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COMMITTEE ON ACADEMIC PLANNING AND REVIEW

15-16 CAPR 8  
Thursday, February 04, 2016

**TO:** The Academic Senate  
**FROM:** The Committee on Academic Planning Review (CAPR)  
**SUBJECT:** 15-16 CAPR 8: Proposed changes to the Academic Program Review  
Procedures regarding accredited programs and annual reports  
**PURPOSE:** Approval by the Academic Senate

**ACTION REQUESTED:**

That the Academic Senate approve CAPR's Proposed changes to the Academic Program Review Procedures regarding accredited programs and annual reports; effective upon signature of the President.

**BACKGROUND:**

On February 4, 2016 CAPR reviewed the [Academic Program Review Procedures](#), specifically Section D which states that accredited programs are exempt from the requirement to submit annual reports to CAPR.

CAPR unanimously voted to propose a change to the procedures that would require accredited programs to submit annual reports. Requirements regarding their submission of a "Five-year Review" that coincides with accreditation calendars remains unchanged. The suggested change to Section D is marked with **bold, stricken text** in the attached document.



ACADEMIC PROGRAM REVIEW PROCEDURES

History: 05-06 CAPR 9
08-09 CAPR 23 rev; approved as amended on May 19, 2009
Revised by 2010-11 CAPR 4 and 2010-11 CAPR 14
Revised by 11-12 CAPR 9
Revised by 12-13 CAPR 5
Revised by 13-14 CAPR 10; President approved 12/4/14
Revised by 15-16 CAPR 8; Senate approved XX; President approved XX

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# I. ACADEMIC PROGRAM REVIEW PROCEDURES

## A. INTRODUCTION

### ROLE OF DEPARTMENTS AND PROGRAMS, COLLEGES, FACULTY GOVERNANCE AND UNIVERSITY

Departments and Programs will prepare the Annual Reports and Academic Program Reviews in a timely manner. Copies of the Annual Reports, and the Academic Program Review (Five-Year Review), will be submitted to the appropriate College Dean for review and approval and then electronically to the Senate Office. Since these reports include accountability measures and quality improvement provisions, these reports inform the decision-making procedures for the Programs, Departments, and Colleges, particularly with regard to resource allocation decisions and realignment. College Deans, Department Chairs, and Program Directors will use these materials to work together to reach a consensus about the future direction of the program and College as well as for making decisions for immediate needs. As part of its Program Review Report to the Senate, CAPR will submit a report including its recommendations regarding the program, and the Summary provided in the Program's Five-Year Review Self-Study (see IV. Submission Expectations for Five-Year Program Reviews).

Following Senate approval of CAPR's recommendations, the Provost and Vice President for Academic Affairs (or designee) will meet with the Program Director/Department Chair(s), Dean (or designee), CAPR Chair (or designee), and other appropriate administrators and faculty, to discuss the program and recommendations for change. At the close of the meeting the Provost and Vice President for Academic Affairs, in consultation with the Dean, will prepare a memorandum of understanding (MOU) identifying the agreed upon recommendations to be implemented and identifying the resources needed to support the recommendations.

The assessment and planning expressed in the review process, presented in a combination of both annual and Five (5) Year Academic Review Reports, will be an integral part of the resource allocation process.

The Board of Trustees of the CSU system requires that all academic programs be reviewed approximately every five years. The goals of this process are self-evaluation and curricular revitalization to allow each program to assess and to plan for the challenges of the future. Program review is extremely important for development of informed decisions about program, faculty and student needs, resource allocation, and management. A successful program review depends upon faculty willingness to engage in an intensive and comprehensive self-study and program plan using both qualitative and quantitative data. It provides an opportunity for all program members to share opinions and to discuss ideas. Professional discourse among colleagues about the educational needs of students, the program and society at-large is essential.

The review of academic programs will play a significant role in determining tenure-track faculty allocations and other resources. Guided by each college's planning framework, program reviews lay out multi-year plans that advance the university mission. It is incumbent upon the Colleges to use Program Review as an instrument of planning from which emerge criteria for resource allocation, including new tenure-track faculty hires.

The purpose of academic program review at CSUEB relates to three primary functions:

1. **Accountability:** Academic program review is one way to ensure to students, parents, Board of Trustees, WASC and the public it serves that CSUEB is providing quality programs;
2. **Program Improvement:** The academic review process provides a continuing cycle for program faculty, staff, and administrators to receive timely information and a forum for providing feedback, ensuring an institutional commitment for quality program improvement; and

3. **Program and Resource Alignment:** Academic program review provides the means to ensure that CSUEB will offer an appropriate array of academic programs and that the institutional resources will be effectively aligned with its academic programs.

CAPR has determined that, at CSUEB, academic program review will be required for any degree, certificate, or credential in a particular field of study; and shall include curricular programs such as General Education and Liberal Studies; and University wide resources such as the Library and computing services. The Program Review Schedule will be updated annually and posted on the Academic Senate website.

In addition, CAPR will provide support to academic programs undergoing review. This will include the provision of a workshop or workshops on the requirements, the timelines, the statistical data, and any other element of the program review process that is needed or requested. Each program will be assigned a liaison from CAPR, one of whose responsibilities is to assist the program with its process.

## B. ANNUAL PROGRAM REPORT

### 1. Introduction and Planning Discussions

Each program will provide a brief Annual Report (1 page of text, 1 page of assessment results and discussion as described below, and 1 page of statistics as provided by Planning and Institutional Research through the Associate Vice President to be submitted to the College Dean and electronically to the Associate Vice President, Academic Programs & Grad Studies (designee for the Provost's copy) and to the Academic Senate Office (end of Winter Quarter).

This Annual Report shall include updates of program (including curricular changes) and resource changes (including notations of faculty retirements and hiring, and faculty release time), program learning outcomes assessment cycle activity prepared by the program, and other program performance data provided Planning and Institutional Research. In addition, in years when requests are made for new tenure-track faculty hires, the report should include brief documentation of the outcome of faculty meetings in which decisions were made regarding new tenure-track faculty requests. This will include the outcome of votes supporting specific new requests and search information that could be of use to future search committees.

The Annual Report provides the basis for short-term planning consultation between the program and appropriate administrators, to present facts and record the outcome(s) of processes for reference in the future. The Annual Report should provide evidence of the program's work completed during the annual assessment cycle. A suggested annual assessment cycle is:

- 1) Early in the Fall Quarter, programs examine and revise (as needed), their Program Learning Outcomes (PLOs), examine and revise (as needed) their curriculum map aligning PLOs with the Institutional Learning Outcomes (ILOs), examine and revise (as needed) their curriculum map of PLOs and required courses in the program, and agree to an assessment plan for the academic year;
- 2) During the Winter Quarter, programs gather direct and indirect assessment evidence for *at least one* PLO (the number of PLOs to be assessed each year is a function of the total number of PLOs'; as all PLOs must be assessed within a five-year cycle);
- 3) During the Spring Quarter, programs analyze and interpret collected assessment evidence, identify specific plans for closing-the-loop, and report on outcomes in their Annual Program Report, to be submitted to CAPR no later than the last day of May; and
- 4) Programs distribute and review feedback provided on the Annual Report with program faculty members.

The assessment cycle, which includes review and alignment of PLOs, curriculum mapping, assessment planning, direct and indirect assessment, actions taken to close-the-loop, and reporting, will be completed by all programs every year. CAPR and programs will coordinate PLO assessment activities and reporting with Educational Effectiveness Council.

The Annual Report provides data for the Five-Year Review, and is especially useful to validate progress on CAPR recommendations; the Annual Report tracks tenure-track requests and the outcomes of those requests; and ensures continuity and full disclosure between the outgoing/incoming department chairs. Viewed as progress on the department or program's Five-Year Plan, departments/programs will file the Annual Report in the Senate Office. These Annual Reports will become part of the Five-Year Academic Program Review whether or not a program has outside accreditation. The Annual Report is a valuable mechanism to hold departments and the administration jointly accountable for academic program quality and provide departments with the following benefits:

- Documentation of actions toward fulfilling their last five-year plan
- Documentation of administrative commitments made during the last program review and notations of follow through; this will allow the Senate Chair to assist the department in rectifying any lack of follow through
- Documentation of progress made toward CAPR recommendations or modifications of the program as an update to the Dean, the CAPR Chair and the Senate
- Annual program of assessment cycle provides ongoing analysis of program learning outcomes
- For incoming Department Chairs, the annual reports will provide documentation which will get them up to speed more quickly on issues such as CAPR's response to the department's plans, the department's progress toward achieving the goals outlined in the plan, the administration's support for the department, recent changes in curriculum and in the department's enrollment, faculty, SFR and FTES data. New chairs will no longer be left in the situation of trying to create a five year review with little or no information from the prior years.
- The Five Year Program Review will be much easier to accomplish with several Annual Reports to refer to; chairs only need to add the planning piece and arguments for additional support; the basic data required for CAPR reports will already be in place.
- The Annual Reports will be valuable to the outside reviewers
- Annual reports will allow departments to spot increases or decreases in enrollments, majors, minors, etc., earlier, allowing the department to adjust more quickly to changes in demands on the department

### **Annual Report Timeline**

After consultation with the program faculty, the Program Chair/Director will submit the 3 page Annual Report to the College Dean at the end of Spring Quarter. These reports will reflect the plans and actions which form much of the basis for administrative allocation of resources to the program. At the same time, a copy of the Annual Report will also be submitted electronically to the Associate Vice President, Academic Programs & Graduate Studies, and the Senate Office Coordinator and will be available to CAPR as additional information during the Program's Five-Year Review Process.

### **Annual Report Format**

Annual Reports shall consist of the three following parts, described in detail below:

1. A Brief Self Study
2. A Summary of Assessment Results
3. Statistics obtained from Planning and Institutional Research through the Associate Dean (which are also available at the CAPR web-site at <http://www20.csueastbay.edu/faculty/senate/five-year-review.html>)

1. Self Study: A one-page self-study reporting on progress with departmental planning, review, assessment processes, and programmatic needs.

