

## Guidelines: Undergraduate Degree Programs Five-Year Program Review

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## PREAMBLE

### *The New Framework for Five-Year Review*

Traditionally in program reviews, the self-study author(s) used data to describe the program rather than explain what the program *does* and illustrate *how well it does* relative to its goals and standards of performance. The new five-year review process refocuses programs toward becoming more systematic and intentional about gathering data about the *right things*—performance and effectiveness—and on *using* the resulting information to continuously improve what the program does.

The specific elements of this new framework align under the vision, mission and strategic priorities of the CSU and CSU, Chico, the ten principles of CSU *Cornerstones*, the principles of the CSU Accountability Process, the Governor's Compact with Higher Education, and the "core commitments" to institutional capacity and educational effectiveness that are embodied in the new WASC accreditation standards. The new Five-Year Program Review process is designed to make program review more than a periodic event. It is intended to encourage significant levels of on-going engagement by internal and external stakeholders in issues of program capacity and program effectiveness.

Accordingly, the self-study report should:

- Provide the program's mission and goals.
- Describe the processes established to achieve program mission and goals.
- Provide evidence of progress toward accomplishing the objectives and the outcomes of these processes.<sup>1</sup>
- Demonstrate that indicators of performance are regularly developed and data collected to inform program decision making, planning and improvement.

Overall, the new review process embraces an organizational learning approach in which the program regularly and systematically assesses its own performance and uses the assessment information to foster collective learning and thereby increase the program's capacity for educational effectiveness.

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<sup>1</sup> For more details on the Nature of Evidence see: [http://www.wascweb.org/senior/Evidence\\_Guide.pdf](http://www.wascweb.org/senior/Evidence_Guide.pdf)

## OUTLINE OF SELF-STUDY

### *Format of the Five-Year Program Review Guidelines*

The Five-Year Program Review is framed around issues of program capacity and program effectiveness. It emphasizes our commitment to quality and integrity, a commitment that the review process reviews and validates.

Each element of the Five-Year Review is constructed with the following three interrelated elements:

#### Content Area

The Five Year Program Review includes three main content areas: "*Articulating a Collective Vision*," "*Organizing for Learning*" and "*Becoming a Learning Organization*." Each of these content areas, while to be addressed individually is intended to be an integrated topic, framed to emphasize overall program effectiveness and accountability. Each content area is expressed as the characteristic of a quality education program in positive, descriptive, and general terms. The stated conditions and attributes are intended to serve as guides and indicators to encourage thoughtful approaches to analyzing and presenting program effectiveness and program accountability, and to develop action plans where warranted.

#### Criteria for Review

Within each content area are "criteria for review" which are intended to identify key areas for review. These criteria for review are meant to support basic decisions about five-year reviews and thus enable the Vice Provost for Academic Affairs, the department faculty, and the college dean to render an effective judgment of the performance of a program and to form an appropriate perspective for its future direction to be recommended to the Provost.

#### Guidelines for Documentation

Methods of demonstrating performance related to content areas are provided to assist with further interpretations of the content area and/or criteria for review. In addition, each program must complete the Program Summary Data Profiles. (See Appendix)

## OUTLINE OF SELF-STUDY

### *Articulating a Collective Vision*

This content area centers on the degree to which the program sets goals and obtains results in student learning at both the program and course levels that are: a) clearly stated and widely understood by students, faculty, and other stakeholders; b) appropriate for the type and level of program offered; c) adequately assessed; and, d) continuously improved based on assessment results.

#### 1. Mission and Program Goals

The program articulates its mission and its goals as a guide to its future, planned evolution, infrastructure and use of resources. The program has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the campus community, and its relationship to society at large. The program uses effectiveness and performance indicators beyond inputs and resources as the organizing basis for defining, evaluating, and reflecting on program quality and program effectiveness.

