



SACRAMENTO
STATE

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

ACADEMIC PROGRAM REVIEW GUIDE



Table of Contents

I.	Purpose.....	3
II.	Process Overview.....	4
III.	Program Review and Accreditation Calendar.....	4
IV.	Orientation	4
V.	Self-Study and External Reviewers List	4
VI.	External Review	5
VII.	Internal Review	5
VIII.	Action Plan	5
IX.	Academic Program Review Committee Recommendation to Faculty Senate	5
X.	Program Review Retention.....	6
XI.	Appendices	6
	A. Self-Study Sample Template	7
	B. External Review Report Sample Template	8
	C. Internal Review Report Sample Template	11
	D. Action Plan Sample Template.....	12
	E. Academic Program Review Committee Recommendation to Faculty Senate Sample Template	13

ACADEMIC PROGRAM REVIEW GUIDE

The CSU Chancellor's Office memorandum AP 71-32 requires periodic program review as does WASC Senior College and University Commission (WSCUC). WSCUC, California State University (CSU), and California State University, Sacramento (CSUS) best practices were consulted to create this guide. This guide is published pursuant to the Academic Program Review Policy approved by the Faculty Senate and the President.

I. Purpose

The purpose of program review is to provide an opportunity for academic units to assess the educational effectiveness of their undergraduate and graduate degree programs. Program review is conducted in a climate of faculty participation and reflection designed to enhance the quality of teaching and learning. Toward this end, program review includes a thorough process of data collection and analysis that enables faculty to see the extent to which degree program learning outcomes are being achieved using the resources available. Program review also provides a basis for programmatic planning, with the review process supplying documentation regarding the program's current status, including its enrollment trends, support services, efficient use of instructional and capital resources, faculty productivity and accomplishments, and programmatic objectives for the future.

The responsibility for carrying out program review lies primarily with the program faculty under the leadership of the chair (or dean) of the program's academic unit. The Division of Academic Affairs provides support and resources to accomplish this important task according to established policy and procedures.

An essential value of program review is that it opens and maintains dialogue among parties important to delivery of a high-quality academic program—faculty who teach in the program, academic units and administrative offices, and key support services. From an institutional vantage point, program review is designed to provide data and recommendations that will support effective program change, institutional planning, and decisions regarding the allocation of resources.

Program Review provides needed information and plans that can be communicated to outside constituencies, which include other CSUs, the CSU system, regional and degree-specific accreditation agencies, and the community at large.

II. Process Overview

All degree programs are subject to Academic Program Review. The process must be completed within 5 years of a degree program implementation (CSU AP 17-32), and every 6 years thereafter (CSUS policy) or according to the current accreditation cycle. Degree programs are eligible to substitute accreditation reports and visits for parts of the program review process as shown in the chart below.



III. Program Review and Accreditation Calendar

The current Program Review and Accreditation Calendar will be maintained on the [Academic Excellence webpage](#). This calendar considers accreditation timelines, and is designed ideally to achieve the scheduling of all of a given college's reviews in one year to support successful identification and planning for improvement.

IV. Orientation

Academic units with degree program(s) scheduled to begin review will receive an orientation in August from the Associate Vice President for Academic Excellence. The orientation will include faculty associated with the program.

The orientation will consider context such as outside accreditation and past program review recommendations; give an overview of the process and timelines; determine needed information, data, analysis, and personnel needed to complete by the end of the Fall Semester a self-study that is self-reflective and oriented toward continuous improvement; suggest criteria for potential reviewers; and answer any other questions program faculty may have.

V. Self-Study and External Reviewers List

- A. Self-Study: Producing the self-study should provide all of the academic unit's faculty with the opportunity for collaborative self-reflection. The self-study should serve both to archive significant information regarding student learning and success during the period since the previous program review and, more importantly, to set forth the unit's vision for future improvements.

Normally, a self-study for an academic unit with just one or two degree programs will be 20-25 pages; 35 pages is a suggested upper limit, even for units with several degree programs.

The self-study template is intended to be used as a guide to assess learning and student success in order to plan to maintain success and make necessary improvements. There may be some elements of student learning assessment and student success that are not in the template but make sense to include for the program. Conversely, there may be some elements of student learning assessment and student success that are in the template but would not be helpful to include. (See Appendix A: Self-Study Sample Template on page 7.)

