. The
547   report and results of the Senate vote will be forwarded to the respective college Dean and
548   VPAA for review in order to consider the support needed for implementation of the
549   improvement plan for the academic program in situations where the program is not
550   discontinued.

551   •   In organizing its activities and clarifying its mission, the AHPRC will take additional
552   guidance from the CSU "Policy on Discontinuance of Academic Degree Programs.
553
554

558

559 ## PURPOSE

560

561 The primary purpose of program review is to enhance the quality of teaching and learning.   The
562 program review process provides opportunity for programs to chart their progress on achieving
563 their student learning outcomes, report upon their successes, and identify challenges.

564

565 The term "academic degree programs" refers to baccalaureate and Master's degree programs;
566 program review is <u>not</u> a review of the academic units that deliver these degree programs. Hence,
567 the primary focus of program review is formative, rather than summative. Program review is
568 geared toward clear articulation of student learning outcomes to be achieved in the program, the
569 development of assessment instruments to measure these achievements, and the use of these
570 assessments for continuous improvement in the academic degree program.[12]

571

572 The responsibility for carrying out the program review process lies with faculty that deliver the
573 curriculum for the particular degree program, and they are assisted in this endeavor by CSUSM
574 staff and administration. The value of program review derives in part from the use of results in
575 programmatic, collegiate and institutional planning, and in resource allocation decisions; yet,
576 experience has shown that the greatest value is in opening and maintaining dialogues among the
577 program faculty and between all of the parties (the academic unit and various administrative
578 offices, etc.) whose cooperation is necessary for the delivery of a high-quality academic degree
579 program.

580

581 Oversight for the review process at CSUSM is the responsibility of the Program Assessment
582 Committee (PAC) of the Academic Senate.   The Office of Academic Programs (OAP) and when
583 appropriate the Dean of Graduate Studies, provide administrative support for the process.

584

585 The aim of this policy is to establish review processes that are set within realistic time-lines for
586 completion of tasks, and that place minimal burdens on program budgets. Nevertheless, program
587 review and planning are labor-intensive, time-consuming projects. In adopting this policy, the
588 Academic Senate acknowledges the serious investments in time and effort that these processes
589 entail, but the Senate stands committed to making assessment an important aspect of the campus
590 culture. In order to realize this commitment, sufficient resources should be provided to programs
591 under review, whose faculty must accept the greatest share of the task.

592

593 The program review process at CSUSM runs on a five-year cycle, as program review is the CSU
594 San Marcos institutionalization of the Board of Trustees requirement that each campus review
595 every academic degree program on a regular basis.[13] The Chancellor's Office receives a
596 summary statement of assessment results and how they have been used to improve academic

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[12]According to Board of Trustees policy (Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University), "The only legitimate purpose of assessing student outcomes is to improve teaching, learning, and academic advising at the individual, course, program, and/or institutional level."

[13] The dates of scheduled Program Reviews can be found in the CSUSM Academic Master Plan, which is submitted to the Chancellor's Office every January, and presented to the Board of Trustees in March.

