



ACADEMIC PROGRAM REVIEW HANDBOOK

Fourth Edition

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**Office of Educational Effectiveness (OEE)
James 103 - Ext. 4346**

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1. INTRODUCTION

Program Review is a vital process at California Baptist University (CBU) and within higher education in general. It provides the opportunity for CBU faculty and staff to demonstrate their educational effectiveness to themselves, their students, their accrediting agencies, and the various communities they serve. It is a faculty and staff directed process that produces objective information useful for decision-making at every level—division, school or college, program, department, and the University as a whole. Consequently, program review is an essential, systematic, and periodic process in which all academic programs participate. It is critical for the faculty and staff to invest adequate time and energy in this shared endeavor.

This handbook sets forth the standards and procedures governing the CBU academic program review process. It stipulates the common program review process for all academic programs, undergraduate and graduate. Likewise, program review and this handbook are designed to address both WSCUC accreditation standards as well elements unique to CBU.

Formal program review is based on and must incorporate an academic program's systematic and on-going assessment. Simply put, *all program reviews must adequately reflect the assessment activities completed in the years prior to the review report.*

1.1. Program Review Assumptions

Three basic assumptions underpin program review at California Baptist University:

1. Program review is a faculty and staff directed, comprehensive assessment and evaluation process that incorporates qualitative and quantitative evidence (data) to support assertions made in the written report. Unsupported assertions or comments are discouraged.
2. Quality is not easily defined or evaluated. Nevertheless, quality is *indicated* through such things as demonstrated student achievement, faculty accomplishments, curricular design, resource management, and on-going planning, assessment, evaluation, and program improvement.
3. Program review is a self-examination process undertaken by CBU divisions, colleges/schools, departments, and programs to improve their academic programs and better serve their students. Vigorous and candid analysis, with a focus on program improvement, must characterize all program reviews.

1.2. Purpose for Program Review

Program review enables CBU, through its divisions, schools, and colleges to examine the effectiveness of all its academic programs—to strengthen and maintain the University's curriculum within a faith-based context, by generating and pursuing informed recommendations related to student learning, program design, faculty effectiveness, and resource allocation in achieving the University's mission and vision.

Systematic program review is also a process required by CBU's regional accrediting agency, WASC Senior College and University Commission (WSCUC).

All programs offered by the institution are subject to systematic program review. The program review process is a natural nexus point of integration for the collection of data and findings about the meaning of the degree, the quality of learning, core competencies, standards of student performance, retention, graduation, and overall student success. (2013 WSCUC Handbook of Accreditation, CFR 2.7).

KEY TERMS USED IN THIS HANDBOOK:

AC - Assessment Committee

CBU - California Baptist University

OEE - Office of Educational Effectiveness

WSCUC - WASC Senior College and University Commission

1.3. Accountability for Program Review

Program review is a faculty and staff-directed, but University-owned process. As such, there are a variety of constituencies who share accountability for the review process.

The CBU Faculty, through its Assessment Committee (AC), is responsible for determining program review standards, as well as reviewing and evaluating current academic programs to ensure those standards are met (see Section 1.4.).

The Office of Educational Effectiveness (OEE) is responsible for providing data to programs and working with the Assessment Committee to coordinate the overall program review process on the University's behalf. Specifically, the OEE serves as the administrative hub for the program review process (Table 2, Page 11) by sending out program review notifications, receiving and distributing program review reports, maintaining the program review master schedule, monitoring the various program review processes, and archiving past program review reports.

While the appropriate Dean retains the overall responsibility, she/he may delegate the functional responsibility to an Assessment Coordinator who may enlist leadership assistance, as applicable, from the program's director or coordinator. However, all full-time faculty in the program under review also share the responsibility for conducting the review and preparing the required reports (see Section 3). The responsible parties may organize and accomplish the review in a manner they think most appropriate, but must complete the review on schedule.

The Provost, Vice President for Online and Professional Studies, and Associate Provost for Educational Effectiveness, acting on the University's behalf, are responsible for reviewing completed program reviews and determining budgetary and resource support that is available for the program, as well as utilizing program review reports to inform University-wide strategic planning and budgeting.

1.4. Program Review Cycle

Each academic program is scheduled to conduct a program review and write a comprehensive report on a five-year rotating cycle or concurrent with external professional accreditation (see 1.6. below) and a follow-up progress report 18 months after their initial report is accepted. New programs are scheduled for a program review during the fifth year following implementation.