- B. External Reviewers List: The degree program will submit with its self-study a list of five to seven potential reviewers, citing names, titles, and contact information. (See Academic Program Review Policy VI.2.A for external reviewer selection criteria.)

VI. External Review

The External Review draws on the observations and insights of two non-CSUS disciplinary experts and is intended to provide objective assessment and recommendations aimed at improving student learning and success.

The report is to provide commendations/recommendations for each degree offered, and should be no more than 10 pages, and is due one month after the external review visit.

The External Review Report Template is intended to allow two disciplinary experts to provide academic units with constructive feedback on the self-study and provide ways forward to maintain learning and student success and accomplish desired change to improve learning and student success for each degree under review. (See Appendix B. External Review Report Sample Template on pages 8-10.)

VII. Internal Review

The Internal Review draws on analysis of the self-study and external review report by two CSUS faculty, thus providing campus-specific observations and insights.

The report is due one month after receipt of the external review report, and should be no more than 3 pages for review of an academic unit with only one degree program. (For a unit with more than one program a report with no more than an additional page per program would be appropriate).

The Internal Review Report Template is intended to provide a pair of CSUS faculty reviewers with a guide to provide academic units with useful CSUS-specific ways forward to maintain learning and student success and accomplish desired change to improve learning and student success for each degree under review. (See Appendix C. Internal Review Report Sample Template on page 11.)

VIII. Action Plan

The purpose of the Action Plan is to determine, through collaboration of the dean and the degree program's academic unit, an effective approach to implementing continuous means of maintaining success and effecting improvements.

The Action Plan Template was taken from the WSCUC program review training guide. Some academic units may choose to develop a narrative plan, which includes the various aspects of the template. The academic unit will use (in the case of non-accredited programs) the self-study and the external and internal review reports to complete the Action Plan Template in conjunction with the college dean for each degree program. (See Appendix D. Action Plan Sample Template on page 12.)

IX. Academic Program Review Committee Recommendation to Faculty Senate

A recommendation will be completed for each degree, and signed by the APRC chair. The recommendation, the self-study, the external review report, and the internal review report will be transmitted to the Faculty Senate. (See Appendix E. Academic Program Review Committee Recommendation Sample Template on page 13.)

X. Program Review Retention

All current action plans will be maintained on the Academic Excellence webpage. A PDF of the two most recent program reviews will be retained per the CSU's Records Retention and Disposition policy. Contact Academic Excellence if you need a digital copy

XI. Appendices

- A. Self-Study Sample Template
- B. External Review Report Sample Template
- C. Internal Review Report Sample Template
- D. Action Plan Sample Template
- E. Academic Program Review Committee Recommendation to Faculty Senate Sample Template

Appendix A: Self-Study Sample Template

Date:

Date of Last Review:

Academic Unit:

Element One: Mission and Context

- A. University, college, and academic unit missions
- B. Degrees offered, with link to the University Catalog
- C. Minors offered, with link to the University Catalog
- D. Service to or from other departments, degree programs, and/or general education
- E. External educational partnerships
- F. Major structural changes in academic unit since last review (new, moved, or discontinued degrees, concentrations, minors, etc.)

Elements Two and Three: Learning Outcomes, Student Success, and Assessment to Maintain Success and Engage in Continuous Improvement

For each degree offered:

Learning

- A. List program learning outcomes.
- B. Provide a summary of data for each learning outcome.
- C. Provide analysis for each learning outcome by degree program, including how to maintain success and improve learning.
- D. Summarize other relevant data (student surveys, alumni, licensure passage rates, grad school acceptance, internships, etc.) and how the data is used to maintain success and improve learning.
- E. Provide updated comprehensive assessment plan for each degree program.
(<https://www.calstate.edu/app/documents/Program-Assessment-Plan-Template.docx>).