597 degree programs. The actual program review reports themselves remain on campus in the Office
598 of Academic Programs and online as part of the Program Portfolios.
599
600 One outcome of the review process is a plan specifying goals and strategies for student learning
601 assessment and program improvement. For the next cycle of review, this plan becomes an
602 important point of focus. In time, as current reviews build upon their predecessors, program
603 review, learning assessment, and planning should become a significant and altogether routine
604 aspect of life at CSUSM.
605
606 ==GRADUATE PROGRAMS==
607 Recognizing the different and unique nature of graduate programs the following guidelines have
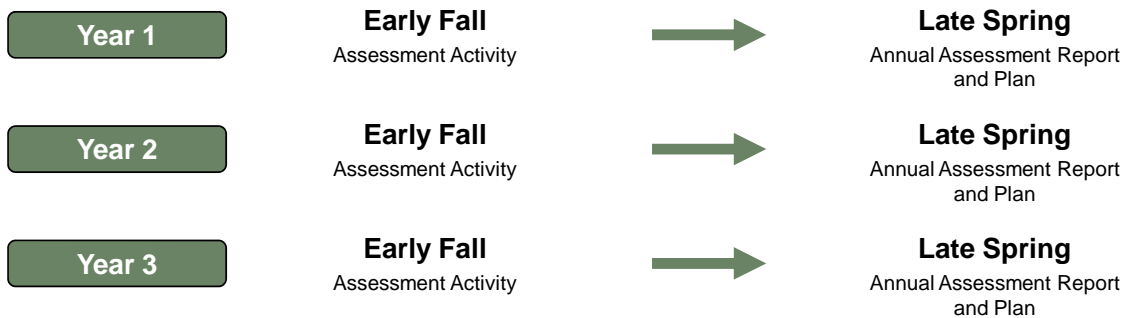608 been developed.
609
610 **Calendar**
611 Graduate Program will follow the same basic calendar as the undergraduate review process
612 unless the department requests a different cycle for the graduate review. The maximum delay
613 that the PAC will allow is three years. The request for postponement may be influenced by the
614 interrelationships between the graduate and undergraduate programs. Understanding that there
615 may be overlap and blending between the undergraduate and the graduate programs, this section
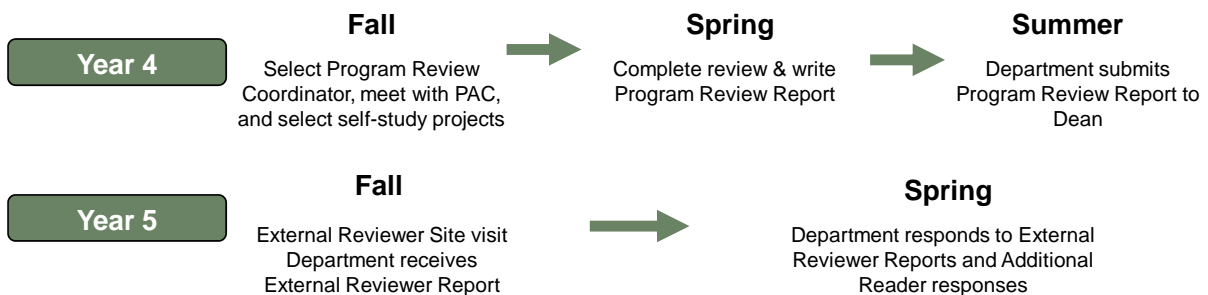616 will focus solely on graduate programs.
617
618 **PROCESS**
619

PROGRAM REVIEW PROCESS

Annual Assessment

Year 1	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan
Year 2	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan
Year 3	**Early Fall** Assessment Activity	→	**Late Spring** Annual Assessment Report and Plan

Assessment Review

| Year 4 | **Fall**
 Select Program Review Coordinator, meet with PAC, and select self-study projects | → | **Spring**
 Complete review & write Program Review Report | → | **Summer**
 Department submits Program Review Report to Dean |
| Year 5 | **Fall**
 External Reviewer Site visit Department receives External Reviewer Report | → | **Spring**
 Department responds to External Reviewer Reports and Additional Reader responses |

620
621 * Double-click on the picture above for a full screen view

622	

622
623   **CALENDAR OF ACTIVITIES- GRADUATE PROGRAMS**
624
625   *<u>Year One</u>*
626
627   The annual assessment process will consist of two parts. In the fall, all programs will conduct
628   assessment activities that provide evidence of student learning in key areas. In mid spring, all
629   graduate programs will submit an assessment report and planning document. The report will
630   include information about which programmatic student learning outcomes (PSLOs) were
631   assessed and how these findings will be used to improve the program. The planning document
632   will identify which learning outcome(s) will be the focus for assessment the following fall, what
633   assessment activities will be used, and what additional resources will be needed, if any. A small
634   amount of funds are available for programs to help with your assessment activities, such as the
635   purchase of assessment materials, attending assessment conferences, bringing in consultants, etc.
636   Report forms, as well as related resources, materials and suggestions are posted on the
637   assessment web page (www.csusm.edu/assessment).
638
639   Completed Annual Assessment Reports are submitted electronically to the College Dean who
640   will review all submissions and then forward them to OAP.
641
642   *<u>Year Two</u>*
643
644   Again in fall of this second year the program will conduct assessments of student learning
645   outcomes selecting one or two outcomes that were not previously assessed. In mid-spring, all
646   programs will submit an assessment report of their findings and how these findings will be used.
647   Completed Annual Assessment Plan and Report are submitted electronically to the College Dean
648   who will review all submissions and then forward them to OAP.
649
650   *<u>Year Three</u>*
651
652   Again in fall of this third year the program will conduct assessments of student learning
653   outcomes selecting one or two outcomes that were not previously assessed. In mid-spring, all
654   programs will submit an assessment report of their findings and how they will use these findings
655   to improve their program. Completed Annual Assessment Plan and Report are submitted
656   electronically to the College Dean who will review all submissions and then forward them to
657   OAP.
658
659   It is expected that during the three years of annual assessments all of the PSLOs will be assessed
660   to some degree. In preparation for year four, the program may begin to review the results of
661   these three years of student learning outcomes assessment as the information gathered from these
662   assessments will form a major component of the program review report.
663
664   *<u>YEAR FOUR: FIRST SEMESTER</u>*
665
666   **A. Program Notification**
667   Programs are notified by OAP of impending review, with copies to PAC, Academic
668   Senate, appropriate College Dean and other offices as appropriate.
669
670   **B. Program Preparation for Review**

