External Reviewer Information Collection and Analysis Guide
California State University, Chico
Undergraduate Degrees Programs: Academic Program Review

This Information Collection and Analysis Guide assists external reviewers in collecting, analyzing, and reporting relevant data throughout the external review process. More specifically, the guide is designed to accomplish the following:

1. To assure that the external reviewer examines a program's performance with respect to each of the criteria of review;

2. To provide the external reviewer with a convenient form of recording strengths, weakness and issues identified during the Self-Study Report review for further assessment and verification during the campus visit; and

3. To provide a single place to record strengths, weaknesses and issues to be included in the External Review Report.

1. Mission and Program Goals

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
1.1	The program has a clear and published mission statement.				
1.2	The program mission is appropriate for higher education and consonant with the mission, values, and strategic priorities of the department, college, and university.				
1.3	The program has developed and widely disseminated its program goals.				
1.4	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.				
1.5	Consistent with its purpose and character, the program demonstrates an appropriate response to the increasing diversity of society and the student body in its curriculum, co-curriculum, and hiring.				

Self-Study Report Analysis
Include: a) clarification issues and (b) verification issues

Post-Visit Comments

Standard 1: 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.

<u>Assessment of Appropriateness of Evidence for Mission and Program Goals</u>

<u>Issues Requiring Attention</u>

2. Organizing for Learning: Curriculum

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
2.1	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.				
2.2	The program's curriculum content and standards address program goals and learning outcomes.				
2.3	The program has established processes for assessing student learning outcomes, has established benchmarks for student performance, documented levels of student learning, and provides examples of the use of assessment results for program improvement.				
2.4	The program actively supports faculty development aimed at strengthening pedagogical practice and innovation.				
2.5	The program actively involves students in learning and provides them with appropriate feedback about their performance and how it can be improved.				

Self-Study Report Analysis
Include: a) clarification issues and (b) verification issues

Post-Visit Comments

Standard 2: 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.
Assessment of Appropriateness of Evidence for Organizing for Learning: Curriculum
Issues Requiring Attention

3. Organizing for Learning: Faculty Resources

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
3.1	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.				
3.2	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.				
3.3	The program maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with program mission and goals.				
3.4	Faculty members make scholarly/creative contributions and service to the community on a continuing basis appropriate to the program's mission.				
3.5	Faculty size, composition, qualifications, and development activities result from a comprehensive faculty planning process.				

Self-Study Report Analysis
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Post-Visit Comments

Standard 3: 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.

<u>Assessment of Appropriateness of Evidence for Organizing for Learning: Faculty Resources</u>

<u>Issues Requiring Attention</u>

4. Organizing for Learning: Students as Partners in Learning

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
4.1	The program recruits, enrolls, supports, and graduates a diverse and high-quality student population.				
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	The program engages students directly in scholarship/creative activity and service to the community, consonant with program purpose and character.				
4.5	The program's extra-curricular activities are appropriate in content and standards to the mission/goals of the program.				

Self-Study Report Analysis
Include: a) clarification issues and (b) verification issues

Post-Visit Comments

Standard 4: 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.

<u>Assessment of Appropriateness of Evidence for Organizing for Learning: Students as Partners in Learning</u>

<u>Issues Requiring Attention</u>

5. Organizing for Learning: Other Learning-Enabling Resources

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
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	The program's student support services resources are sufficiently coordinated and supported to fulfill its mission and educational purposes.				
5.4	The program holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members.				
5.5	The program's academic technology resources are sufficiently coordinated and supported to fulfill its educational purposes and provide key academic and administrative functions.				

Self-Study Report Analysis Include: a) clarification issues and (b) verification issues	Post-Visit Comments

Standard 5: The program sustains its operations and supports the achievement of its mission and goals through its investment in fiscal, human, information, and physical resources.   These key resources enable the creation and maintenance of a high quality learning environment.

<u>Assessment of Appropriateness of Evidence for Organizing for Learning: Other Learning-Enabling Resources</u>

<u>Issues Requiring Attention</u>

6. Commitment to Learning and Strategic Improvement

CFR	Criterion for Review, does the program satisfy each of these criteria:	Pre-Visit		Post-Visit	
		Yes	No	Yes	No
6.1	Describe anticipated changes in mission statement and program goals.				
6.2	The program employs a deliberate set of processes to assess program effectiveness, track results over time, and use the results of these assessments to revise and improve structures and processes, curricula and pedagogy. (see CFR 2.3)				
6.3	The program leadership is committed to improvement based on the results of processes of assessment, inquiry, and evaluation.				

Self-Study Report Analysis
Include: a) clarification issues and (b) verification issues

Post-Visit Comments

Standard 6: 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.

<u>Assessment of appropriateness of Evidence for Commitment to Learning and Continuous Improvement</u>

<u>Issues Requiring Attention</u>