#### Criteria for Review

- 1.1. The program has a clear and published mission statement that is appropriate for higher education and consonant with the mission and strategic priorities of the university.
- 1.2. The program mission recognizes and promotes appropriate linkages among teaching, scholarship, student learning and service.
- 1.3. The program periodically reviews and revises the mission statement as appropriate. The review process involves appropriate stakeholders.
- 1.4. The program ensures that its mission and goals are actively used as guides for decision making, resource allocation and action.
- 1.5. The program has developed and begun to use key indicators and sources of evidence to ascertain the level of achievement of its mission and goals.

#### Guidelines for Documentation and Reflection

- Provide your program's mission statement and a statement of how your program is distinctive from other programs on campus, in the CSU system, and other benchmark institutions. Describe how and to whom the mission statement is disseminated.
- Discuss the effectiveness of the faculty's scholarly and creative activities in accomplishing the mission and in achieving quality and continuous improvement.
- Present a schematic and describe the process by which the mission statement and the goals of the program are developed, reviewed and periodically revised.
- Demonstrate how the mission and goals influence decision making in the program, connect actions and provide a common basis for learning.
- Present evidentiary set of exhibits that demonstrates achievement of program mission and goals. (For example, present data on graduation rates, placement in graduate programs, and/or employer satisfaction with graduates).

## Organizing for Learning

This content area centers on the alignment of program assets and characteristics with the goal of producing high levels of student learning. This requires a review of curriculum, pedagogy, mode of delivery, faculty recruitment and development, scholarship in support of improved teaching and learning, information resources, student services and co-curricular activities, and resources and facilities.

### 2. Organizing for Learning: Curriculum

The program achieves its mission and attains its goals through the active management of teaching and learning and demonstrates that these functions are performed effectively.

#### Criteria for Review

- 2.1. The faculty takes collective responsibility for the creation and delivery of effective instruction, the evaluation of instructional effectiveness and student achievement, the continued improvement of instructional efforts, and innovation in instructional processes.
- 2.2. The program has specified its expected learning outcomes and they have been widely shared among its members, including faculty, students, staff, and – where appropriate – external stakeholders.
- 2.3. The program's curriculum and extra-curricular activities are appropriate in content, standards, and nomenclature to the mission of the program.
- 2.4. The program actively involves students in learning, challenging them to achieve high expectations, and provide them with appropriate feedback about their performance and how it can be improved.
- 2.5. The program has established processes for assessing student-learning outcomes and for assuring that students are achieving core competencies for completion of the program.

#### Guidelines for Documentation and Reflection

- Describe and/or illustrate processes that demonstrate individual and collective faculty instructional responsibility, including monitoring of curriculum delivery and assessment of teaching effectiveness. (*Sample format: Faculty Inventory for 7 Principles for Good Practice in Undergraduate Education*)
- Demonstrate how faculty fulfill the functions of curriculum development, course development, course delivery, academic assistance, academic advising, career advising, and other activities that support the mission.
- Describe and/or illustrate how learning outcomes were developed; provide an exhibit of the student learning outcome statements of the program; and describe and/or illustrate how and where they are published.
- Illustrate the content and structure of the program and demonstrate its appropriateness as perceived by internal and external stakeholders; reflect on how the objectives for significant categories of curriculum activity connect to the mission statement; reflect on how the objectives for significant categories of extra-curricular activity connect to the mission statement.
- Illustrate how teaching and learning in the program uses *The Seven Principles for Good Practice in Undergraduate Education*.
- Illustrate how teaching and learning in the program exemplifies the statement on Academic Rigor in the *University Catalog*.
- Present data on student evaluations of teaching.
- Present data on student engagement in the program.
- Present data on service learning activities within the program.
- Present the learning outcomes assessment plan and reflect on how assessment results stimulate faculty discussion about learning results.
- Present information on levels of satisfaction with the program on the part of students (current and alumni) and external stakeholders.

### 3. Organizing for Learning: Faculty Resources

CSU, Chico recognizes that the quality of educational program efforts is inextricably linked to the quality of faculty and support staff. Faculty, collectively and individually, are responsible for the creation and delivery of effective instruction, the evaluation of instructional effectiveness and student achievement, and continued improvement and innovation in program offerings and instructional processes. Faculty scholarship, research and creative activity are essential components of the CSU, Chico mission. The program has policies and practices that encourage and support scholarship and creative activity linked to the mission and improvements in teaching and learning.