1. Program faculty shall meet to plan strategies, divide labors, familiarize themselves with the Program Review process, etc
2. One faculty is identified as the Program Review Coordinator and his or her name is forwarded to OAP.
3. PAC meets with the program faculty to discuss process and answer questions.
4. Annual assessments reports are reviewed and conclusions discussed.
5. Program mission statement, PSLOs and matrix are reviewed and revised to reflect changes at the program and course level. These three documents are posted on the Program Portfolio web by the end of the first semester.

To begin the review process the department may want to consider some of the "big ideas" related to the program in order to set the context for the program review. It might be helpful not to consider the specifics of the program but rather to use this time to engage in a self-study and thoughtful reflection. Questions to consider include the following:

- What has been the process for developing, reviewing and/or revising, the statement of purpose for the graduate program?
- What are the outcomes? Is the department achieving this mission or purpose? If the department feels that the purpose is not being met, what steps are being taken?
- Are exit interviews conducted? What are the results of these?
- What changes have been made to the program since the last review?
- How is the program being changed to reflect any new trends in the field?
- Discuss the availability of appropriate curriculum at master's level, the deployment of faculty in the graduate program, and the culminating experience. What is the nature of the activity? How is this activity assessed to determine if it is meeting its goals?
- Do the departmental discussions, and the information gathered, support the current statement of purpose or are changes needed? Are there areas where improvement is necessary? If so, discuss what steps are planned for improvement?

YEAR FOUR: SECOND SEMESTER- Early

Preparation of the Academic Degree Program Report and Planning Report
The Program Review report should include a thorough discussion of programmatic student learning outcomes and the corresponding assessments and a self-study around selected topics. It should be no longer than 15 single-spaced pages; 1" margins, 12 point Times New Roman. The report concludes with a draft Planning Report.

Outline for the Program Review Report and Planning Report

A. Introduction
An introductory section should include a summary of the major strengths and weaknesses, as well as a discussion of the design of the academic degree program. Additionally the recommendations and conclusions from the previous program review should be addressed.

B. Program Review Report
The Program Review Report (page limit: 15 single-spaced pages; 1" margins, 12 point Times New Roman) should include the following:

720		
721	1.	*Statement of Purpose*
722		Present the statement of purpose, including goals and objectives for the graduate
723		program. List the program student learning outcomes (PSLOs).
724		
725	2.	*Assessment*
726		Describe the assessments used to measure the department's performance on goals
727		and objectives and to measure student learning outcomes. Include an explanation
728		of how the department is or is not achieving its purpose. If the purpose is not
729		being met, please describe the steps being taken.
730		
731		Every Master's Program is required by Title 5 to have a culminating experience: a
732		thesis, a project, and/or a comprehensive examination. What is the culminating
733		experience in the program, and what does the department intend its students to
734		know and be able to do as a result of successfully completing the culminating
735		experience? How do the results of the culminating experience shed light on how
736		well the student learning outcomes and the goals of the program are being
737		achieved?
738		
739	3.	*Status*

- Describe the status of the program, based on the information provided in the program portfolio (outlined below)
- Discuss alumni of the program. (for example: in terms of those enrolled in doctoral programs, in masters' level employment, engaging in masters' level productivity, such as publishing and presenting professionally)

4. *Resources*
- Describe resources (faculty, materials, etc.) that are appropriate to support the program, and explain why additional resources might be needed.
- Deployment of faculty: e.g., is the current system working, are there other needs or any other faculty issues that need to be discussed?