Each program will produce a brief Annual Report describing progress toward its goals, problems reaching its goals, revision of goals, and initiatives. It will also include any changes related to SB1440- The STAR Act- if applicable. This document will indicate how the results of the program's assessment efforts support its conclusions and also record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc. This report, approximately one page in length, will be developed during Winter Quarter by the Program Unit, discussed with appropriate administrators, and a copy will be kept on file in the Senate Office. Together with the most recent program review, these reports form part of the basis for short-term planning consultations between the Program Unit and appropriate administrators. The collection of Annual Reports since the last program review will assist CAPR and the program in writing and reviewing the next program review document.

2. Summary of Assessment Results: A one-page summary of assessment results and ensuing program revisions as noted in part 1.

All programs must assess progress toward their program goals and student learning outcomes (SLO) in a way that provides evidence of the success of current efforts and/or the need for change. While the particular means of assessment must be tailored to the specific program, this page should contain a reflection upon progress made and changes with respect to the SLO assessment plan that is reported on in the five-year review self-study as detailed in Section IV.2.2. bullet one of this document.

It is suggested that rather than assess all the SLO in the year the five-year review self-study is prepared, that programs stagger their assessment over the five years between reviews. This would allow programs to assess one or more outcomes each year and report on them in this Annual Report to make the assessment, annual review, and five-year review processes more manageable.

The Annual Report assessment section includes the following information:

- Which student learning outcome was assessed
- What assessment instrument(s) were used to measure this SLO
- What participants were sampled to assess this SLO
- What assessment results were obtained, highlighting important findings from the data collected
- How the assessment results were (or will be) used, e.g. changes in course content, course sequence, student advising, etc., as well as any revisions to the assessment process the results suggests are needed

The template below may be used to report your program's assessment activities and results.

3. Statistical Summary: Statistics obtained from Planning and Institutional Research through the Associate Dean (which are also available at the CAPR web-site at <http://www20.csueastbay.edu/faculty/senate/five-year-review.html>) showing numeric data summaries of the program.

Planning and Institutional Research produce program statistics annually in standard format. These statistics will be attached to the Annual Report of the Program Unit. It shall include:

- a) Student demographics of majors
- b) Student level of majors
- c) Faculty and academic allocation
- d) Course data

This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review (see section VI. Required CAPR Five-Year Review Data ). The Annual Report may include one or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent.

### **C. ACADEMIC PROGRAM REVIEW PROCEDURES FOR PROGRAMS *WITHOUT* EXTERNAL ACCREDITATION**

1. The program faculty shall forward all final documents to the Senate Office by May 15 of the review year. The program Chair or director/coordinator shall be responsible for ensuring the completion of the program review. The title page of the program review document (see IV. A. Cover Sheet Template for Five-Year Program Review) shall verify that the program faculty has approved the Self-Study and the (Amended) Five-Year Plan and will note the date of approval. The results of the faculty vote shall also be noted.
2. CAPR, following written guidelines and protocols in the Policies and Procedures for Committee Operations, will examine the Program's completed Five-Year Review documents and will meet with the program Chair/Director, faculty, and others deemed appropriate.
3. CAPR shall write its final report to the Senate, using a consistent format (see VII. CAPR Format for Response to Five-Year Program Reviews) to provide its recommendations. CAPR shall determine one of four possible recommendations for the program:
  - a) Continuation *without* modification (this may include continuation without modification, but include implementation of the recommendations specifically identified by CAPR and later agreed upon in the MOU, as described below in #10);
  - b) Continuation *with* modification, to be specifically identified by CAPR, with a report or reports to CAPR about progress on the modification, either through the annual reports or on a timeline to be specified by CAPR;
  - c) Continuation of the program for a specific amount of time, with annual monitoring by CAPR and the Dean of issues identified in the program review, either through the annual reports or on a timeline to be specified by CAPR;
  - d) Discontinuance of the Program.

Based on the review, CAPR may also make recommendations regarding allocation of resources, especially tenure-track faculty, for the program. CAPR will attach to its final response the Executive Summary from the Program's Self-Study.

4. Following Senate approval of CAPR's recommendations, the Provost and Vice President for Academic Affairs (or designee) will meet with the Program Director, Department Chair(s), Dean (or designee), CAPR Chair (or designee), and other appropriate administrators and faculty to discuss the program and recommendations for the next five years. At the close of the meeting, the Provost and Vice President for Academic Affairs (or designee), in consultation with the Dean, will prepare a memorandum (MOU) identifying the agreed upon recommendations to be implemented, as well as the resources that will be provided to support the recommendations during the next five years.
5. The Provost will forward the memorandum to the Department, College, CAPR, and the Chair of the Academic Senate, and the Office of the Academic Senate.



**Contents of Academic Program Reviews for Programs *without* external accreditation.** The Five-Year Review document shall be formatted according to the procedures in I.C. (Academic Program Review Procedures for Programs With External Accreditation).

1. **Summary.** This shall summarize in no more than five (5) pages the entire report, including all the items listed in Section IV.
2. **Self-Study.** Each program shall use the Academic Performance Review Statistics from Planning and Institutional Research (available annually for all programs, including those not undergoing an Academic Review) to maintain a current file of statistical information. In the year of a Five-Year Review, the most recent five-year statistical profile will be used to support the program's Self-Study. In addition, the program will provide the following information in the Self-Study:
  - 2.1. **Summary of Previous Five-Year Review and Plan, the subsequent MOU, and subsequent Annual Program Reports.** This document will address a summary of the last program review and the plan developed at that time, discuss the program's progress in implementing that Plan and/or modification to the Plan as reported in its Annual Reports, and discuss any discrepancies between the last Program Review and the ensuing Annual Reports. This document will also describe achievements of the program since the last review (if not mentioned above), for example, important curricular changes, grants, faculty professional achievements, external honors received by students, changes in location or mode of instructional delivery.
  - 2.2. **Curriculum and Student Learning:** This section should contain a summary and analysis of the program's Student Learning Assessment Plan. This summary should contain:
    - a) a list of the program's learning outcomes (PLOs),
    - b) a curriculum map demonstrating the alignment of courses to PLOs,
    - c) a description of what assessment measures have been used to measure each of the PLOs,
    - d) a summary of the findings from the student learning outcomes assessed since the last program review and indicate if the desired levels of learning were achieved from each of these assessments, and
    - e) a discussion of any program improvement actions taken based on the findings.

Assessment results for any online or hybrid learning should be included.

- 2.3. This document provides a review, showing how the department's course offerings and requirements compare to those of corresponding programs in the CSU system and to nationally recognized programs in the field. Face-to-face, hybrid, and online offerings should be included.

If the program offers General Education courses, a summary of data for student learning outcomes will be included, with a discussion of program or course offerings on the three campuses (Hayward, Concord, and Online), the Oakland Professional Center, and other venues. In addition, there should be a discussion of the program's multi-cultural learning activities, if relevant.

- 2.4. **Students and faculty:** This document uses the Academic Performance Review Statistics available from Planning and Institutional Research, and provides a table (see section VI. Required CAPR Five-Year Review Data for more information) showing relevant program data for the past five years including:
  - a) **Student demographics of majors, minors, and options**
  - b) **Student level of majors, minors, and options**

- c) **Faculty and academic allocation**
- d) **Course data**

Included will be summaries of climate and advising or scheduling surveys, as well as information on recruitment activities and materials.

Discussion of the impact on program quality of trends in enrollment, student-faculty ratio, percentage of courses and students taught by regular faculty, number of majors, and other relevant information must also be included. The following questions, as applicable, should be considered as a baseline for the data discussion. Other commentary is welcome.

- If the diversity of the student body varies from the campus at large, discuss the potential reasons for this difference and the impact on program(s).
- Similarly, if the diversity of the tenure track faculty and the faculty lecturers varies from the campus at large, discuss the potential reasons for this difference and the impact on program(s).
- Discuss the ratio of students who start out as first time freshmen in your program to those who started at the University as transfers, and the impact on program(s).
- Discuss the distribution of the program's teaching resources in lower and upper division courses and the implications of this distribution on program(s).
- Similarly, discuss the ratio of tenure track faculty to lecturers teaching in lower division courses and in upper division courses and the impact of those ratios on program(s).
- Discuss the ratio of students in lower division courses between the program and General Education and how that proportion affects the courses and the program(s).
- Similarly, discuss the ratio of students in upper division courses between the program and General Education and how that proportion affects the courses and the program(s).
- Discuss the courses and programs offered at Concord, including the number of each; potential changes to the offerings in the next five years; how the program in Concord dovetails with programs at Hayward, Online, or other venues; and the impact of the programs/courses.
- Similarly, discuss the courses and programs offered online, including the number of each; potential changes to the offerings in the next five years; how the online program dovetails with programs at Hayward, Concord, or other venues; and the impact of the online programs/courses.
- Discuss other data elements as appropriate to the program(s).

**2.5. Faculty:** a copy of any applications submitted for new tenure-track positions since the last review will be attached, along with a discussion of progress toward achieving these positions.

**2.6. Resources:** the program's reliance on campus support units will be discussed and a response from any units from which the program requires additional or unusual services (for example, Library, Information Technology, Assistive Technology, Instructional Support, Facilities, etc.) shall be attached.

**2.7. Requirements:** Justification for programs requiring more than the typical minimum number of units (180), (the larger number of units required for the baccalaureate degree) shall be included.

**3. Plan.** The Academic Program review will describe plans for change and improvement in order to maintain leadership in the respective fields. Therefore, each program shall develop a plan for the next five years. Development of this plan should benefit programs applying for new tenure-track positions by providing information to support and justify these requests.

The Five-Year Plan will address the recommendations and concerns identified in the Self-Study. The plan will take into account what the faculty has learned from the Outcomes Assessment process. A draft of the Plan will be provided to the Outside Reviewer. After receiving the Outside Reviewer's Report, the program review committee shall either amend the draft plan to comply with the recommendations of the Outside Reviewer or explain why no amendment is necessary.