#### Criteria for Review

- 3.1. Faculty recruitment, incentives and evaluation practices are aligned with institutional and program missions and educational objectives.
- 3.2. The program maintains faculty sufficient to provide stability and integrity of the curriculum and on-going quality improvement for program offerings. Faculty workload is aligned with program mission.
- 3.3. The deployment of faculty resources reflects the mission and program goals. Students in the program and/or its subunits have the opportunity to receive instruction from appropriately qualified faculty.
- 3.4. The program maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with program mission and goals.
- 3.5. Faculty members make scholarly and creative contributions on a continuing basis appropriate to the program's mission.

#### Guidelines for Documentation and Reflection

- Describe, illustrate and/or refer to documents that describe processes for faculty recruitment, selection, orientation, development, promotion, and retention.
- Share program's plan for managing faculty resources over the progression of their careers.
- Illustrate how hiring practices address diversity goals and present data on diversity goal accomplishment.
- Reflect on the effectiveness of these processes and/or practices.
- Present information based on total program FTES, Total FTEF and Teaching FTEF and translate into appropriate student-faculty ratios.
- Reflect on whether tenure track / tenured faculty is sufficient to fulfill the functions of on-going curriculum design, course development, course delivery and assessment of learning.
- Demonstrate that tenure-track faculty teach at least 60 percent of the student credit hours required in the program; disaggregated by class level.
- Demonstrate that all faculty are either academically or professionally qualified (or both) for the courses they teach in the program.
- Demonstrate that qualified faculty are distributed across program options and tracks consistent with the mission and students' needs.
- Provide copy of or web address for faculty development policy
- Present data on the assignment of AWTUs for purposes of scholarship and creative activity for the previous five-year period. (Include number and percent of tenure-track faculty who received AWTUs; average number of AWTUs; total AWTUs by category; and internally versus externally funded AWTUs; for each year of the review period.)
- Present data on the awarding of sabbatical, difference-in-pay, and absence-without-pay leaves.
- Present data for faculty participation in campus-, college- and program faculty development programs for the previous five-year period.
- Reflect on . . .
- Present a summary of the faculty's scholarly, creative and professional activities for the previous five-year period
- Present data on the total dollar amount of awards received from external grants and contracts proposals by faculty and describe the funded activities.

#### 4. Organizing for Learning: Students as Partners in Learning

As Cornerstones notes, "Students are the focus of the academic enterprise." Students are expected to be active partners with faculty in the learning process and the program is to provide opportunities for active learning throughout its offerings.

##### Criteria for Review

- 4.1. The program recruits and systematically selects its students consistent with its mission. Students meet the entry requirements of the program.
- 4.2. Students understand the requirements of the program and receive timely, useful and regular information and advising about program requirements.
- 4.3. Retention policies for the students are consistent with the objective of producing high quality graduates.
- 4.4. Students engage the learning materials with appropriate attention and dedication and perform to standards set by the faculty.
- 4.5. The program engages students directly in scholarship and creative activity, consonant with program purpose and character.
- 4.6. The program regularly identifies the characteristics of its students, and assesses their needs, experiences, and levels of satisfaction.

##### Guidelines for Documentation and Reflection

- Share program's plan for student recruitment
- Present information and data on program efforts to achieve diversity in student enrollment.
- Demonstrate that students currently enrolled in the program have met all admission/entry requirements.
- Describe and/or illustrate methods whereby students are informed of and advised about program requirements.
- Reflect on the effectiveness of the program's Major Academic Plan(s) (MAP(s))
- Present data on students' evaluation of program and career advising.
- Describe and/or illustrate the processes the program has articulated to evaluate student progress towards degree completion, provide early identification of retention issues, intervention with support (where appropriate), and separate students from the program
- Present information on the persistence rates for students by status and ethnicity for the past five years.
- Provide data on the number of students identified with retention issues, the interventions undertaken and the number of students separated from the program by status and ethnicity for the past five years.
- Provide examples through course syllabi, course project descriptions, learning products and other descriptive materials that demonstrate active student involvement, collaborative learning experiences and frequent, prompt feedback. (*Sample format: Faculty Inventory for 7 Principles for Good Practice in Undergraduate Education*)
- Present data on student engagement in the program.
- Present a summary of the students' scholarly, creative and professional activities for the previous five-year period.
- Describe and/or illustrate the ways in which the program gathers, analyzes, and uses information about the needs and preferences of students, the values they place on the program and its services, and their level of satisfaction with their overall educational experience.
- Reflect on how this information is used to create an environment conducive to student and program learning.