5. *Future Directions*
- Discuss future directions and proposed changes based on this program review.
- Discuss areas identified for improvement and discuss strategic steps to improve student success.
- Explain how departmental discussions and information gathered support the current statement of purpose or explain any needed changes.

C. Conclusion

Please include conclusions regarding your program's progress on achieving student learning outcomes, successes and challenges.

The Planning Report

The Planning Report defines where the academic degree program wants to be three to five years hence and project changes that will be made to improve the quality of the academic degree program which may include (but are not limited to) curricular changes at the course and/or

769 program level, pedagogical changes, technology changes, assessment changes, changes in
770 student profiles and preparation, and changes in staffing. It should inform the department's
771 future academic recruitment plans The Planning Report should reference any assessments that
772 have identified areas needing improvement and list steps to be taken to accomplish this goal.
773 Additionally it may also address actions that will be taken to preserve areas of strength. The
774 Planning Report must also describe the assessment plans for years1-3 in the next program review
775 cycle.
776
777 The Planning Report will be initially submitted in draft form with the Report. It can be revised
778 and resubmitted after each stage of review if deemed appropriate to do so by the program
779 faculty. A final Planning Report is due at the end of the process to coincide with the program
780 response to the additional readers. This final Planning Report will be posted on the web as part
781 of the Program Portfolio and will be used as the basis for the three annual assessments as well as
782 a foundation for the next program review.
783
784
785 ==SECOND SEMESTER- Late==
786   **A. Preparations for External Review**
787   Except for unusual situations approved by OAP and PAC, external review will be part of
788   all Program Reviews. The program faculty shall forward to OAP the names of at least
789   four individuals they wish to have considered as external reviewer(s). OAP will contact
790   these potential reviewers and other potential reviewers identified by OAP to obtain their
791   curriculum vitae, personal/professional relationships with faculty at CSUSM, prior
792   experience with assessment and program evaluation, and any other relevant information.
793   OAP, after consultation with the College Dean and the PAC, will select one /two external
794   reviewers and make arrangements for the site visit, (ideally, reviewers are to be selected
795   by consensus among all three parties). The external review is funded out of the OAP
796   budget.
797
798   **B. Submit Report to College Dean and OAP**
799   Once it is complete, the Report and draft Planning Report shall be submitted to the
800   College Dean and OAP. The College Dean and the PAC begin review of the documents,
801   in order to offer the program preliminary guidance.
802
803 ==YEAR FIVE: FIRST SEMESTER==
804
805 As early as possible this semester the External Reviewer(s) will be invited to campus. Generally
806 they are scheduled to meet with program faculty, attend classes and meet with students, meet
807 with the PAC and with appropriate administrators. These visits are scheduled by OAP in
808 consultation with the program
809
810
811
812
813 **The role of the external reviewer**
814
815 The external review will be conducted shortly after completion of the Program Report and draft
816 Planning Report. The External Reviewer(s) will be provided with a copy of the Program