In forming this plan, the program shall address the following four areas (these questions provide guidelines):

- 3.1. Curriculum.** What curricular changes do you envision during the next five years? What developments are likely to cause you to change the curriculum? Discuss prospects and changes relevant to all campuses and locations relevant to your program—Hayward, Concord, Online, the Oakland Center, etc. What changes are planned for General Education? Discuss any relevant changes to a multicultural learning experience. Discuss any changes to your curriculum associated with SB1440 The STAR Act for Associate Degree transfer, if applicable.
- 3.2. Assessment.** What is the program's assessment plan for the next five years? What if any changes will you make to your Program Learning Outcomes? What is your schedule for assessing your PLOs? What assessment processes will you be using to assess your PLOs?
- 3.3. Students.** Do you see the number of students majoring in your program increasing or decreasing during the next five years? Refer back to the statistics provided in your Self-Study. Do you anticipate new programs or outreach to new student populations? Will the career opportunities open to your graduates change during the next five years? How will your program adjust its curriculum and program practices to prepare students for those opportunities? Do you expect your total enrollment to increase or decrease during the next five years? How are advising and retention studied and supported for students in the program? Are changes needed in the program's learning goals? How will you assist students in attaining those goals during the next five years? What are your specific plans in the areas of curriculum change, outreach, scheduling and retention to increase student enrollment? If your program has inadequate resources to serve your students, what does the program require? Are the lines of communication open between students and faculty? Are there other important climate issues that should be addressed?
- 3.4. Faculty.** What changes do you foresee for the program faculty? What does the University need to do to maintain or improve the current faculty? Do you anticipate that you will be requesting new regular faculty members? If so, what will be the basis for these requests? Are the lines of communication open between leadership and faculty? Are there other important climate issues that should be addressed? What special challenges involve workload and PTR issues? Is advising shared fully by the faculty?
- 3.5. Resources.** Will your current level of resources (staff, equipment, library resources, travel funds, etc.) be adequate to permit the maintenance or improvement of program quality during the next five years? Identify needs based up on program priorities.

Elements of the preceding four areas (3.1 – 3.5) addressed in the Plan should include the following, where relevant:

- i. The expected action/change to be taken, e.g., revision of curriculum, addition of faculty, purchase of equipment, etc.
- ii. A specific time line for completing the task.
- iii. Person(s) responsible for carrying out the needed change.
- iv. Anticipated cost.

- 4. Outside Reviewer's Report.** To assist the review process, the Outside Reviewer will receive:
  - a) a copy of the "Principles Regarding Faculty Participation in Tenure-Track Allocation Procedures" (see section III);

- b) the most recent five-year Academic Performance Review Statistics from Planning and Institutional Research.
- c) the Self-Study, including all attachments;
- d) annual reports written since the previous five-year review;
- e) the Plan;
- f) the Mission Statements of both the University and the Program;
- g) a copy of the Student Learning Outcomes rubric; and
- h) any additional documents the program deems helpful.

The Outside Reviewer will meet with the Dean, the Program Chair/Director, faculty, students, staff, library liaison, and others during the on-site visit.

The Outside Reviewer's Report shall address the program's strengths as well as weaknesses, and offer suggestions for improvement of the program, fulfillment of its mission and enhancement of its position with respect to system-wide and national trends. A completed copy of the Outside Reviewer's Rubric should be attached to the report.

5. **Program's Response.** Upon receiving the Outside Reviewer's Report, the faculty of the program will respond in writing. Recommendations, concerns and issues raised by the Outside Reviewer will be addressed in light of the Mission Statement, program need, the Plan, fiscal limitations and logistical issues.
6. **Dean's Acknowledgement.** The Five-Year Program Review should include a statement from the Dean acknowledging that he/she has reviewed the Five-Year program review document and will monitor the program's program review process to ensure timely and thoughtful completion of the Five Year Review of any CAPR recommendations in said Program Review documents.

### **Program Review Submission**

The Program's Response to the Outside Reviewer's Report and an electronic file of the entire Five-Year Program Review will be forwarded electronically to the Senate Office by May 15 of the review year, along with the Self-Study, the Plan (as amended following the Outside Reviewer's Report), and all other documentation required for the Review. The CAPR oral review will not be held until all documents are in place.

### **5-Year Review Submission Timeline for programs *without* external accreditation**

- ☑ **Summer:** Senate Office will update the 5-Year Program Review Schedule and post it to the web and send the link to all faculty, the Deans/Assoc Deans, and the Provost/Assoc Provost
- ☑ **September:** prior to the start of Fall Quarter: Notification of 5 Year Review is initiated by the CAPR Chair and sent to Program Chairs by the Senate Office and cc to the Dean.
- ☑ **Fall Quarter:** Review committee is chosen by program faculty, which will assume responsibility for the preparation of the Self-Study and Five-Year Plan. Program Chair submits request for approval of External Review to College Dean, then forwarded to AVP APGS.
- ☑ **November:** Postponement requests, with full justification, are due *no later than the first CAPR meeting of November* and must be signed by the Dean. Program representation **MUST** attend the meeting to answer CAPR questions regarding the request.
- ☑ **End of Fall:** Electronic submission deadline for the Self-Study and Five-Year Plan and designation of the External Reviewer(s)
- ☑ **Winter Quarter:** Early in the quarter a date for the External Reviewer Visitation will be set and that date will be provided to CAPR. The Program Chair or designee will provide the External Reviewer with the Self-Study and Five-Year Plan and other appropriate materials

prior to the visitation date. The External Reviewer's Report will be received prior to the end of Winter Quarter.

- ☑ **End of Winter Quarter:** the College Dean or Associate Dean shall meet with the Program Review Committee to review and discuss the Self-Study, the draft Five-Year Plan, and the External Reviewer's report. The External Reviewer's Report is due in electronic format to the Senate Office at the end of Winter Quarter.
- ☑ **Early Spring Quarter:** the College Dean shall submit written comments to the Program's Review Committee for consideration by the program faculty in order for the program faculty to prepare a written response to the External Reviewer's Report(s) and finalize an amended Five-Year Plan, if needed.
- ☑ **May 15<sup>th</sup> (or before):** the Response to the Reviewer's Report and Revised plan are due in electronic format to the Senate Office on May 15<sup>th</sup>. **An electronic copy of the entire 5 Year Program Review** (in the required format and with a program summary page and copies of all of the Annual Reports submitted to CAPR since the prior 5 Year Program Review) are also due in the Senate Office on May 15<sup>th</sup>.
- ☑ The Provost and College Dean will be notified if a submission is not received by the deadline.
- ☑ **In the Fall Quarter of the following year,** CAPR will set a meeting date for program representatives to meet with CAPR to discuss the review submission. These meetings continue as needed throughout the Fall and Winter Quarters. All 5-Year reviews completed by the program during the prior fiscal year will be forwarded to the Academic Senate during the academic year following the submission deadline.
- ☑ **MOU meetings** will be convened by the Provost (or designee) as appropriate and it is expected that all reviews will have gone through the Senate and completed the MOU process by the end of the academic year.

#### **D. ACADEMIC PROGRAM REVIEW PROCEDURES FOR PROGRAMS WITH EXTERNAL ACCREDITATION**

Programs that must complete an accreditation will, as soon as possible thereafter, submit to CAPR evidence of the positive outcome of this review in order to be granted continuation status by CAPR. **They are thus exempted from the reporting requirements contained in Section I.B. of this document and instead are subject to the specific reporting as specified below (items 1-5). However,** Should they fail to receive outside accreditation, they must comply in full with the non-accredited reporting requirements within the current or subsequent academic year, as arranged with the CAPR Chair.

##### **Contents of Academic Program Reviews for Programs with external accreditation.**

Programs that must complete an accreditation review shall submit to CAPR the following items:

1. Appropriate documentation (e.g. a confirmation letter) from its outside accreditation authorities (e.g. NCATE) indicating that it has been granted accredited status in its particular field of instruction, along with a brief summary of the main findings of its outside accrediting body.
2. **Submission Summary.** This shall summarize in no more than five (5) pages the entire report, including items 3-5 below.
3. **Plan.** The Academic Program review will describe plans for change and improvement in order to maintain leadership in the respective fields. Therefore, each program shall develop a plan for the next five years. Development of this plan should benefit programs applying for new tenure-track positions by providing information to support and justify these requests. In forming this plan, the program shall address the following four areas (these questions provide guidelines):

- a) **Summary of Program Changes.** A brief memo summarizing the main program changes that have been made since the last review and those that are planned over the period until the next scheduled accreditation review.
  - b) **Curriculum and student learning.** A brief memo summarizing the program's learning outcome assessment procedures and any results derived from those procedures, Curricular Program statistics provided by Planning and Institutional Review, and a discussion of recruitment, advising, retention, and growth potential.
  - c) **Faculty.** A brief memo outlining and justifying the program's sequence of expected tenure track faculty hiring needs for the period until the next accreditation review. Include a discussion of leadership and climate in the program, as well as workload and PTR concerns.
  - d) **Resources.** A brief memo listing and explaining any academic resource requirements (e.g., library, information technology, assistive technology, instructional support, facilities, etc.) needed for the effective functioning of the program and maintenance and improvement of the quality of teaching and research, as specified in the accreditation review or required to meet CSU or CSUEB standards.
4. For programs requiring more than the minimum (180) number of units, in the baccalaureate degree, a memo justifying the need for the larger number of units or detailing how the required units will be reduced to 180.

If an Associate's Degree for Transfer exists (under SB 1440, also known as the STAR Act) for the program, indicate if the transfer degree was determined to be "similar" (meaning students holding this degree would be able to complete the Bachelor's degree and any options or concentrations in 90 quarter units).

If any changes to the curriculum have occurred since the last program review, indicate how those changes have affected the requirements of SB 1440. Provide a list of other CSUs and California Community Colleges that have approved the STAR Act curriculum in question (contact APGS if assistance is needed).

5. A copy of the outside accreditation review documentation and a copy of the guidelines, criteria or other requirements of the outside accrediting body.

### **Five-Year Review Submission Timeline for programs *with* external accreditation:**

**(Note: Since accreditation takes place at various times of the year, there is not a specific timeline for this process. Reporting requirements are based upon requirements of the accreditation body.)**

- **Summer:** Senate Office will update the 5-Year Program Review Schedule and post it to the web and send the link to all faculty, the Deans/Assoc Deans, and the Provost/Assoc Provost
- **September:** prior to the start of Fall Quarter: Program Chair will check the Program Review Schedule posted on the web and will notify the Senate Office if the date of the anticipated accreditation review is different from that stated on the Review Schedule.
- **Same date as deadline for Submission of the Accreditation Review Materials:** The Program Chair will provide an electronic copy of the entire accreditation submission to the Senate Office, with a cover letter stating the approximate timeline for the accreditation review, including the approximate time that they expect to receive accreditation confirmation.
- In the following weeks the program will collect and or compile the additional materials required by CAPR (in the required format and with a program summary page and copies

of all of the Annual Reports submitted to CAPR since the prior 5 Year Program Review). These materials will be provided electronically to the Senate Office no later than the following quarter and prior to receipt of the confirmation of accreditation.