The Office of Educational Effectiveness (OEE) maintains the Program Review Master Schedule. The current schedule is available under the "Program Review" link on the OEE page of the university website. Requests for extensions or changes to the Master Schedule must be approved by the Office of Educational Effectiveness.

1.5. Program Review and Professional or Specialized Accreditation

Every attempt is made to schedule academic programs with external professional accreditation in conjunction with, or as close as possible to, the program review. Generally speaking, programs that must produce specialized accreditation reports are scheduled simultaneously for a CBU program review in order to utilize the specialized accreditation report as the primary basis for a CBU program review report.

The CBU Program Review Report shall be completed in keeping with CBU standards. Using the required Table of Contents, clearly identify where each CBU-required section and/or data exhibit is located in the attached specialized accreditation report. Additionally, if any CBU program review sections or requirements are not included in the specialized accreditation report, the program must provide this additional information in their CBU Program Review Report. Merely turning in the report as it was originally prepared for specialized accreditation, and lacking the process described above, is not acceptable.

1.6. Program Review External Reviewers

Academic programs **not** accredited by an external professional/specialized accrediting agency are required to utilize an outside (external to CBU) reviewer who submits a written analysis as part of the review process. As soon as possible after being notified about the upcoming program review, the person tasked with overseeing the review process (assessment coordinator, department chair, program coordinator,

faculty member, etc.) is responsible for identifying qualified reviewers, securing appropriate approvals from the appropriate dean to contract services, and communicating the reviewer's contact information to the OEE, which manages the actual contracting process on the program's behalf. Once the reviewer is contracted the program is responsible to manage the logistics associated with interviewer's involvement. As a precaution, it is wise to identify more than one possible candidate for the external reviewer role.

According to standards established by the *WSCUC Resource Guide for Outcomes-Based Program Review*, external reviewers should meet the following criteria:

- Distinguished scholar/teacher/practitioner in the field
- Chosen from a campus similar to CBU
- When possible, experienced with program administration
- When possible, experienced with assessing student learning outcomes
- Familiar with CBU's mission and purpose

External reviewers are selected prior to beginning the program review and are utilized to A) review assessment strategies and data; B) ensure decisions and actions taken by the program, based on assessment, are in keeping with the academic discipline; C) review curricular offerings for relevance and currency; D) evaluate faculty teaching and scholarly activities, etc.; E) provide an evidence-based analysis of the program's strengths and areas needing improvement. The external reviewer submits a written report to the program, which in turn includes the report, with response, in a final program review report.

2. THE PROGRAM REVIEW PROCESS

Program review is a systematic process completed in five phases: 1) preparing for the review, 2) conducting and reporting the review, 3) approving the review, 4) administrative response to program review, and 5) follow-up progress report and continuous assessment (see Table One, Page 10).

2.1. PHASE ONE: Preparing for the Program Review

Phase One begins in April when OEE gives advanced notice to programs that must complete a program review during the fall semester of the *next* academic year. The Dean of the school or college in which the program resides also receives notification. The *Program Review Master Calendar* (available on the OEE website) provides scheduling information for all program reviews.

The OEE ensures that the Dean/Department Chair/Program Coordinator has a copy of the *Program Review Handbook* and Program Review Report Template and all data necessary, if available, for analysis. In some cases, complete data is not available and programs may need to collect some required data in order to provide the necessary tables.

A representative for the OEE will meet with the person leading the program review (Department Chair, Program Coordinator/Director, etc.) to:

- Discuss the review process
- Clarify requirements for the written report
- Identify data that needs to be provided
- Make clear any assistance provided in preparing, conducting, and reporting the review
- Discuss the projected timeline for completing the program review
- Help programs develop a strategy for completing the review and meeting the expected due date

For programs without specialized accreditation, the person leading the program review identifies a qualified external reviewer and notifies OEE who secures a contract with the individual (see Section 1.7.).

2.2. PHASE TWO: Conducting and Reporting the Program Review

The OEE sends any available and necessary data prior to the Fall Semester in which a program begins writing their report.

The program's full-time faculty, in consultation with the OEE, conducts the review and writes the rough-draft report using and the Program Review Report Template (*Handbook Appendix D.*) The faculty/staff involved

with the program review should utilize the Rubric for Assessing a Program Review (Table 3, pages 12-13) to aid in preparing the final report.