Student Success

- A. Provide admission data disaggregated by gender and ethnicity for each degree.
- B. Provide retention data disaggregated by gender and ethnicity for each degree.
- C. Provide 4-year and 6-year graduation data disaggregated by gender and ethnicity for each degree.
- D. Provide analysis on admission, retention, and graduation data, including how to maintain success and improve time to degree, and consider concentrations as needed.
- E. If the program is impacted, summarize data and future impact plan.
- F. Summarize current partnerships in success efforts (Advising, Writing Center, Library Student Success Center, internship sites, etc.) and consider ways to better work together to maintain success and improve time to degree.

Element Four: Developing Resources to Ensure Sustainability

- A. List key strategic initiatives for the academic unit, and append any strategic plan. These can be structural, such as new or discontinuations of degrees, concentrations, minors; tied to university strategic initiatives, such as Anchor University; or operational, such as ways to be more inclusive in the academic unit's planning.
- B. Summarize hiring needs for the academic unit, and append the multi-year faculty and staff hiring plan.
- C. Summarize other major budget concerns (facilities, equipment, student assistants, etc.).
- D. Summarize revenue opportunities (grants, gifts, partnerships, etc.).

Element Five: Planning to Maintain Success and Engage in Continuous Improvement

- A. Summary of Areas of Concern and Means of Improving

Appendix B. External Review Report Sample Template

Academic Unit Name:

Degrees:

Site Visit Dates:

STAGE	DESCRIPTION
Initial	The program is at a preliminary stage in this practice. The program shows the need for additional policies, resources, or practices in order for it to provide the education program to which it is committed or aspires. Insufficient data is available to make determinations.
Emerging	The program partially satisfies the criterion. Some data is available documenting this dimension. The program has many, but not all, of the policies, practices, and resources it needs to provide the educational program to which it is committed or aspires.
Developed	The program satisfies this criterion, with developed policies and practices. The program has the availability of sufficient resources to accomplish its program goals on this dimension. Data demonstrates accomplishment of this criterion.
Highly Developed	The program fully satisfies this criterion. The program may serve as a model and reference for others on campus. The program's practices, policies, and/or its resources contribute to program excellence on this dimension.

ELEMENT ONE: ACADEMIC UNIT'S MISSION AND INSTITUTIONAL CONTEXT	
INQUIRY	STAGE
Does the academic unit have a mission statement or statement of program goals that is appropriate?	
Are the academic unit's mission and its programs aligned with CSUS and college missions and strategic priorities?	
Is the academic unit supportive of the CSUS general education program and/or general graduate learning outcomes?	
Does the academic unit engage key constituencies and campus partners in academic and strategic planning, including faculty, professional colleagues, current and prospective students, and the community?	
Does the program have policies and procedures that facilitate articulation with community colleges and/or other external educational partners?	
Comments:	
Recommendations:	

ELEMENT TWO: LEARNING OUTCOMES AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT

INQUIRY

STAGE

Does each degree program have appropriate and measurable learning outcomes that reflect current standards in the discipline?

Does each course have appropriate and measurable learning outcomes that allow students to achieve program learning outcomes?

Are the curriculum and graduation requirements for each degree reflective of current standards in the discipline?

Are each degree's curriculum and graduation requirements appropriate for the degree level and do they reflect high expectations of students?

Is the assessment loop regularly being closed for each of the degree's program learning outcomes?

Is the learning assessment data being used to, per the Element Two heading, maintain success and engage in continuous improvement?

Do students feel connected to academic support services (writing, math, tutoring, library, etc.)?

Comments:

Recommendations:

ELEMENT THREE: STUDENT SUCCESS AND ASSESSMENT TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT

INQUIRY

STAGE

Does each degree program use aggregated and disaggregated data to understand admission trends and to manage enrollment with an eye to diversity and impaction, or to address program-specific concerns?

Does each degree program use aggregated and disaggregated data to consider ways to improve retention?

Does each degree program use aggregated and disaggregated data to consider ways to improve time to degree or to close graduation gaps?

Does the program provide appropriate opportunities for students to participate in curricular-related activities, such as research and creative opportunities, service learning experiences, performances, and internships?

Does the program provide or partner with other entities to provide appropriate co-curricular activities for its students, such as clubs, field trips, lectures, and professional experiences?

Does the program provide adequate student advising?

Do students feel connected to student success support services?

