

CALIFORNIA STATE UNIVERSITY, HAYWARD

*Approved as amended by:  
the Academic Senate 4/3/01  
the President April 23, 2001*

DESIGNATION CODE: 00-01 CAPR 7  
DATE SUBMITTED: March 13, 2001

TO: The Academic Senate

FROM: Committee on Academic Planning and Resources

SUBJECT: Polices and Procedures for Five Year Reviews and Plans

**ACTION**

REQUESTED: That the Academic Senate approve the *Polices and Procedures for Five Year Reviews and Plans*

**Background:**

In October 1999 the Executive Committee asked CAPR to develop a new process for reviewing academic programs at CSUH. The program review document then in existence, *Polices and Procedures for University-wide Review of Academic Program Plans (93-94 CAPR 2)*, had not been used consistently since 1995. It was believed that this process needed to be clarified, structured, and made relevant to program planning and outcome assessment. To accomplish this, a subcommittee of 1999-2000 CAPR examined the program review policies of several CSU campuses and drafted a new document for CSUH.

At its meeting of May 23, 2000 the Executive Committee decided that the document was not yet ready to send to the Senate. It made several recommendations that were included in the *Interim Polices and Procedures for 5-year Reviews and Plans (00-01 BEC 3.)* The Senate approved this interim document on October 3, 2000 for programs under review in 2000-2001. CAPR was then asked to submit a permanent document by the end of Winter Quarter, 2001.

The attached *Polices and Procedures for Five Year Reviews and Plans* is the result of CAPR's efforts in this regard. During Fall Quarter, 2000 and Winter Quarter, 2001 CAPR carefully reviewed and modified the interim document to ensure that it provides a clear and consistent guide for programs undergoing a required five-year review. An appendix was added to provide a format for reporting relevant program statistics, incorporating the form currently used by the School Deans in prioritizing tenure-track faculty hires. CAPR also discussed at length the relationship between this document and *A Guide to Regular (Tenure-Track) Faculty Hiring at California State University, Hayward (98-99 BEC 6)*, and included an attachment to directly address this issue.

CAPR believes that approval of the *Polices and Procedures for Five Year Reviews and Plans* would provide programs under review with a coherent structure for conducting their reviews and compiling their reports. This would also enable CAPR to prepare consistent responses and recommendations,

which has been difficult during the past several years due to the wide variation in information provided in program reviews.

## **CALIFORNIA STATE UNIVERSITY, HAYWARD**

### **POLICIES AND PROCEDURES FOR FIVE YEAR REVIEWS AND PLANS**

#### **PREFACE**

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 are encouraged.

As indicated in the approved Academic Senate policy documents on **A**Faculty Participation in the Tenure-Track Allocation Process (1999-2000 BEC 6)@, and the accompanying **A**Guide to Regular (Tenure-Track) Faculty Hiring at California State University, Hayward, 2000-2005@, the review of academic programs should play a significant role in determining tenure-track faculty allocations. (The correlation between the **A**Guide to Regular (Tenure-Track) Faculty Hiring at California State University, Hayward, 2000-2005@ and this Five Year Review document is discussed in an attachment.) Guided by each school's planning framework, program reviews should lay out multi-year plans that advance the university mission. It is incumbent upon the Schools to utilize Program Review as an instrument of planning from which emerge criteria for resource allocation, including new tenure-track faculty hires.

#### **PROCEDURES:**

**Format:** The Five-Year Review document will consist of 1) a Self-Study, 2) a Plan, 3) the Outside Reviewer=s Report, and 4) the Program's Response to the Outside Reviewer=s Report.

**Exceptions:** Programs that must complete an accreditation review on a different timetable may request permission of CAPR and the Dean to modify or postpone the Five-Year Review.

**Noncompliance:** CAPR will report programs not in compliance with the review process to the Academic Senate with a recommendation for action.

#### **Administrative**

**Response:** After completion of the Five-Year Review, the Deans and the regular faculty of the program will meet to discuss the issues brought forth in the Program Review.

## **TIME LINE:**

**Spring Quarter:** CAPR will notify those programs that are to undergo a Five-Year Program Review the following academic year, as well as the appropriate Deans. (The program review calendar is posted on the Academic Senate website.) Programs will obtain their five-year Academic Performance Review Statistics (available from the Institutional Research and Analysis website) to quantitatively support the Self-Study component of the Five-Year Program Review. The statistics to be reported are listed in the Self-Study section of this document.

**Fall Quarter:** The Self-Study will be completed by the end of the quarter.

A draft of the Plan will be completed by the end of the quarter.

An Outside Reviewer will be chosen, preferably from a list of such reviewers prepared by a national association, with the approval of the Dean. The Reviewer will be contacted, the site visit date set, and CAPR informed by November 1.