- The letter from the accreditation body confirming accreditation will be sent to the Senate Office when received by the program, along with an electronic copy of the required materials and an electronic copy of the accreditation submission.
- CAPR will set a meeting date for program representatives to meet with CAPR to discuss the review submission.
- MOU meetings will be convened by the Provost (or designee) with the intent of finalizing the process during the academic year in which confirmation of accreditation is received.

#### **E. REQUESTS FOR DELAY or EXTENSION OF ACADEMIC PROGRAM REVIEWS**

1. Minor procedural delays within the academic year are generally granted with the expectation that the program will adhere to the timeline as closely as possible. Requests for such delays are made to CAPR in writing through the Senate Office, with written approval from the Dean.
2. Programs *with* external accreditation are granted an automatic date change on the Program Review Schedule to coincide with the receipt of the approved external accreditation. The need for such change is made to CAPR in writing through the Senate Office, with written concurrence from the Dean.
3. Programs *without* external accreditation requesting a full year extension (postponement) of their scheduled Academic Program Review (APR) must use the following process:
  - a. The request for extension shall provide a detailed explanation of the extraordinary circumstances motivating the request. Approval by the Dean of the program's college shall accompany the written request, addressed to the Chair of CAPR and delivered to the Academic Senate Office. The request for a one year extension from CAPR shall be submitted no later than the **first CAPR meeting of November (and must be signed by the Dean)** during the year in which the review is originally scheduled. In extraordinary circumstances, CAPR has approved two-year extensions.
  - b. If an extension is approved, in order to prepare for the following year's review, the program shall submit a progress report (or draft submission) by May 1 of the academic year in which the APR was originally scheduled, indicating the state of data collection and preparation of the APR document. The program shall schedule the outside review during the Summer or Fall Quarter of the extension year, to occur as early as possible CAPR will receive the completed program review no later than January 31<sup>st</sup> of the extension year.

#### **F. MISSING OR INCOMPLETE SUBMISSIONS**

When CAPR cannot resolve submission difficulties, the Chair of CAPR may notify the Dean and Associate Dean, as well as the Senate Chair, with requests for additional information.

If the program's External Reviewer's Report *has not been received* by the Senate Office by the end of Winter quarter, the CAPR Chair, in concert with the Academic Senate Chair, will send a memo to the Dean and the Provost notifying them of the lack of compliance with the CAPR timeline, WITH a copy to the Program Chair/Director. In that memo, CAPR may set a new date for the review in the next academic year.

If the Response to the Reviewer's Report and Revised Plan are *incomplete* on May 15, CAPR will prepare a review document with the notation that the submission was not complete and that CAPR will not formally request continuance until those aspects of the submission are received. The CAPR members shall return all copies of the review materials received to the Academic Senate Office, for use by the CAPR members in the following year. These steps will advise the next CAPR of what needs to be done in the next year.

Tenure track requests will not be considered without a current Five-Year Review that has been approved by the Academic Senate.

## **G. MONITORING OF THE PROGRAM REVIEW PROCESS**

The Academic Senate Office will provide assistance to CAPR and the Departments/Colleges in tracking the Program Review Process and implementation of CAPR recommendations for review dates and approved postponements.

The Program Chair or Director is responsible for carrying out the curricular, structural and assessment recommendations specified in the CAPR Program Review document and noting progress on these changes in the subsequent Annual Reports.

The College Dean or Dean's appointee will monitor the program's program review process to ensure timely and thoughtful completion of the Five Year Review and implementation of any CAPR recommendations in said Program Review documents.

## **II. FACULTY PARTICIPATION IN THE TENURE-TRACK ALLOCATION PROCESS**

**GUIDING PRINCIPLE: Faculty participation in Tenure-Track allocation is a guiding principle of the University. The Academic or Five-Year Program Review and Annual Reports should play a significant role in determining tenure-track faculty allocations.**

### **RECOMMENDATIONS:**

- Departments and colleges requesting tenure-track positions should explain, where appropriate, how the requested position is necessary for the unit to meet its goals and carry out its plans as described in its most recent Five-Year Review and ensuing Annual Reports. Connections between the Program's mission and the University's Mission and Values statement should be emphasized.

**PRINCIPLE 1: New faculty hiring must take into consideration the University's enrollment growth objectives.**

### **RECOMMENDATIONS:**

- Departments and colleges requesting new faculty positions should indicate relevant enrollment figures and/or meaningful enrollment projections.
- The President should give the closest attention to opportunities for sustained and new student enrollment for the University as a whole.

- A. Following our Mission, Vision, and Values. Constructed through negotiation and consensus building, we refer to our Mission, Vision, and Values statement as our planning framework.

**PRINCIPLE 2: University-wide and department plans for faculty hiring must be formulated in accordance with the University's Mission, Vision, and Values statements ([linked here](#)).**

### **RECOMMENDATIONS:**

- Departments, colleges and the Library requesting tenure-track positions should show how the requested position and the program to which it is attached can help the University meet its mission, vision and values.
- The President should give serious consideration to requests that show significant promise of helping the University and the Departments meet their missions.
- The President should give priority to those faculty hiring requests that present the best opportunities to advance the University's mission, make the most effective use of resources, and support the principles of this guide. The President should give favorable attention to requests that offer to combine resources.



**PRINCIPLE 3: While the University relies on both regular (tenure-track) faculty and lecturers, if CSUEB is to remain a quality institution and attract new students to its undergraduate and graduate programs it must rely principally on regular faculty and continue to work to achieve the goal of 75% tenure-track faculty. The University also must insure that its general education program meets the needs of students and is well staffed by qualified, mainly regular tenure-track faculty.**

**RECOMMENDATIONS:**

- Departments and colleges seeking to replace lecturers with tenure-track hires should show how such hires will improve the unit's quality and advance the unit's and the University's goals and obligations in general education. These requests should explain how the new teaching arrangements will obviate the need for lecturers. Departments in the arts and sciences should, in general and where appropriate, seek faculty who are capable of teaching both in major programs and in general education.
- The President/Provost should make every reasonable effort to replace and, when possible, exceed the number of regular faculty who are separating from the University. The President should give serious and careful consideration to requests for tenure-track positions that make a strong case for replacing lecturers, especially from departments in which use of lecturers is inconsistent with the appropriate uses presented above.

**PRINCIPLE 4: The University must offer a wide variety of programs balancing professional preparation and new possibilities with education in the arts and sciences.**

**RECOMMENDATIONS:**

- Departments and colleges requesting new tenure-track hires should explain, where appropriate, how such hiring will help to maintain the University's broad array of programs and will reflect enrollment patterns, trends, and projections.
- The President should, in making decisions about new tenure-track hiring authorizations, take into account the University's balance of professional and arts and sciences offerings to current and future students. The President/Provost should also examine enrollment patterns, trends, and projections relevant to new tenure-track position requests.
- When requesting new tenure-track hires, departments and colleges should consider new programmatic possibilities that will harness existing strengths and/or identify new directions. Cooperation among departments and colleges should be encouraged.
- The President/Provost should give serious consideration to proposals for new faculty hiring involving new programmatic possibilities that offer high promise to attract new students, add to the University's prestige, and attract new or additional sources of external funding.

**B. Role of Assessment in Faculty Hiring. Each degree program assesses student mastery of outcomes that are considered essential to all graduates in that major. The faculty then use the data to assess the effectiveness of their current curriculum in preparing the students to master the outcomes.**

**If the data demonstrate that students fail to master certain outcomes due to the lack of sufficient curriculum, the lack of faculty expertise to offer the curriculum, the lack of sufficient faculty to offer the courses on a regular basis, or if the faculty have to assume an uncompensated overload, in order to support the student's achievement of outcomes, then the assessment data can be used to support the request for a new position.**

**PRINCIPLE 5: Assessment plans and evaluation processes are an expected part of Academic Program Review.**

**RECOMMENDATIONS:**

- Departments and colleges requesting new tenure-track hires should explain, using departmental assessment data, how such hiring is supported by assessment data.
- The President/Provost should, in making decisions about new tenure-track hiring authorizations, take into account Departmental assessment data and data-driven plans for refining curriculum for the major.

***PRINCIPLE 6: Preparing a new generation of well-prepared teachers is one of the University's major responsibilities to the citizens and State of California.***

***RECOMMENDATIONS:***

- In developing plans and requests for tenure-track hiring departments and colleges should, where appropriate, consider how they can best contribute to teacher preparation and educational reform in general. Colleges and departments that participate in subject-matter preparation and teacher education programs and in the Liberal Studies major should make their involvement clear when requesting new tenure-track hires, and, where appropriate, show how the new hires will strengthen that involvement.
- The President should give serious consideration to requests for tenure-track hiring that will advance the University's ability to prepare a greater number of better trained teachers, especially in shortage areas.

***PRINCIPLE 7: Preparing a new generation of well-trained nurses is one of the University's major responsibilities to the citizens and State of California.***

***RECOMMENDATION:***

- The President/Provost should give serious consideration to requests for tenure-track hiring that will advance the University's ability to prepare a greater number of nurses to help reduce California's nursing shortage.

***PRINCIPLE 8: The University must seek to balance hiring of faculty with the clear understanding that attracting new students and maintaining a reputation for quality ultimately helps the entire institution.***

***RECOMMENDATIONS:***

- In developing their academic and faculty hiring plans, colleges and departments must consider the needs of high-growth and/or prestige programs, as well as the overall needs of undergraduate and graduate education.
- The President should give serious consideration to requests for tenure-track hiring that offer high promise for enrollment growth and/or add to or maintain the University's prestige.

***PRINCIPLE 9: Hiring decisions must, in part, be based on the quality of department and college plans and on the capacity of the program to absorb and use new faculty.***

***RECOMMENDATIONS:***

- Departments, colleges and the Library requesting new tenure-track positions should explain the role to be played by the prospective faculty member and offer assurances that the new faculty member will receive appropriate and adequate mentoring and guidance.
- In evaluating departmental requests for new faculty hires, the President should take into account the department's (or equivalent hiring unit's) ability to conduct a search, and its capacity to absorb and use new faculty.