Once a program review report is ready, but prior to its submission, a hardcopy of the (1) signature coversheet is signed by the person leading the review and the appropriate school/college Dean; and (2) the Faculty Review Verification (page 20) sheet is signed by all full-time faculty teaching in the program. After hard copies (or PDF copies) of these two items are sent to the OEE, the final, complete Program Review Report document is submitted in LiveText. The final report is due at the end of the Spring Semester.

After receiving *all* the required program review elements, the OEE begins the acceptance process-- Phase Three.

2.3. PHASE THREE: Accepting the Program Review Report

The Liaisons assigned to the program review complete a *Rubric for Assessing a Program Review Report* (Table 3, pages 12-13). In addition and to help facilitate the AC's deliberations, the liaisons also prepare the *Report to the Assessment Committee* (*Handbook* Appendix A) listing the program review's strengths, weaknesses, and any suggestions. The statement is signed by the Liaisons and Associate Provost. Subsequently, the OEE places the program review in question on the AC agenda for consideration at the next meeting. After discussion the AC determines by consensus if the program review is accepted. Acceptance is noted in the AC minutes.

In the case a Program Review Report is not accepted by the AC, the Associate Provost gives the program in question specific information on what must be revised. Once revisions are completed, the acceptance process described in the previous paragraph is reinitiated.

2.4. PHASE FOUR: Administrative Response to Program Review

After the OEE receives (1) the accepted Program Review Report with required appendices and (2) the *Report to the Assessment Committee* (*Handbook* Appendix A), the OEE initiates the administrative response process. A diagram depicting the administrative response process appears in Table 4, page 14.

The OEE sends the approved program review and *Report to the Assessment Committee* back to the appropriate dean. The dean is expected to provide specific feedback on budget allocations and/or other college/school support available for accomplishing the identified program goals and recommended action steps on the *Administrative Response Sheet* (*Handbook* Appendix B). The dean returns her/his response to the OEE for further dissemination.

Following the dean's response, the Associate Provost summarizes the Program Review Report and *Administrative Response Sheet* and discusses these items with the Provost and/or Vice President for Online and Professional Studies in order to identify any available resources to assist the program in implementing actions identified in the Report. If additional assistance is possible, both the program and appropriate dean are notified by the OEE.

2.5. PHASE FIVE: Follow-Up Progress Report and Continuous Assessments

Acting on the Assessment Committee's behalf, the OEE initiates and facilitates the *Follow-up Progress Report* (*Handbook* Appendix C). Assuming all previous deadlines were met during the time the Program Review Report was being prepared and submitted, follow-up reports are due December 15th, approximately eighteen (18) months after acceptance by the AC. This gives programs one (1) academic year to start implementing changes and six (6) months to evaluate the effectiveness of those changes.

The primary purpose for this brief follow-up report is to describe the short-term progress made in implementing the identified recommendations and action steps in the program review report. The program completes the follow-up report and submits it to the OEE, which in turn distributes it to the Assessment Committee for their consideration.

The Assessment Committee reviews the Follow-up Progress Report (*Handbook* Appendix C). Assuming the report is acceptable, this fact appears in the Committee's minutes and the report is filed with the OEE.

If progress in addressing the necessary program improvements and/or changes are not sufficient, the Associate Provost notifies the appropriate Dean, who may take any further action if it is deemed necessary.

As a part of the on-going assessment process, all academic programs assess student learning outcomes on an annual basis in conjunction with efforts associated with actions identified in their most recent program review. A Yearly Assessment Report (YReport), including actions related to the program review recommendations, are submitted by May 15, **each year**. These on-going assessment results and program review elements in the annual assessment reports serve to inform and guide the next program review.

3. The Program Review Report

This section presents a brief introductory overview of the sections required in the Program Review Report. CBU requirements meet WSCUC criteria identified in the *WSCUC Resource Guide for Outcomes-Based Program Review* (2015) and represent best practices in higher education assessment. Program perfection is not expected; instead, the review must candidly address all requirements using a thorough, evidence-based, and accurate analysis.

The information below highlights the program review report requirements in general, but specific guidance is provided by the Program Review Report Template (*Handbook* Appendix D) and stipulates the required sections, data, and analyses.

3.1. Cover Sheet, Faculty Verification, and Program Review Report Table of Contents

The report starts with an identifying cover sheet, followed by a verification page with faculty signatures and the table of contents identifying the starting page number for each major section. The report template provides a detailed table of contents to use in the program review report.

3.2. Response in the Sections

Programs must report and use data collected over the years preceding the review to evaluate program quality as it relates to each section, briefly described below. (See Program Review Report Template for complete section descriptions.)