## 5. Organizing for Learning: Other Learning-Enabling Resources

The program sustains its operations and supports the achievement of its mission and goals through its investment in human, physical, fiscal and information resources. These key resources enable the creation and maintenance of a high quality learning environment.

### Criteria for Review

- 5.1. Fiscal resources are effectively aligned with the mission and objectives, are appropriately diversified, and are sufficiently developed to support and maintain the level and kind of program offerings both now and in the foreseeable future.
- 5.2. The program employs staff personnel sufficient in number and professional qualifications to maintain its operations and to support its mission and program goals.
- 5.3. Staff recruitment, development, workload, incentives and evaluation practices are aligned with institutional and program missions and educational objectives.
- 5.4. The program's student support services resources are sufficiently coordinated and supported to fulfill its mission and educational purposes.
- 5.5. The program holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to supports its academic offerings and the scholarship of its members.
- 5.6. The program's academic technology resources are sufficiently coordinated and supported to fulfill its educational purposes and provide key academic and administrative functions.
- 5.7. The program's space and facilities are sufficient to support its academic offerings.

### Guidelines for Documentation and Reflection

- Relative to the mission, describe the resource adequacy in terms of:
  - General fund allocation; faculty, non-faculty, and operating expenses
  - Lottery and work-study funding to the program
  - Non-general fund resources including grants, contracts and advancement opportunities
- Submit previous five-year data on FTE Staff per FTES
- Describe and/or illustrate processes for staff recruitment, selection, orientation, development, promotion, and retention.
- Describe how staffs hiring practices address diversity goals and present data on diversity goal accomplishment.
- Present data or information on the level of investment in staff development activities
- Share program's plan for staff resources' career management
- Present data on the current resources and reflect on future needs in the following areas relative to the program's mission:
  - Student advising and career placement
  - Learning materials – information resources
  - Academic technology support
  - Basic infrastructure space and equipment.

## Becoming a Learning Organization

This content area centers on the degree to which the program has developed systems—to assess its own performance and to use the information to improve student learning over time—that reflect the input of stakeholders, identify key dimensions of performance, and are based on standards of evidence that prominently feature educational results. The general objective of this section of the Self-Study Report is to demonstrate that the program has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.

### 6. Commitment to Learning and Strategic Improvement

The program conducts sustained, evidence-based and participatory discussions about how effectively it is accomplishing its mission and goals. These activities inform both program planning and systematic evaluations of educational effectiveness. The results of program inquiry, research, and data collection are used to set program priorities and revise program purposes, structures, and approaches to teaching, learning and scholarly/creative work.

#### Criteria for Review

- 6.1. The program's organizational structure and decision-making processes are consistent with its mission and purposes and provide for effective academic leadership to ensure academic quality and sustainability of mission and character.
- 6.2. The program employs a deliberate set of quality assurance processes and monitors their effectiveness.
- 6.3. The program periodically engages its multiple constituencies in reflection and planning processes that assess its strategic position; articulate its priorities; examine the alignment of its purposes, core functions, and resources; and define the future direction of its efforts.