***PRINCIPLE 10: Although certainly there will be exceptions, hiring that offers the best opportunity to improve the education our students receive is of the greatest importance. To be sure, faculty who come to CSUEB should be accomplished and active scholars and/or engaged in significant practical or creative activity related to their disciplines. And they should also be willing to serve the campus and the community. But, first and foremost, they should be teachers.***

***RECOMMENDATIONS:***

- Departments requesting new tenure-track faculty hires indicate that they will seek faculty who are capable, willing, and eager to teach CSUEB students.
- The President /Provost should give serious consideration to requests for new faculty who will strengthen the University's capacity to educate our students, especially in writing, mathematical, critical thinking and information literacy skills.

### III. ANNUAL PROGRAM REPORT ASSESSMENT PLANNING

#### A. CSU East Bay CAPR Annual Report: Assessment Plan and Results

**College:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Program:** \_\_\_\_\_

#### 1. Overview of Annual Assessment Project(s)

**1a. Assessment Process Overview:** Provide a brief overview of the intended plan to assess the program this year

**1b. Implementation and Modifications:** Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.

**2. Student Learning Outcome Assessment Project:** Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

**2a. Which Student Learning Outcome was measured this year?**

**2b. What assessment instrument(s) were used to measure this SLO?**

**2c. Describe the participants sampled to assess this SLO:** discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

**2d. Describe the assessment design methodology:** For example, was this SLO assessed with rubrics applied to student work, with exit surveys to graduating students, etc.?

**2e. Assessment Results & Analysis of this SLO:** Provide a summary of how the data were analyzed and highlight important findings from the data collected.

**2f. Use of Assessment Results of this SLO:** Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO's, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed

**3. How do your assessment activities connect with your program's strategic plan?**

--

**4. Overall, if this year's program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.**

--

**5. Other information, assessment or reflective activities not captured above.**

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**6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.**

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## **B. Rubric for CAPR Annual Report Review**

*NOTE TO CAPR REVIEWER: Read the Annual Report submitted by the program. Go to the CAPR documents section at: <http://www20.csueastbay.edu/faculty/senate/committees/capr/documents.html> and find the CAPR document that pertains to the last five year review e.g. 08-09 CAPR 42. Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, b) addresses the specific elements 1-4 below as parsed out from the instructions in 08-09 CAPR 23 (revised)*

**Rubric for assessing and reporting on program Annual Reports** (developed from 08-09 CAPR 23 (revised) report description)

Program: *Insert program name here e.g. Criminal Justice Administration BA*

Last Five-Year Review: *Insert year of last program review year here e.g. 2008-09*

Next Five-Year Review: *Insert year of next program review here e.g. 2014-15*

CAPR Review and Recommendation Document (on Senate CAPR Docs webpage): *List CAPR document here e.g. 07-08 CAPR 26*

### **1. Does the Annual Report have a self-study (one page)? Yes \_\_\_ No \_\_\_**

1.a Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals? Does it detail any changes related to SB1440 The STAR Act, if applicable? Yes \_\_\_ No \_\_\_

Key points:

*Add summary here*

1.b Does the Annual Report provide information on the program’s assessment processes? – does it provide information indicating the results of the program’s assessment efforts and/or efforts to further develop its assessment efforts? Yes \_\_\_ No \_\_\_

Key points:

*Add summary here*

1.c Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc? Yes \_\_\_ No \_\_\_

Key points:

*Add summary here*

### **2. Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)? Yes \_\_\_ No \_\_\_**

It was suggested in 08-09 CAPR 23 (revised in 2010-11) that this Annual Report assessment section include the following information each year it is prepared:

- Which student learning outcome was assessed
- What assessment instrument(s) were used to measure this SLO
- What participants were sampled to assess this SLO

- What assessment results were obtained, highlighting important findings from the data collected
- How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed

2.a Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study? Yes \_\_\_ No \_\_\_

Key points:

*Add summary here*

2.b Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months? Yes \_\_\_ No \_\_\_

Key points:

*Add summary here*

**3. Does the Annual Report have a numeric data summaries of the program obtained from Planning and Institutional Research (one page)? Yes \_\_\_ No \_\_\_**

Does the Annual Report numeric data summary include:

- 3.a Student demographics of majors? Yes \_\_\_ No \_\_\_
- 3.b Student level of majors? Yes \_\_\_ No \_\_\_
- 3.c Faculty and academic allocation? Yes \_\_\_ No \_\_\_
- 3.d Course data? Yes \_\_\_ No \_\_\_
- 3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)? Yes \_\_\_ No \_\_\_ (see below for details if Yes).

**4. In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested? Yes \_\_\_ No \_\_\_**

Comments:

*Add summary here*

<b>IV. Submission Expectations for Five-Year Program Reviews</b>
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<b>A. Cover-Sheet Template for Five-Year Program Review</b>
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California State University, East Bay

5-Year Program Review for  
[insert program name]

[insert academic year of the review]

Self Study and 5-Year Plan approved by faculty on: [insert date; insert results of faculty vote]

External Reviewer Report received by the program on: [insert date]

Program's Response to External Reviewer's Report completed on: [insert date]

Complete 5-Year Program Review Report submitted to CAPR on: [insert date]

[NOTE: Please follow this format closely, including title page and table of contents, for your organization of your 5-year Review Report. **Please remove** all explanatory notes below to complete your plan.]

## IV. Submission Expectations for Five-Year Program Reviews

### B. Table of Contents Template

#### Table of Contents

1. Summary of the program [max. 5 pages] .....	??
2. Self-Study .....	??
2.1. Summary of Previous Review and Plan .....	??
2.2. Curriculum and Student Learning .....	??
2.3. Students, Advising, and Retention .....	??
2.4. Faculty .....	??
2.5. Resources.....	??
2.6. Units Requirement and Transfer Model Curriculum .....	??
3. Five-Year Plan .....	??
3.1. Curriculum.....	??
3.2. Students .....	??
3.3. Faculty .....	??
3.4. Other Resources .....	??
4. Outside Reviewer(s)' Report .....	??
5. Program Response to Outside Reviewer(s)' Report .....	??
Appendices .....	??
A .....	??
B .....	??
C .....	??
etc.	



## IV. Submission Expectations for Five-Year Program Reviews

### C. Submission Content for Table of Content Areas

(NOTE: CAPR encourages programs to be as efficient as possible in providing the information requested in this outline.)

#### 1. Summary of the Program [max. 5 pages]

The outline should be used as a guide to writing the Summary

All items (1-4) should be summarized.

#### 2. Self-Study

##### 2.1. Summary of Previous Review and 5-Year Plan

- previous plan summary
- progress in implementing the previous Plan, what remains to be completed, other achievements (other program achievements, faculty professional achievements, and student achievements). Give a brief summary here, and attach details, if any, as appendix)

##### 2.2. Curriculum and Student Learning

- Student learning outcomes assessment plan, implementation, summary results, and measures to improve the program based on assessment (see *V. Scaled Rubric for Grading the Program's SLO Assessment Plan*)
- The program's course offerings, and how they compare to comparable CSU programs, and nationally recognized programs
- If offering G.E. courses, provide summary data for student learning outcomes, and discuss offerings at Concord and online, and issues concerning multi-cultural learning (if relevant)

##### 2.3. Students, Advising, and Retention

- Using Academic Performance Review Statistics from Planning and Institutional Research, provide a table showing
  - Student Demographics
  - Student Level
  - Faculty and Academic Allocation
  - Course Data
- Summary of climate, advising, scheduling, recruitment
- Analysis of enrollment (FTES & majors) trends, SFR, % of courses/FTES taught by regular faculty, other relevant information
- Discussion of the impact of these statistics on the program and its quality

##### 2.4. Faculty

- list and descriptions of tenure track positions requested since last review,
- report progress in achieving these requests

##### 2.5. Resources

- Library
- Information/Instructional Technology
- Assistive Technology
- Any other resource needs relevant to the program

##### 2.6. Units Requirement and Transfer Model Curriculum

- State that 180 units are required. If more than 180 units are required, give justifications.
- If an Associate's Degree for Transfer exists (under SB 1440, also known as the STAR Act) for the program, indicate if the transfer degree was determined to be "similar" (meaning students holding this degree would be able to complete the Bachelor's degree and any options or concentrations in 90 quarter units).
- If any changes to the curriculum have occurred since the last program review, indicate how those changes comply with the requirements of SB 1440. Provide a list of other CSUs and California

Community Colleges that have approved the STAR Act curriculum in question (contact APGS if assistance is needed).

### **3. Five-Year Plan**

This is the plan for the next 5 years. For each of the following 4 areas, include 1) action/change, 2) timeline, 3) person(s) in charge, & 4) estimated cost.

#### **3.1. Curriculum**

- Envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment; issues relating to Concord, online offerings, G.E., Associate Degree Transfer (if applicable) and multicultural learning

#### **3.2. Students**

- Envisioned changes of trends for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment, including, but not limited to the following issues:
  - Number of majors
  - Total enrollments
  - Student characteristics
  - Student career opportunities
  - Program-level student learning outcomes
  - Outreach plans
  - Advising and retention strategies
  - Class scheduling
  - New or changes programs
  - Resources to support student learning

#### **3.3. Faculty**

- Envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, from external reviewer(s), and from assessment
- List and justify anticipated new tenure-track applications
- Climate issues, leadership-faculty communication, workload and PT&R challenges, advising plans

#### **3.4. Other Resources**

- discuss envisioned changes for the next five years, addressing recommendations and concerns identified in the Self-Study, including lessons from assessment, including, but not limited to the following:
  - Staff
  - Equipment
  - Library
  - Travel funds
  - Information/instructional technology; assistive technology
  - Other resource needs

### **4. Outside Reviewer(s)' Report**

### **5. Program Response to Outside Reviewer's Report**

#### **Appendices**

Examples might include the following:

- a) Program/course assessment plans that illustrate your self-study report
- b) Details on program requirements, as appropriate
- c) List of current course offerings
- d) Statistical data that is referenced in the self-study
- e) Statements from resource providers, e.g., library liaison, IT, facilities
- f) Documentation about faculty output, e.g., resumes, list of publications, etc.