**Fall/Winter Qtr.:** The Outside Reviewer will be sent a copy of this Program Review Document, the previous Five-Year Program Review, the five-year Academic Performance Review Statistics, the Self-Study, and the Plan to assist with the review. S/he will visit the site and meet with faculty, students, the Dean, and others. His/her report will be completed and given to the chair/director and Dean before the honorarium is given.

The program faculty will prepare a written response to the Outside Reviewer's Report, amend the Plan as appropriate, and forward all four documents (Self-Study, Plan, Outside Reviewer's Report, and Program's Response) to CAPR by March 1.

**Spring Quarter:** CAPR will examine the Program's completed Five-Year Review document and then meet with the Program Chair/Director, faculty, and others deemed appropriate. CAPR will write its final report to the Senate, utilizing a consistent format that includes the specific areas of the Self-Study with supporting data, the plan, and summaries of the Outside Reviewer's Report and the Program's response. CAPR will determine one of four possible recommendations for the program:

1) Continuation without modification;

2) Continuation with modification, to be specifically identified by CAPR, with a report or reports to CAPR about progress on the modification, on a timeline to

be specified by CAPR;

3) 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;

4) Discontinuance of the Program.

Based on the review, CAPR may also make recommendations regarding allocation of resources, especially tenure-track faculty, for the program.

## **DOCUMENTS:**

### **Document # 1: Self-Study**

Each program will utilize the Academic Performance Review Statistics from Institutional Research and Analysis (available annually for all programs, including those not undergoing a Five Year 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 do the following:

1. Address a summary of the last program review and the plan developed at that time. Discuss the program's progress in implementing that plan, as well as what still remains to be completed.
2. Attach a copy of any applications submitted for new tenure-track positions since the last review. Discuss progress toward achieving these positions.
3. Attach a copy of the program's Outcomes Assessment document. Summarize what has been learned from this information, what steps the program has taken in response, and what further steps should be taken.
4. Using the Academic Performance Review Statistics available from Institutional Research and Analysis, provide a table showing relevant program data for the past five years including
  - a. number of degrees awarded,
  - b. number of undergraduate and graduate majors,
  - c. number of courses and sections taught,
  - d. average section size,
  - e. FTES, FTEF, and SFR for lower division, upper division, undergraduate and graduate courses and
  - f. ethnicity of majors.

Discuss 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.

(The Appendix to this document provides the format currently used by School Deans in prioritizing tenure track faculty hires, supplemented with additional categories related to students. Programs may wish to use this format.)

5. Conduct a review showing how the department's course offerings and requirements compare and contrast to those of corresponding programs in the U.C. and CSU systems and to nationally recognized programs in the field.
6. 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.
7. For programs requiring more than the normal minimum number of units (180), justify the need for the larger number of units required for the baccalaureate degree.

### **Document # 2: Plan**

One of the purposes of the Five Year Program Review is to develop plans for change and improvement in order to maintain leadership in the respective fields of academia. Therefore, each program will develop a Plan that describes what the program intends to do during the next five years. Development of this plan should benefit programs applying for new tenure-track positions by providing information to support these requests.

The Five Year plan will address the recommendations and concerns identified in the Self-Study. The plan should take into account what the program has learned from its Outcomes Assessment process. A draft of the Plan should be provided to the Outside Reviewer. After receiving the Outside Reviewer's Report, the program should 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 should address the following four areas (the questions are provided as guidelines):

- 1) **Curriculum** What curricular changes do you envisage during the next five years? What developments are likely to cause you to change the curriculum?
- 2) **Students** Do you see the number of majors increasing or decreasing during the next five years? Will those students be similar to those currently pursuing your major or do you expect to serve different students? 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 the students for those opportunities? Do you expect your total enrollment to increase or decrease during the next five years? 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 are your plans to meet their needs?
- 3) **Faculty** What changes do you foresee for the program faculty? What does the University need to do to maintain the current high quality of faculty? Do you anticipate that you will be requesting new regular faculty members? If so, what will be the basis for these requests?

4) **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 upon program priorities.

Each of the preceding areas addressed in the Plan should include the following, where relevant:

- a) The expected action/change to be taken, e.g. revision of curriculum, addition of faculty, purchase of equipment, etc.
- b) A specific time line for when the task will be completed.
- c) Person(s) responsible for carrying out the needed change.
- d) Anticipated cost.

### **Document # 3: Outside Reviewer=s Report**

To assist the review process, the Outside Reviewer will receive: a copy of this document (Policies and Procedures for Five Year Reviews and Plans), the most recent five-year Academic Performance Review Statistics, the Self-Study, the Plan, the Mission Statement of both the University and the program, and whatever other material the department wishes to send or the Outside Reviewer requests. The Outside Reviewer is to meet with the Dean, the Program Chair/Director, faculty, students, staff and others during the on-site visit.

The Outside Reviewer=s Report will 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.

### **Document # 4: 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.

The Program=s Response to the Outside Reviewer's Report will be forwarded to CAPR by March 1, along with the Self-Study, the Plan and the Outside Reviewer=s Report.

[See appendix](#)

[See attachment](#)