817 Portfolio and other relevant campus documents, the Program Report and draft Planning Report,
818 and a set of instructions describing CSUSM's Program Review process.
819
820 In conducting the review, the External Reviewer(s) will be requested to bear in mind the campus
821 Values, Mission and Vision Statements, and corresponding statements for colleges. The
822 Reviewer's report is part of a process intended to help guide future decisions about the program
823 under review, and should address the issues most important in this context of planning. Concrete
824 suggestions for improvement are expected. Additionally the External Reviewer(s) will be asked
825 to provide guidance and suggestions to the department on their draft Planning Report and
826 specifically the outline for the student learning assessments.
827
828 The External Reviewer(s) will submit the report directly to OAP who will forward the report to
829 program faculty. Program faculty will have an opportunity to submit a written response to the
830 External Reviewer's report, and these documents will be included in the final package of
831 documentation. Upon completion of the program's response, copies of the report and response
832 will be sent to PAC and the program's College Dean.
833
834 <mark>*YEAR FIVE: SECOND SEMESTER*</mark>
835   **A. Consultation with PAC, Additional Readers, and Other Relevant Parties**
836   PAC and the program's College Dean will review the Report and draft Planning Report,
837   the External Reviewer's report, and the program's response to it (including, when
838   applicable, a revised draft of the Planning Report). These readers offer the program a
839   preliminary evaluation.   The **additional readers** (the Provost, the Dean of Library, the
840   Dean of Instructional and Information Technology, the Director of Planning, Design and
841   Construction) may also comment.[14] Upon receipt of these commentaries, program
842   faculty will have an opportunity to respond in writing; however the program is not
843   required to respond. To ensure that all commentaries and program faculty responses are
844   included in the final package of Program Review documentation, these commentaries and
845   responses are routed through OAP.
846
847   Ideally, this stage of the process is the appropriate time for sustained conversation
848   between all parties in the process. By the end of the semester, this cycle of preliminary
849   review, commentary, and program response and a final Planning Report should be
850   completed, and OAP will have received all documentation necessary for PAC to conduct
851   the final review.
852
853   **B. Program Assessment Committee Review**
854   Program Assessment Committee compiles summaries of the various program reviews for
855   the current cycle which are sent as information items to the Academic Senate. Upon
856   Senate receipt, the report summaries are sent to the Provost who forwards a report to the
857   CSUSM President's Office, and a report to the CSU Chancellor's Office for presentation
858   to the CSU Board of Trustees.
859
860   Should the case arise where the PAC finds that the Program Review report fails to
861   document satisfactory program viability, PAC will also send to the Senate a motion

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[14] The materials are routed to these additional readers primarily for dissemination of planning information.
Responses from these additional readers are welcome, but not required.

862		recommending the formation of an Ad Hoc Program Review Committee (AHPRC; see
863		Appendix C.)
864		
865		
866	**C.**	**Program Review Follow-Up**
867		When PACs report is given to the Academic Senate, the current Program Review cycle is
868		concluded and the next cycle begins. During the first three years of the next cycle,
869		program faculty should make every reasonable effort, as resources permit, to continue the
870		planned assessments of student learning and to realize any other improvements outlined
871		in its final Planning Report. The substance of that Planning Report will serve as an
872		important point of focus for the next cycle of Program Review. College and University
873		administrators should work with program faculty, over the course of these three years of
874		assessment to ensure that sufficient resources are provided.
875		

876 **SUBSTITUTION OF AN ACCREDITATION REPORT**

877

878 Any currently accredited academic program may request to substitute the accreditation report for
879 a program review.

880

881 The PAC, in consultation with the Department, the OAP, the College Dean, and/or the Provost,
882 will determine whether or not to accept an accreditation report in lieu of a review.

883

884 In agreeing to accept an accreditation report in lieu of a review the program must prepare an
885 executive summary guiding the PAC and the additional reviewers, to those parts of the
886 accreditation report that address the student learning outcomes and the assessment of these
887 outcomes by the program. In other words the PAC must clearly understand what the program
888 student learning outcomes are, how they are integrated into the program curriculum, how the
889 program systematically assesses these learning outcomes, and how the results of the assessments
890 are used to improve the curriculum.

891

892

893 **Appendix A: Program Portfolio/ Data Notebook**

894 The Program Portfolio includes the following information organized on a website found via the
895 campus assessment website (www.csusm.edu/assessment) and updated during the fourth and
896 fifth year of the program review cycle. The Programs should review all contents in their portfolio
897 and will be asked to provide some of the information. The Data Notebook includes additional
898 information gathered for the department and the external reviewer(s) that is available on the
899 website but has restricted access. These items are marked with a carrot (^). Additional items in
900 the Data Notebook are generally available campus documents that have been specifically added
901 to facilitate the external review. These are marked with a dollar sign ($).

902

903 The program portfolio consists of the following information:

904

905 I. Background materials provided by the Office of Academic Programs
906   A. Program Review Information
907   3. Program Review Procedures ($)
908   4. Selected materials from Previous Program Review Cycle
909   a. Program's Report and Planning Report
910   b. External Reviewer's Report(**^**)

911			c.	Dean's Comments(^)
912			d.	Campus Report to Chancellor's Office
913			e.	PAC Report to Program