**V. Suggested Scaled Rubric for Grading the Program’s Student Learning Outcomes Assessment Plan**

		<b>Excellent (points earned to left of description)</b>	<b>Adequate (points earned to left of description)</b>	<b>Weak (points earned to left of description)</b>	<b>Absent (points earned to left of description)</b>	<b>Pts Earn</b>	<b>Comments</b>	
<b>Section 1: Program Mission, Goals and Objectives</b>								
<b>1. Assessment Plan</b>	<b>3</b>	The Plan very clearly states the Department’s program mission in terms of educational purpose and goals.	<b>2</b>	The Plan states the Department’s program mission in terms of educational purpose and goals, though occasionally vague.	<b>1</b>	The Plan states the Department’s program mission in terms of educational purpose and goals, though the statement is generally vague and lacking in clarity.	<b>0</b>	The Plan does not give the Department’s program mission in terms of educational purpose or goals.
	<b>3</b>	Program-level student learning objectives are stated in measurable or observable terms, indicating what students will be able to do/and to what changes in knowledge, attitudes or behaviors will occur as a result of the program.	<b>2</b>	Program-level student learning objectives are stated, only some are stated in measurable or observable terms, indicating what students will be able to do/and to what changes in knowledge, attitudes or behaviors will occur as a result of the program.	<b>1</b>	Program-level student learning objectives are stated but not in measurable or observable terms, that indicate what students will be able to do/and to what changes in knowledge, attitudes or behaviors will occur as a result of the program.	<b>0</b>	No program level student learning objectives are state in the Plan.
<b>Developing and Implementing Assessment Methods</b>								

	<b>Excellent (points earned to left of description)</b>	<b>Adequate (points earned to left of description)</b>	<b>Weak (points earned to left of description)</b>	<b>Absent (points earned to left of description)</b>	<b>Pts Earn</b>	<b>Comments</b>
<b>3. Measurement</b>	<b>3</b> Specific clear descriptions of appropriate methods and strategies to be used to determine students achievement of the student-centered learning objectives at the program level. These are consistently linked with specific program level student learning objectives.	<b>2</b> Specific clear descriptions of appropriate methods and strategies to be used to determine students achievement of the student-centered learning objectives at the program level. But these are not consistently linked with specific program level student learning objectives.	<b>1</b> Specific clear descriptions of methods and strategies to be used to determine students achievement of the student-centered learning objectives at the program level. But these methods are clearly inappropriate.	<b>0</b> Specific methods and strategies to be used to determine students achievement of the student-centered learning objectives at the program level are named. But are not described enough to ascertain their appropriateness for the task.		
<b>4. Course Level SLOs</b>	<b>3</b> Student-centered learning objectives at the course level are consistently linked with specific program level student learning objectives. The methods described are illustrated by specific strategies and methods in course syllabi.	<b>2</b> Student-centered learning objectives at the course level are inconsistently linked with specific program level student learning objectives. The methods described are illustrated by specific strategies and methods in course syllabi.	<b>1</b> Student-centered learning objectives at the course level are illustrated by specific strategies and methods in course syllabi. However, methods are clearly inappropriate for the desired assessment.	<b>0</b> Student-centered learning objectives at the course level are named. However, methods are not described clearly enough to ascertain appropriateness for the assessment task.		

	<b>Excellent (points earned to left of description)</b>	<b>Adequate (points earned to left of description)</b>	<b>Weak (points earned to left of description)</b>	<b>Absent (points earned to left of description)</b>	<b>Pts Earn</b>	<b>Comments</b>
<b>5. Assessment Results</b>	<b>3</b> Summary results of actual assessment activities completed by the program are presented. This summary shows the results (using narrative, qualitative, quantitative or mixed methods) from surveys, exams or other direct measures of student learning outcomes.	<b>2</b> Summary results of actual assessment activities completed by the program are presented. This summary shows the results (using narrative, qualitative, quantitative or mixed methods) from surveys, exams or other direct measures of student learning outcomes.	<b>1</b> No assessment results of actual student learning outcomes data are presented.	<b>0</b> No assessment results of actual student learning outcomes data are presented.		
	<b>Using Assessment Results</b>					
<b>6. Analysis of Results</b>	<b>3</b> Logical, well-reasoned analysis of the results and conclusions of intended and unintended student learning outcomes is clearly presented and supported by the presented data.	<b>2</b> Logical, well-reasoned analysis of the results and conclusions of intended and unintended student learning outcomes is presented and but only partially supported by the presented data.	<b>1</b> Logical, well-reasoned analysis of the results and conclusions of intended and unintended student learning outcomes is presented but is not supported by the presented data.	<b>0</b> No conclusion or analysis of the data related to student learning outcomes is presented.		

	<b>Excellent (points earned to left of description)</b>	<b>Adequate (points earned to left of description)</b>	<b>Weak (points earned to left of description)</b>	<b>Absent (points earned to left of description)</b>	<b>Pts Earn</b>	<b>Comments</b>
<b>7. Use of Results for Improvement</b>	<b>3</b> Explicit description of how the results will be /have been used in academic planning process of the program, including curricular, instructional and/or strategic planning and implementation (e.g. program or course modifications, faculty development, advisement, or need for additional assessment data).	<b>2</b> Implicit description of how the results will be /have been used in academic planning process of the program, including curricular, instructional and/or strategic planning and implementation (e.g. program or course modifications, faculty development, advisement, or need for additional assessment data).	<b>1</b> No apparent description of how the results will be /have been used in academic planning process of the program, are presented, however some indication that program has complete such activities.	<b>0</b> No description offered of how the will be/have been used in academic planning process of the program.		
<b>Total score (of a possible 28 points)</b>						
<b>Average score for item (=Total/7 items)</b>						

## VI. Required CAPR Five-Year Review Data

- a) **Student demographics of majors<sup>1</sup> for the most recent Fall term<sup>2</sup>:**
- headcount and percentage<sup>3</sup> of students by ethnic group and sex for undergraduates, post-baccalaureate (which include certificate students if applicable<sup>4</sup>), and graduate students.
- b) **Student level of majors for the past five Fall terms:**
- headcount of undergraduates, post-baccalaureate (which include certificate students if applicable), and graduate students
- Student level of majors for the most recent past Fall:**
- headcount and percentage of students by full-time/part-time status for undergraduates, post-baccalaureate (which include certificate students if applicable), and graduate students.
- c) **Faculty data for the past five Fall terms:**
- headcount and percentage of total of full-time faculty and part-time faculty for tenure/track and for lecturers
  - headcount and % of total of tenure-track and lecturer faculty
  - number of FTF for tenure/track and for lecturers
  - SFR of tenure-track faculty, lecturer faculty, and total faculty
  - SFR by lower division, upper division and graduate division
- d) **Course and degree data for the past five Fall terms:**
- number of sections offered, and average section size of lower division, upper division and graduate division courses taught by tenure track faculty
  - number of sections offered, and average section size of lower division and upper division and graduate division courses taught by lecturers
  - number of sections and average section size of all courses
  - number of degrees awarded for undergraduate and graduate students for the past five college years.

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<sup>1</sup> Note that second major details are not accounted for in the PIR data set. If a student is a double major, then that student will not show up in the major statistics for that program. If second majors are a significant portion of a program's student body, then it will be up to programs to develop their own statistics and document their source of information in discussing this issue in their five year review.

<sup>2</sup> Note that minors and options data are not accounted for in the PIR data set because this information is typically not recorded until a student files for graduation. If a program wishes to consider the growth of minors and the changing nature of option choices by students in the context of their five-year review, then it will be up to them to develop their own statistics and document their source of information in their discussions.

<sup>3</sup> Note that the % figures for this data were not part of the data provided by PIR and thus needed to be worked out by each program independently. Henceforth this is included in the data tables.

<sup>4</sup> Note that certificate students are not identified as such in the current database – they appear in the post-baccalaureate total and do not include self-support students registered through DCIE – only state-side students are included in the PIR data set.

## VII. CAPR Format for Response to Five-Year Program Reviews

### CALIFORNIA STATE UNIVERSITY, EAST BAY

DESIGNATION CODE: [year] CAPR [number]

DATE SUBMITTED: [insert date]

**TO:** The Academic Senate

**FROM:** The Committee on Academic Planning and Review (CAPR)

**SUBJECT:** Five-Year Program Review for [insert program]

**PURPOSE:** For Action by the Academic Senate

**ACTION REQUESTED:** [insert request]

#### CAPR Analysis of the Program's Five-Year Review

- Program
  - 1.
  - 2.
  - 3.
- Resources
  - 1.
  - 2.
  - 3.

CAPR Recommendation(s) for Continuation of the Program

Date of the Program's Next Five-Year Review



**Section VIII.1 Five Year  
Review Timelines  
for Program  
without External  
Accreditation**

1st CAPR meeting of Fall (2012 = 10/4)  
Liaisons are appointed at this meeting for each of the programs subject to review in the coming academic year. CAPR also confirms timetable for reviewing each program from the previous year.