#### Guidelines for Documentation and Reflection

- Assess the program's organizational structure and decision making processes
- Assess the effectiveness of the program's leadership
- Provide a copy of the program's approved assessment plan for the achievement of mission and attainment of its goals.
- Submit data on program performance indicators/outcome measures for the prior five years; include sources of evidence.
- Describe the distribution and use of program performance data to program constituents.
- Reflect on the use of program performance indicators/outcome measures in the maintenance of a culture of evidence and improvement.
- Report how the results of the previous five-year review have been used to improve the program quality and outcomes.
- Describe the planning processes by which the program monitors current alignments and develops future directions.
- Demonstrate that constituents understand the program mission and use it to guide decisions and direct efforts towards realizing the goals of the mission statement.

## SELF-STUDY REVIEW PROCESS

### 1. Self-Study Report

The Self-Study Report provides an opportunity for a program to describe its mission and progress towards accomplishing its mission, as well as the processes for the delivery and continuous improvement of its educational efforts. Thus, the Self-Study Report summarizes a program's evaluation of itself in accordance with its defined mission and the criteria of review specified in the Guidelines for the Undergraduate Degree Five-Year Program Review. The Five-Year Review process is to confirm achievement of program mission as well as the effectiveness of continuous improvement processes consistent with the criteria of review.

No single format for presentation of results of the self-study is prescribed. Because the Self-Study Report serves as the basis for the entire review process, however, the needs of the different reviewers (External Reviewer and members of the Review Team) should be considered in the preparation of the document.

The contents of the Self-Study Report should be organized as follows:

1. Cover Page
2. Certification Page
3. Executive Summary
4. Table of Contents
5. List of Exhibits
6. Self-Study: Criterion-by-Criterion Reports
7. External Reviewer's Report
8. Concluding Reflective Essay: Program Continuous Improvement Plan
9. Appendices
  - Data Profiles
  - Evidence Templates

## **2. External Reviewer Report**

The Five-Year Review process is implemented through a review of the program's self-study, a visit by an external reviewer, and a final recommendation by the Review Team.

The external reviewer has the following responsibilities:

1. Understand thoroughly the mission and goals of the program under review;
2. Determine the facts on which the program review is based;
3. Analyze the program's achievement of each criterion for review based on his/her determination of facts;
4. Ascertain that the current structure and processes of the program assure continuous development and improvement;
5. Determine how the program's fulfillment of its mission and goals affects achievement of overall high quality;
6. Make an overall recommendation to the Review Team;
7. Provide consultation to the program when requested.

### 3. Final Review and Approval of Continuous Improvement Plan

The Review Team -- consisting of an Office of the Provost representative, College Dean, Department Chair, Program Director, and an undergraduate student – will make one of four recommendations to the Provost and Vice President for Academic Affairs. This recommendation will follow from the Team's review of the program's overall quality and processes for ensuring continuous improvement and the program's achievement of its mission and educational goals. The recommendation should be based on the facts at the time of the five-year review, not on future plans.

The recommendation can take on one of the following four options:

1. ***Recommend Continuation.*** This recommendation implies that the program is fulfilling its mission, is maintaining overall high quality, and has processes in place that assure continuous improvement. In the spirit of continuous improvement, the Team should identify issues appropriate for further improvement prior to the next five-year review.
2. ***Recommend Continuation, but cite specific issues for transmittal to the program.*** The issues cited may not be sufficient to preclude a favorable recommendation, but the letter of transmittal should reinforce the Team's recommendation that the program attend to these issues in its Continuous Improvement Plan.
3. ***Recommend the program remain under continuing review.*** The recommendation cites concerns the program must rectify before a recommendation for continuation can be contemplated. The Team Report of Debriefing should provide specific information on a) actions or outcomes required to address deficiencies, b) seriousness of the deficiencies identified and the length of time anticipated to address them, and c) nature and frequency of reports and reviews that will be required.
4. ***Recommend suspension.*** The Team's recommendation cites deficiencies that so seriously impair overall quality that the program is asked to show cause why it should not be terminated. This recommendation is reached only when the Team has concluded that the program cannot or will not rectify the cited deficiencies.

APPENDIX I

Five-Year Program Review Data Profile

Phase III

APPENDIX II

Five-Year Evidence Templates

Phase III

**APPENDIX III**

**Five-Year Program  
Self-Study Report Format**

Phase III