911   c. Dean's Comments(^)
912   d. Campus Report to Chancellor's Office
913   e. PAC Report to Program
914 B. Campus Information ($)
915   1. Campus Values, Mission and Vision Mission Statements
916   2. Campus Strategic Goals and Objectives
917   3. Campus Student Profile Data (such regularly produced demographic data for all
918   students on campus as age, ethnicity, gender, residency, major, average credit
919   hour load, etc.)
920 C. Curriculum
921   5. Catalog Description of Program
922   6. Course syllabi
923   7. Program Proposal Forms submitted since previous Program Review. (^)
924   8. Course frequency and enrollment data for courses related to the degree program
925   over the last four years
926 D. Students in the Major
927   1. Numbers of Majors and Degrees Awarded
928   2. Full-time Equivalent Student (FTES) and Student to Faculty Ratio (SFR) Data
929   3. Major Student Profile Data (such regularly produced demographic data for
930   students in the major as age, ethnicity, gender, residency, average credit hour
931   load, etc.)
932   4. Graduate Profile Data (such regularly produced demographic data for graduates
933   of the program as age, ethnicity, gender, residency, time-to-degree, etc.)
934   5. For Graduate Degree Programs:
935   k) Annual enrollment history*
936   l) Dropout rate* and reasons for non-completion
937   m) Undergraduate GPA
938   n) Selectivity*-(selection criteria and admission to application ratio)
939   o) Graduate student/faculty ratio*
940   p) List of Master's Theses/Projects
941   q) Entrance exams (GRE, GMAT, LSAT, etc) scores
942   r) Placement data for doctoral programs
943   s) Number of degrees awarded annually*
944   t) Teaching Assistants /Research Assistants headcounts and percent
945   employment
946   *Available from Institutional Planning and Analysis (IPA)
947
948 E. Program Faculty
949   1. List of Tenured/Tenure-Track Faculty (name, rank/step at appointment, current
950   rank/step) ($)
951   2. Demographic Data on All Program Faculty (e.g., gender/ethnicity/rank) ($)
952 F. Resources
953   1. Statement of Extent of Library Support (provided by Library)
954   2. Statement of Extent of Instructional and Information Technology Services
955   Support (provided by IITS)
956   3. College Budget for most current year (to be replaced by the budget of the
957   Academic Affairs Division for "College-wide" degree programs) ($)
958
959 II. Background materials provided by the program faculty.

960   A.   Program Faculty
961   1.   Mission Statement of the academic unit offering the degree program
962   2.   Curriculum Vitae of Tenured/Tenure-Track Faculty ($)
963   3.   List of Temporary Faculty for most recent academic year augmented with
964   academic credentials or curriculum vitae for most recent academic year ($)
965   B.   Program Resources
966   1.   Budget for most current year of the academic unit offering the degree program
967   ($)
968   2.   List of Grants/Awards received by program faculty in the preceding five-year
969   period ($)
970
971   III.   Self Study and Planning Report [written by program faculty]
972   A.   Program Review Report
973   B.   Matrix of programmatic student learning outcomes and courses where they are
974   taught/assessed
975   C.   Planning Report
976
977

978 **Appendix B: EXAMPLES OF POSSIBLE TOPICS INCLUDE:**

979 **Student Readiness**

980   4. Have entry-level requirements for the major been adjusted since the last Program
981   Review?
982   5. How ready are incoming freshmen (respectively, transfer students, and beginning
983   graduate students) to begin lower-division (respectively, upper-division, and graduate)
984   coursework in the major?
985   6. Please describe any relations that program faculty have with counterparts at local high
986   schools, community colleges, and nearby four-year institutions, that are used to improve
987   the readiness of arriving students.
988

989 **Graduates**

990   3. Are graduates well-prepared to begin in their chosen careers or in advanced study?
991   4. What program improvements might enhance the preparation of graduates?[15]
992

993 **Advising and Mentoring**

994   4. Describe academic advising procedures in the major.[16]
995   5. Describe how students in the major are made aware of career opportunities.
996   6. Describe the quality and quantity of student contact with the program faculty.[17]
997

998 **Enrollments**

999   5. Analyze enrollment trends in the number of majors, including data on how long it takes
1000   students to graduate.

---

[15] According to the November 1997 Academic Senate of the California State University report on Baccalaureate Education in the California State University, "CSU baccalaureate education provides graduates with the knowledge, skills, and social perspective necessary to succeed in their chosen careers or in advanced study."