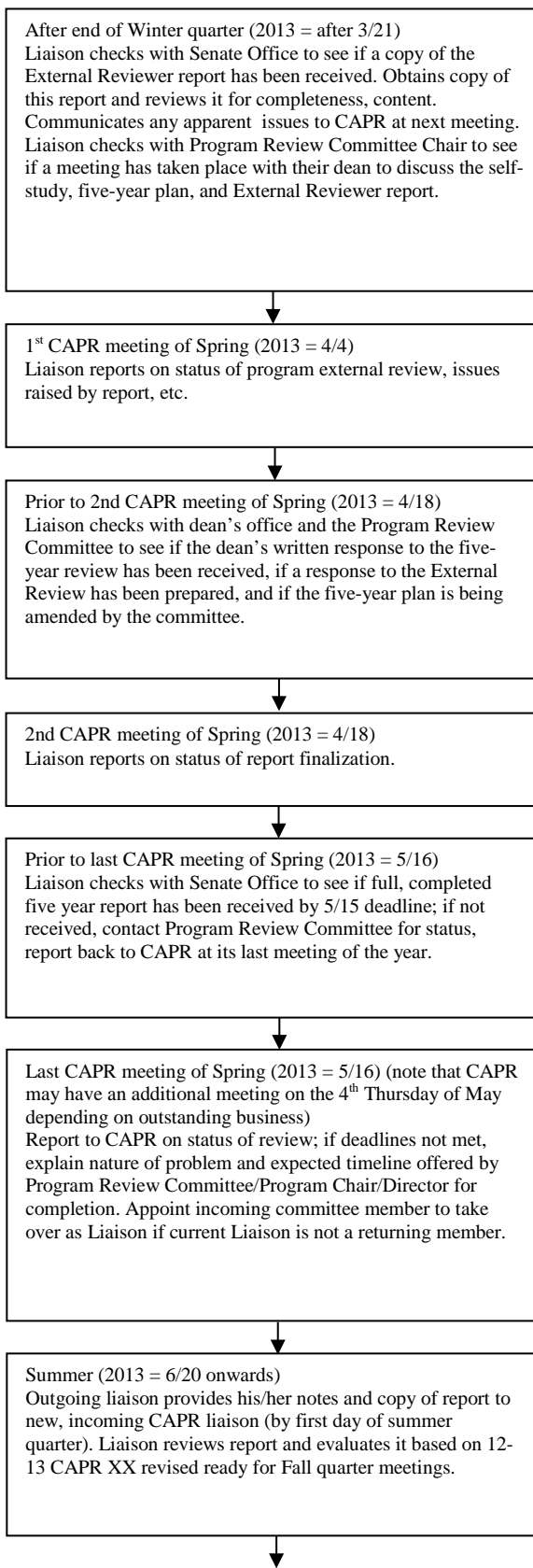
Prior to 3rd CAPR meeting of Fall (2012 = 11/1)  
Liaison contacts Program Chair/Director, provides his/her contact information and office hours, asks Program Chair/Director for names of members of Program Review Committee and designated contact person (if not the Chair/Director). Liaison also checks to see if program has identified an External Reviewer and submitted the approval form to the Provost's office (see boilerplate FYR1).  
Note: if the Liaison determines that program intends to request a postponement, communicate this to CAPR Chair.

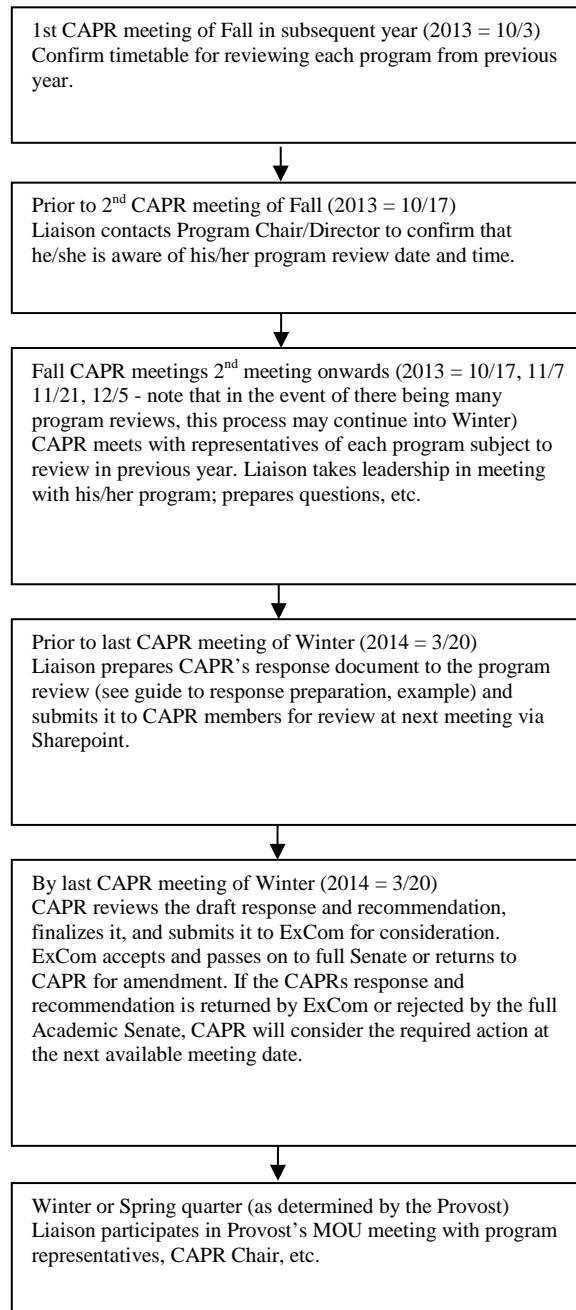
3<sup>rd</sup> CAPR meeting of Fall (2012 = 11/1)  
Programs requesting postponement of their review until following year submits request for consideration at this meeting (must be signed by Dean). Note that requests for delays with respect to any subsequent timelines must also be accompanied by Dean's signature (see section D of 08-09 CAPR 23 revised).

Prior to 4<sup>th</sup> CAPR meeting of Fall (2012 = 11/15)  
If no postponement granted at 3<sup>rd</sup> CAPR meeting, liaison contacts Program Chair/Director to make sure he/she is aware of all dates/deadlines (see boilerplate FYR2)

After end of Fall quarter (2012 = after 12/06)  
Liaison checks with Senate Office to see if electronic copies of self-study and five-year plan have been received and name of External Reviewer. Obtains electronic copies of documents and reviews them for completeness. Reports any apparent issues to CAPR at 1<sup>st</sup> Winter meeting.

Prior to 1st meeting of Winter (2013 = 1/17)  
Liaison obtains name and contact details of External Reviewer and lets him/her know liaison is available for consultation on Five-Year process (see boiler plate FYR3). Liaison contacts External Reviewer.





## Section VIII.2 Five Year Review Timelines for Program with External Accreditation

1st CAPR meeting of Fall (2012 = 10/4)  
 CAPR Chair contacts Senate Office to see if program has already received accreditation or has been denied accreditation prior to its first meeting. If program has been denied accreditation, it will be treated as a program without outside accreditation and the timelines and procedures for programs without outside accreditation will apply. The CAPR Chair will communicate this information to members at this meeting.  
 Liaisons are appointed at this meeting for each of the programs subject to review in the coming academic year.

Prior to 2nd CAPR meeting of Fall (2012 = 10/18) if receipt of accreditation has already been confirmed  
 Liaison should confirm that the Senate Office has received a hard copy of the confirmation letter, one electronic copy of the full accreditation materials. The liaison obtains this material, reviews it and prepares for the review meeting with CAPR.

Prior to 2nd CAPR meeting of Fall (2012 = 10/18)  
 Liaison contacts Program Chair/Director, provides his/her contact information and office hours, asks Program Chair/Director for names of members of Program Review Committee and designated contact person (if not the Chair/Director) (see boilerplate FYR4). If accreditation has not already been confirmed, liaison checks with Senate Office to see if the Program Chair/Director confirmed the date the accreditation review will take place and the date that they are required to submit their materials (DATE A). If the Senate Office does not have this information, contact the Program Chair/Director. Note: if the program intends to request a postponement, determine reasons and communicate to CAPR Chair.

2nd CAPR meeting of Fall (2012 = 10/18)  
 CAPR determines, with the help of the liaison, the date that the committee should meet with the program to discuss its five year review (DATE D). The liaison communicates this date to the program.

CAPR meeting DATE D  
 CAPR meets with representatives of the accredited program to discuss the review and accreditation body response. Liaison takes leadership in meeting; prepares questions, etc.

3<sup>rd</sup> CAPR meeting of Fall (2012 = 11/1)  
 Programs requesting postponement of their review until following year submits request for consideration at this meeting (must be signed by Dean).

Prior to next CAPR meeting immediately after DATE D  
 Liaison prepares CAPR's response document to the accredited program review (see guide to response preparation, example) and submits it to CAPR members for review at next meeting via Sharepoint.

Prior to 4<sup>th</sup> CAPR meeting of Fall (2012 = 11/15)  
 If no postponement granted at 3<sup>rd</sup> CAPR meeting, liaison contacts Program Chair/Director to make sure he/she is aware of all dates/deadlines (see boilerplate FYR5).

Next CAPR meeting immediately after DATE D  
 CAPR reviews the draft response and recommendations, finalizes it, and submits it to ExCom for consideration. ExCom accepts and passes on to full Senate or returns to CAPR for amendment. If the CAPR's response and recommendation is returned by ExCom or rejected by the full Academic Senate, CAPR will consider the required action at the next available meeting date.

DATE A  
 Liaison checks with Senate Office to see if the entire set of documents that were required to be submitted to the accreditation body has been received in electronic format by the Senate Office along with a cover letter stating the approximate timeline for the accreditation review, including the approximate date that they expect to receive accreditation confirmation (DATE B). Liaison obtains a copy of the documents and reviews them for completeness. Reports any issues to CAPR at first available meeting.

Date to be determined by the Provost  
 Liaison participates in Provost's MOU meeting with program representatives, CAPR Chair, etc.

Prior to second CAPR meeting of the quarter following DATE A and before DATE B  
Liaison checks with Senate Office to see if the program submitted in electronic format the additional materials required by CAPR (in the required format and with a program summary page and copies of all of the Annual Reports submitted to CAPR since the prior 5 Year Program Review).

DATE B  
Liaison checks with Program Chair/Director to see if accreditation confirmation (or denial) has been received. If not, a revised DATE B should be obtained and the liaison should check back on this date for confirmation that accreditation has been received. If so, the Liaison should confirm that the Senate Office has received a hard copy of this letter and one electronic copy of the full accreditation materials. The liaison obtains this material, reviews it and prepares for the review meeting with CAPR.  
If accreditation has been denied, this should be communicated to CAPR.

Prior to first CAPR meeting after denial of accreditation is confirmed  
Liaison contacts Program Chair/Director to confirm that CAPR will discuss the denial of accreditation at its next meeting.

First CAPR meeting after confirmation of accreditation  
CAPR sets meeting date (DATE C) for discussion of program review. Liaison contacts Program Chair/Director with date.

First CAPR meeting after confirmation of denial of accreditation  
Depending on the quarter and date, CAPR will, in consultation with the program, determine whether the program should continue with the review this year as a program without outside accreditation or else be added to the list of programs to be reviewed the following year, in both cases according to the timelines and procedures applying to programs without outside accreditation. If the review is to be completed this year, the liaison will continue to interact with the program according to the timelines for programs without outside accreditation. If not, a new liaison will be assigned at the first CAPR meeting of Fall the following year.