Comments:

Recommendations:

ELEMENT FOUR: DEVELOPING RESOURCES TO ENSURE SUSTAINABILITY**INQUIRY****STAGE**

Does the program have faculty in sufficient numbers and with appropriate rank, qualification, and diversity to allow students to meet the program learning outcomes and deliver the curriculum for each degree program?

Does the program employ professional staff and/or appropriately partner with campus partners (e.g., graduate studies or College of Continuing Education) to support each degree program?

Are the program's facilities, including offices, labs, and practice and performance spaces, adequate to support the program?

Does the program have access to information resources, technology, and expertise sufficient to deliver its academic offerings and advance the scholarship of its faculty?

Does the program seek and receive extramural support at the appropriate level, including grants, gifts, contracts, and alumni funding?

Has the program identified other concerns that impact budget and resource planning?

Comments:

Recommendations:

ELEMENT FIVE: PLANNING TO MAINTAIN SUCCESS AND ENGAGE IN CONTINUOUS IMPROVEMENT**INQUIRY****STAGE**

Does the academic unit engage in planning activities which identify its academic priorities and their alignment with those of the college and the university?

If appropriate, does the program have an advisory board or other links to community members and professionals? Does the program use community professional input for program improvement? Does the program maintain a relationship with its alumni?

Does the academic unit have a strategic plan, and other long term plans (5-year hiring, facilities, etc.)?

Does the academic unit have regular processes to revise plans and timelines?

Do plans include engagement with needed campus partnership and external entities to accomplish goals?

Comments:

Recommendations:

Commendations:

Recommendations and Specific Considerations to Improve Learning and Student Success For Each Degree:

Recommendations and Specific Considerations to Develop Resources to Ensure Sustainability:

Recommendations and Specific Considerations to Improve Academic Unit Planning:

External Reviewer One Name: _____ Affiliation: _____

Signature: _____

External Reviewer Two Name: _____ Affiliation: _____

Signature: _____

Appendix C. Internal Review Report Sample Template

Internal Reviewers/Academic Unit/College:

Degree Programs Reviewed/Academic Unit/College:

Date Submitted:

I. Context

- Was the self-study complete, timely, and self-reflective?
- Were the external reviewers appropriate?
- Was the visit agenda appropriate?
- Did the external reviewers provide a thoughtful and useful report?

II. Recommendations

Based on the self-study and external reviewer report the APRC Internal Review Subcommittee asks that the academic unit consider the following consistent findings, best policies, procedures, Sacramento State goals and initiatives, and best practices when drafting the action plan.

- To Maintain Success
- To Improve Student Learning
(consider university/college goals on learning, research/scholarship, diversity)
- To Improve Student Success
(consider university/college goals on recruitment, retention, graduation, diversity, engagement)
- To Build Partnerships and Resource Development to Enhance the Student Experience
(consider university/college goals on university as place, university experience, community engagement)
- To Improve Strategic and Budget Planning and Operational Effectiveness and to Ensure Sustainability
(consider university/college goals on innovative teaching, scholarship, research, university as place, university experience)

Appendix D. Action Plan Sample Template

Degree:

Academic Unit:

College:

Date:

Program Review Finding Cite self-study, external review, internal review, and/or accreditation documentation	2 YR List goal(s), success indicator(s), responsible parties, and resource implications.	4 YR List goal(s), success indicator(s), responsible parties, and resource implications.	6 YR List goal(s), success indicator(s), responsible parties, and resource implications.
To Maintain Success			
To Improve Student Learning			
To Improve Student Success			
To Build Partnerships and Resource Development to Enhance the Student Experience			
To Improve Strategic and Budget Planning and Operational Effectiveness to Ensure Sustainability			

Appendix E. Academic Program Review Committee Recommendation to Faculty Senate Sample Template

Degree Title:

Date:

The Academic Program Review Committee (APRC) affirms that the [academic unit] has completed program review as per policy, including self-study, external review, internal review, and action plan submission for the [degree] [degree title].

NOTE: For accredited programs, omit mention of self-study, external review, and internal review; state instead: “as per policy, including submission of action plan for the...”

APRC Chair:

APRC Chair signature: