

WASC Program Review Task

Comparison of CSU Campus

Program Review Practices: CSU Stanislaus Responses

October 2008

	Stanislaus
1. Are undergraduate and graduate program reviews separate or combined?	Departments with undergraduate and graduate programs may provide either a separate or integrated review for each degree level.
2. Is there a long-term schedule for reviews? How many years ahead does the schedule cover? What is the interval between interviews? Are there provisions for an early review if deemed necessary?	Yes, there is a long-term schedule for reviews. The schedule is set 4 years in advance. The interval between reviews is 7 years. Program reviews may be accelerated in individual cases either at the discretion of the provost, college dean, department chair, or in compliance with recommendations from prior academic program reviews.
3. Who initiates and oversees the review process guidelines?	The Vice Provost, on behalf of the Provost, manages the academic program review process and works closely with the college deans, department chairs, and faculty to ensure that (a) a meaningful and thorough review is conducted for each degree program; (b) self-study reports, recommendations, and implementation plans are completed in a timely manner; (c) outcomes of the review are communicated to the campus community and the CSU; and (d) outcomes of the review are linked to decision making processes for academic program development and strategic planning.
4. What office/committee is responsible for the program review process guidelines?	The University Educational Policies Committee, a governance committee of the Academic Senate.
5. What office/committee is responsible for the self review guidelines	The University Educational Policies Committee.
6. What data are required as part of the program review process?	Comprehensive assessments of student learning and program functioning, student enrollment data, course enrollment history, course grade distribution, degrees awarded, time to degree (annual retention and graduation rates), graduating senior survey, graduate school exit survey, alumni survey, faculty data including full time equivalent faculty

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Who collects the data and makes them available to the program? Does the department collect and analyze additional data independently?	and faculty released time, and other data unique to each program's learning goals as requested by the college dean. The Office of Institutional Research collects the data and makes them available to the program. The department collects and analyzes data for student learning outcomes.
7. Must departments state educational objectives for programs and courses and provide information about assessing success in meeting those objectives? In what form?	Program faculty are responsible for developing expected student learning outcomes for each program and for employing methods annually to evaluate program effectiveness in achieving programmatic student learning goals. The assessment of these goals forms the core of the academic program review. (Responsibility for assessment of student learning at the classroom level resides with the individual faculty member and is not an element of academic program review.) The assessment of the stated objectives is typically done in a narrative form.
8. Who provides staff support for the review process?	The staff in the Office of Academic Programs provide support for the review process.
9. Who funds any extraneous costs associated with the review (external reviewers, unusual needs)?	Funds in support of the expenses of the external reviews are provided by the college dean and the Office of Assessment and Quality Assurance.
10. How is the dean's office involved in the review process? Do the internal review team members meet with the dean?	The dean's office is involved throughout the entire process. The deans, the vice provost, and Institutional Research conduct a program review workshop with department chairs/program administrators and program faculty to discuss the academic program review process and disseminate data. The dean's office receives the self-study and supporting materials from the department chair. The dean's office forwards the self-study to the college governance committee(s) and submits to the vice provost a copy of the self-study, recommendations from external reviewer(s); responses from the department (if any); and reports from the college, the University Educational Policies Committee, and/or the Graduate Council where applicable. The dean meets with the program representative(s), the department chair/program administrator, the vice provost, and the provost to discuss the results of the academic program review and the implementation plan. The college dean approves the final implementation plan before forwarding to the provost. The dean incorporates the results of the academic program review into the college's strategic and budget planning processes and within the university's strategic planning processes.
11. Who proposes and selects the members of a review or ad hoc	Each college is responsible for selecting its members for the curriculum committee. The members are faculty from the respective college. They may serve a dual role with other governance committees on campus including the University Educational Policies Committee or the Graduate Council.