CAPR meeting DATE C  
CAPR meets with representatives of the accredited program to discuss the review and accreditation body response. Liaison takes leadership in meeting; prepares questions, etc.

Prior to next CAPR meeting immediately after DATE C  
Liaison prepares CAPR's response document to the accredited program review (see guide to response preparation, example) and submits it to CAPR members for review at next meeting via Sharepoint.

Next CAPR meeting immediately after DATE C  
CAPR reviews the draft response and recommendations, finalizes it, and submits it to ExCom for consideration. ExCom accepts and passes on to full Senate or returns to CAPR for amendment. If the CAPR's response and recommendation is returned by ExCom or rejected by the full Academic Senate, CAPR will consider the required action at the next available meeting date.

Date to be determined by the Provost  
Liaison participates in Provost's MOU meeting with program representatives, CAPR Chair, etc.

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Date Submitted: Add date here

TO: Add name of addressee here  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: Liaison for your program’s 20\*\*-20\*\* five-year review

Dear name here,

I will be your program’s liaison for your forthcoming five-year review. It will be my job to contact you and/or your program review committee on behalf of CAPR with respect to your program’s compliance with the instructions and requirements detailed in the guiding document for the five-year review process, 08-09 CAPR 23 (revised), which you can find on the Academic Senate website at the following link <http://www20.csueastbay.edu/faculty/senate/five-year-review.html>.

My contact details and office hours for the Fall quarter are listed at the foot of this memo. I will update you each quarter through the rest of this academic year with my new office hours. Please could you be so kind as to provide me with the following information at your earliest convenience:

1. Whether your program intends to request postponement of its annual review scheduled for this academic year and the reasons for that request.
2. If no postponement will be requested, the name and contact details of your program review committee, if you have one, and the designated contact person.

CAPR and I will be working on a set of timelines developed from the procedures described in 08-09 CAPR 23 (revised). These timelines have been prepared as a flow-chart to guide the liaisons in their interaction with the programs being reviewed. A copy of this flow-chart has been included with this memo for your convenience. It will be helpful for you since it details the expected dates by which your program will have completed the required steps laid out in 08-09 CAPR 23 (revised).

Note that if you are not planning to request a postponement, you should already have identified a candidate to be your External Reviewer. This candidate must be approved by your dean and the Provost. The Provost’s office has prepared a form for this purpose which may be obtained from your dean who will also explain the process. You should already have been informed that this year, your External Reviewer will be given a \$\*\*\* honorarium which is the same amount given for the past several years. The funding for this will come from the Provost’s office. Please let me know, therefore, in addition to the details of your program review committee, if you have identified a suitable External Reviewer and if you have submitted the necessary form to your dean.

If you have any questions about the forthcoming five-year review process please do not hesitate to contact me. I look forward to working with you and in helping you prepare your self-study and a strategic five-year plan that will guide your program and establish the basis for your dean and the Provost to provide you with the support and resources you will need to be effective in reaching your goals for the next five years and beyond.

Sincerely,

Your name here  
CAPR Liaison

Tel/Voice Mail: Phone numbers here  
Office location: Office location here  
Email address: Email address here  
Office hours: Fall Quarter - Office hours here

cc: \*\*\*, CAPR Chair 20\*\*-\*\*\*; Academic Senate Coordinator; dean's name here, Dean of college name here

Section VIII.4 FYR2: Memo subject “Key dates for 20\*\*-20\*\* five-year review” (contains AY 2010-2011 dates) (for non-accredited programs)

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Date Submitted: Add date here

TO: Add name of addressee here  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: Key dates for 2012-2013 five-year review

Dear name here,

In order to help guide you through the five-year review process that your program is scheduled to undergo in 2012-2013, as your CAPR liaison I would like to draw your attention to the following key timelines. These are taken from 08-09 CAPR 23 (revised) which you can find on the Academic Senate website at the following link <http://www20.csueastbay.edu/faculty/senate/five-year-review.html> and have been graphically presented in the flow-diagram I attached to my previous memo.

End of Fall quarter (2012 = 12/16)	Electronic copies of self-study and five-year plan should have been sent to the Academic Senate office along with name of your External Reviewer.
End of Winter quarter (2013 = 3/24)	The External Reviewer report should have been sent to the Academic Senate and your dean’s office. Your program should have had a meeting with your dean to discuss your self-study, five-year plan and External Reviewer report.
Early Spring quarter ( <sup>5</sup> )	Your program should have received your dean’s written response to your External Reviewer report.
May 15	An electronic copy of your completed five-year review should have been sent to the Academic Senate office.

If you expect any delays to this timeline, as detailed in Section D of 08-09 CAPR 23 (revised), you should request permission from CAPR in the form of a letter to the CAPR Chair for 2012-2013, Chris Chamberlain, accompanied by the signature of your Dean.

Please don’t hesitate to contact me if you need further information about your five-year review process.

Sincerely,

Your name here  
CAPR Liaison

Tel/Voice Mail: Phone numbers here  
Office location: Office location here  
Email address: Email address here  
Office hours: Fall Quarter - Office hours here

cc: Chris Chamberlain, CAPR Chair 2012-13; Academic Senate Coordinator; dean’s name here, Dean of college name here

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<sup>5</sup> CAPR assumes by its 2nd CAPR meeting of Spring (2010 = 4/21)



**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Date Submitted: Add date here

TO: Add name of addressee here  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: Request for External Reviewer details

Dear name here,

As CAPR liaison to your program for its five-year review, I would like to make myself available to your External Reviewer in case he or she has any questions about the five-year review process. Please can you provide me with his or her details so that I can introduce myself and provide my contact information. Many thanks,

Sincerely,

Your name here  
CAPR Liaison

Tel/Voice Mail: Phone numbers here  
Office location: Office location here  
Email address: Email address here  
Office hours: Fall Quarter - Office hours here

cc: \*\*\*, CAPR Chair 20\*\*-\*\*\*; Academic Senate Coordinator; dean's name here, Dean of college name here

VIII.6 FYR4: Memo subject “Liaison for your program’s 20\*\*-20\*\* five-year review” (for accredited programs)

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Date Submitted: Add date here

TO: Add name of addressee here  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: Liaison for your program’s 20\*\*-20\*\* five-year review

Dear name here,

I will be your program’s liaison for your forthcoming five-year review. It will be my job to contact you and/or your program review committee on behalf of CAPR with respect to your program’s compliance with the instructions and requirements detailed in the guiding document for the five-year review process, 08-09 CAPR 23 (revised), which you can find on the Academic Senate website at the following link <http://www20.csueastbay.edu/faculty/senate/five-year-review.html>. My contact details and office hours for the Fall quarter are listed at the foot of this memo. I will update you each quarter through the rest of this academic year with my new office hours.

**INCLUDE IF NECESSARY**

Please could you be so kind as to let me know at your earliest convenience whether you intend to continue as expected with your program review this year. If you do, could you also provide me with the name and contact details of your program review committee, if you have one, and the designated contact person. I would be grateful if you could provide me with the date by which you must have all your review materials into your accrediting body (Date A). I will contact you again at that time to determine the expected date by which the review process will be completed and a decision concerning your accreditation to be sent to your program (Date B). CAPR and I will be using these two dates to determine the timing of your five-year review on campus as shown in the flow-chart prepared for externally accredited programs which I have included with this memo for your convenience.

If you have any questions about the forthcoming five-year review process please do not hesitate to contact me. I look forward to working with you.

Sincerely,

Your name here  
CAPR Liaison

Tel/Voice Mail: Phone numbers here  
Office location: Office location here  
Email address: Email address here  
Office hours: Fall Quarter - Office hours here

cc: \*\*\*\*, CAPR Chair 20\*\*-\*\*; Academic Senate Coordinator; dean’s name here, Dean of college name here

**CALIFORNIA STATE UNIVERSITY, EAST BAY**

Date Submitted: Add date here

TO: Add name of addressee here  
FROM: Committee on Academic Planning & Review (CAPR)  
SUBJECT: Key dates for your 20\*\*-20\*\* five-year review

Dear name here,

In order to help guide you through the five-year review process that your program is scheduled to undergo in 20\*\*-20\*\*, as your CAPR liaison I would like to draw your attention to the following key timelines. These are taken from the 08-09 CAPR 23 (revised) sections applicable to outside accredited programs which you can find on the Academic Senate website at the following link <http://www20.csueastbay.edu/faculty/senate/five-year-review.html> and they have been graphically presented in the attached flow-diagram.

- |                         |  |
|-------------------------|--|
| Date A                  | The deadline for your accreditation agency to receive the required review documents – an electronic copy of this documentation must be sent to the Academic Senate office along with a cover letter that indicates the time period expected for this review and the date you expect to receive your accreditation, if successful, from your accreditor (Date B). |
| Some time before Date B | Your program should submit an electronic copy of the internal five-year review documents required by CAPR in 08-09 CAPR 23 (revised) to the Academic Senate Office in the required format and with a program summary page and copies of all of the Annual Reports submitted to CAPR since the prior 5 Year Program Review.                                       |
| Date B                  | The date you receive your accreditation result from your accreditation agency - your program should submit the outcome of your accreditation process to the Academic Senate Office (i.e. a hard copy of the accreditation letter). Date C  |
|                         | The date set by CAPR for discussion of your five-year review with the committee – you should attend this meeting to discuss your review and answer questions that CAPR members might have with respect to your five-year plan.   |

I hope this is clear and that the flow-diagram of actions I sent you related to your five-year review and outside accreditation process will help us all to execute this review in a timely manner this academic year. Please note that in the unlikely event that your program is not successful in its pursuit of accreditation, 08-09 CAPR 23 (revised) requires that the five-year review continue, but with your program then subject to the timelines and requirements of programs without outside accreditation, as shown in the flow-diagram attached. Please don't hesitate to contact me if you need further information about your five-year review process.

Sincerely,

Your name here  
CAPR Liaison

Tel/Voice Mail: Phone numbers here  
Office location: Office location here  
Email address: Email address here  
Office hours: Fall Quarter - Office hours here

cc: \*\*\*\*, CAPR Chair 20\*\*-\*\*; Academic Senate Coordinator; dean's name here, Dean of college name here