[16] From Agenda Item 1, September 11-12, 1990, Committee on Educational Policy report on Student Outcomes Assessment in the California State University: "Each academic department should utilize information about how well students are meeting overarching goals … to advise students at key points in the major."

[17] From the CSUSM Vision Statement: "In its teaching and student services, CSUSM will combine the academic strengths of a large university with the close personal interactions characteristic of smaller institutions."

6. 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?
7. What measures are taken to ensure timely academic progress of students, and how effective are these?
8. If program faculty have relations with counterparts at local high schools, community colleges, and nearby four-year institutions, how are these used to attract majors?

Pedagogy and Instruction (Throughout, cite course syllabi where appropriate.)

6. How do the research and creative activities of the program faculty manifest themselves in the academic degree program?[18]
7. How are different modes of instruction used in the major? In particular, describe how students are encouraged to become active participants in the learning process[19] and how technology is used.[20]
8. 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?
9. Explain how course staffing is determined by faculty expertise, rank and status (regular versus adjunct).
10. In courses with multiple sections/instructors, how are the sections coordinated?

Resources

5. Comment on the adequacy of library resources for achieving student learning outcomes.
6. Comment on the adequacy of computing resources for achieving student learning outcomes.
7. Comment on the adequacy of laboratories (if appropriate) for achieving student learning outcomes.
8. Comment on the adequacy of other facilities and resources for achieving student learning outcomes.

Extracurricular Activities

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

Appendix C: Procedures Pertaining to the Ad Hoc Program Review Committee

In cases where the Senate elects to convene an Ad Hoc Program Review Committee (AHPRC), the following policies and procedures will govern the formation and activities of the Committee:

a. The Senate Executive Committee will instruct NEAC to conduct an election of the AHPRC membership. This election should occur by February 15 of the year following

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[18] From the CSUSM Mission Statement: "Students work closely with a faculty of active scholars and artists whose commitment to sustained excellence in teaching, research, and community partnership enhance student learning."
[19] From the CSUSM Mission Statement: "California State University San Marcos focuses on the student as an active participant in the learning process."
[20] From the CSUSM Mission Statement: "The university offers rigorous undergraduate and graduate programs distinguished by … innovative curricula." From the CSUSM Vision Statement: "California State University San Marcos will become … known for … improving learning through creative uses of technology."

1043   the Senate's decision to convene the committee. All full time faculty of the University
1044   will be eligible to vote in the election, including those members of the program to be
1045   reviewed by the AHPRC.

1046   b. Only tenured faculty will be eligible to run for seats on the AHPRC, excluding all faculty
1047   from the program to be reviewed.

1048   c. Composition of the AHPRC is determined as follows. Five voting members will be
1049   elected to serve on the Committee: two representatives from the college in which the
1050   program under review is housed (when the degree program is a "College-wide" program,
1051   these representatives are selected at-large from the other colleges and Library); one
1052   representative from each of the other colleges; one representative from Library. The
1053   committee will also include one non-voting member, a delegate of the Office of the
1054   VPAA. Voting members will select a chair from among their ranks.

1055   d. In case of any seats left vacant by the election, the Chair of the Academic Senate will
1056   appoint members to those seats, in consultation with the respective College Dean and the
1057   VPAA.

1058   e. The AHPRC is charged with the following tasks: to review all Program Review
1059   documents pertaining to the program under review; to conduct a "site visit" to the
1060   program, to consult with that program and clarify further the shortcomings and strengths
1061   of the program; to consult with other appropriate bodies involved in governance of
1062   academic programs (e.g., UCC, BLP, College and University administrators, College
1063   committees, etc.); to prepare a report to the Academic Senate detailing its evaluation of
1064   the program; and to make a final recommendation to the Academic Senate as to whether
1065   the program/unit should be:

1066   Continued,
1067   Placed on probation for 3 years,
1068   Suspended for 2 years, or
1069   Discontinued

1070   f. The Academic Senate will vote on the report and recommendations of the AHPRC. The
1071   report and results of the Senate vote will be forwarded to the respective college Dean and
1072   VPAA for review in order to consider the support needed for implementation of the
1073   improvement plan for the academic program in situations where the program is not
1074   discontinued.

1075   g. In organizing its activities and clarifying its mission, the AHPRC will take additional
1076   guidance from the CSU "Policy on Discontinuance of Academic Degree Programs.