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<p>committee?</p> <p>Is there a member from Undergraduate Council or the Educational Policy Committee?</p>	
<p>12. Is there an external review committee involved in program reviews?</p> <p>Who selects the external reviewer(s)?</p>	<p>In addition to the normal academic program review procedures, programs may be subject to an independent evaluation by at least two external evaluators. External program review occurs normally in those instances where a thorough review of a program's self-study has been completed and the department, college dean, or provost indicates the efficacy of an external review.</p> <p>External evaluators are identified by the department chair. The evaluators are selected by the college dean.</p>
<p>13. With whom or with what committee does the external reviewer(s) meet (not including department faculty, students, etc.)?</p> <p>Do meetings occur before, during, or after the review process?</p>	<p>The external reviewers conduct selected interviews with community groups, advisory groups, or other community members as appropriate to the program (in addition to the department chair, program faculty, staff, students, and faculty members outside the department but associated with the program).</p> <p>The external reviewers conduct meetings during and at the conclusion of the review process.</p>
<p>14. Does the review include a separate external reviewer report?</p> <p>Are specific guidelines given to external reviewers for this report?</p>	<p>The external reviewers are required to submit a written summary of findings.</p> <p>Specific guidelines and responsibilities are provided to the external reviewer.</p>
<p>15. Do external reviewers receive an honorarium?</p>	<p>Normally, the external reviewers receive an honorarium to include \$200/day plus transportation and one-night lodging as required.</p>
<p>16. What type of student input is included in the review materials?</p>	<p>Student data and assessment of student learning outcomes are included in the review materials.</p>

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17. Are students involved in the committee doing the review? How? Are there limitations to their participation?	Students are invited to participate in the interview process. There are no limitations placed on students' participation in the review process.
18. Does the review committee or ad hoc conduct a site visit? Who is invited to these sessions?	It's expected that the external reviewers conduct the review on site. The external reviewers conduct selected interviews with department chair, program faculty, staff, students, faculty members outside the department but associated with the program, the college dean, community groups, advisory groups, or other community members as appropriate to the program.
19. Briefly describe the review process. Beginning with the self-study, what offices or committees review the departmental report; and who reviews or comments on the final recommendation ?	The basic components of academic program review include the following: <ul style="list-style-type: none"> • A self-study, recommendations, and preliminary implementation plan completed by the faculty associated with the program; • Review and recommendations by the college governance committees; review and recommendations by the university governance committees, when appropriate; • Revision of the preliminary implementation plan in response to recommendations by the department, college, and university governance committees and the administration; • Final approval by the college dean and provost of all elements of the program review documents; and • Implementation of actions to improve program effectiveness.
20. At what stage does the department provide a response letter?	The department is able to provide a response letter to the college curriculum committee or other levels of review.
21. What is the outcome of the review? Is an action plan developed and monitored following the review? After the review is closed, is there a timeframe for follow-up?	The results of the academic program review are incorporated into the college's strategic and budget planning processes. The provost incorporates the results of the review into the regular planning process within academic affairs and within the university's strategic planning processes. An implementation plan is required. The provost issues a letter indicating final determination of program continuance and additionally may require progress reports and a timeline related to specific elements of the final implementation plan. If there is follow up required, it is stipulated in the letter issued by the provost which would also include a timeline. The follow up would be

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What form does a follow-up take; when is it done; and by whom?	completed by the department chair in consultation with the college dean.
22. Of the various types of reviewers does one provide a better overall critique and perspective of the program?	The governance review (peer review) provides various perspectives, none is superior; strength is derived from the combination of each.
23. In an attempt to identify "best practices," what is it about your review process that is especially helpful?	Providing a program review workshop to assist departments with the overall academic program review process has been a successful addition to the overall process. It gets the program review cycle started and allows the department chair/program administrators to discuss with Institutional Research regarding the data and assessment.
24. Outside of the self-review, what about the process takes most time and effort?	Getting the self-study through the governance review process takes the most time.
25. What changes have had the most positive impact on the review process?	Emphasis on student learning outcomes.
26. What changes would make your review process more effective?	Not sure.
27. What happens if a program is recalcitrant about participating in the review, citing reasons why now would not be a reasonable or	Efforts are made for compliance. Threats of program discontinuation or difficulty in securing new faculty positions have been rare but have been used to motivate wayward departments.

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possible time for the review?	
28. Do you have programs that are not departmentally based and include faculty from multiple departments? How are their reviews different? Are there special problems that occur or changes taken in the review process?	CSU Stanislaus has interdisciplinary programs that cross college and department organizational lines. The review process is not different for degree programs; however, for the review of the General Education Program, a different self-study format is followed. In addition to the criteria for the self-study, interdisciplinary programs and the honors program provide an updated charter that governs program operations and is approved by the dean and provost.
29. Do you have an arbitration process in place if a department objects to or rejects the conclusion of the review?	We do not have a formal arbitration process in place if a department objects to or rejects the conclusion of the review. There have been instances when the review process recommended program discontinuance, and there is a formal discontinuance policy and procedure to follow.
30. What other information do you consider important that might not have been addressed with these questions?	Do faculty find the program review process meaningful and helpful especially in the context of a cost/benefit analysis?