Section A - Mission

Discuss program's specific mission (purpose) and how it helps fulfill the broader CBU mission. Explain how program fits within the University structure (e.g., school/dept.) and what degrees or concentrations are offered. Discuss recommendations from the last program review (or the program's inception) as a context for beginning the current review.

Section B - Curriculum

Analyze curriculum requirements and the degree to which the curriculum adequately and thoroughly addresses program's student learning outcomes (SLOs). Include in the analysis professional and/or national standards if they exist within the discipline. Compare the program's curriculum with the curriculum offered by other universities similar to CBU.

Section C - Faith Integration

Identify the support and assistance provided to both students and faculty to aid their development in understanding how the Christian faith interacts with the discipline. Discuss evidence used to demonstrate adequate progress toward this goal.

Section D - Faculty (Characteristics, Qualifications, Workload, and Teaching Effectiveness)

Present the faculty or leadership staff academic preparation and qualifications who teach in or lead the program, as well the scholarly accomplishments that contributed to program quality. Evaluate teaching and/or leadership effectiveness across delivery systems in light of professional development opportunities and mentoring available to faculty and/or leadership staff. Analyze workload and course distribution across faculty or leadership classifications as a factor in overall program effectiveness.

Section E – Students (Demographics, Enrollment, Learning, and Success)

Describe the students in the program. Evaluate the program's ability to attract students who fit the program mission and successfully graduate from the program. Identify student and alumni accomplishments as indicators of program success, as well as enrollment trends as they relate to successful recruitment and retention. Evaluate the effectiveness of services provided by the program to facilitate student success. Link the previous years' Yearly Assessment Reports (YReport) to the Program Review Report. Next, summarize assessment data and activities since the last program review and evaluate the program's effectiveness in communicating outcomes to students as well as involving them in the assessment process and continuous assessment cycle. Evaluate the class sizes and the special study options available to students, and discuss how each impacts program quality.

Section F – Student and Constituent Feedback

Report any data/information acquired from students, alumni and/or supervisors on the program's ability

to prepare successful graduates. Additionally, discuss ways in which students, alumni, and supervisor feedback is utilized in assessing program quality, as well as the program's effectiveness at communicating and responding to the results discovered during the present program review.

Section G – Program Viability and Sustainability

Engage in a resource and capacity analysis as it relates to using past resources, as well as resources still needed by the program. Project and analyze budget trends and needs.

Section H – Outsider Reviewer Report (or Professional Accreditation Report)

Provide external evaluation results by inserting the text or providing a dynamic link to the Outside Reviewer's Report. For colleges, schools, or programs with professional accreditation, provide a dynamic link to the last approved re-accreditation report.

Section I – Summary and Conclusions

To conclude the Program Review Report, provide a summary and conclusions on program's strengths and areas needing improvement, based on the current program review findings. Use the *Action Plan* form included in the template to identify specific goals along with recommendations for making necessary change(s). Recommendations must include specific action plans or outcomes that need to occur in order to meet the stated goal.

3.3. Program Review Report Appendices and Attachments

The following items are required and included with the Program Review Report submitted in Livetext. The three appendices listed below are part of the initial submission. The remaining items listed are attachments added later, subsequent to the Report's approval. Others appendices and/or attachments may be added if needed.

- Appendix A: *Program Review - Administrative Response Sheet* (from the ***last*** program review)
- Appendix B: List of program accomplishments since the previous/*last Program Review Report*
- Attachment One: Program Review Rubric (*Handbook Table Three*)
- Attachment Two: Completed *Report to the Assessment Committee* (*Handbook Appendix A*)
- Attachment Three: Completed *Administrative Response Sheet* (*Handbook Appendix B*)

TABLE 1. The Program Review General Timeline

	Due On or Before	Task or Process
PHASE ONE: Preparing for Review <ul style="list-style-type: none"> In the Academic Year prior to Program Review 	March 15	Programs scheduled for review during the <i>next</i> academic year are notified by Office of Educational Effectiveness (OEE)
	April 15	Programs provide OEE with a list of core courses that
	August 15	OEE provides to program all available, required data Program selects an external reviewer (if applicable), OEE completes contracting process
PHASES TWO through FOUR: Preparing and Approving the Report; Administrative Response <ul style="list-style-type: none"> The academic year in which the Program Review is completed 	September 15	Program receives from OEE any final data needed to write program review
	September 15 thru April 15	Program faculty provides materials to external reviewer and write the Program Review Report
	May 15	Program Review Report, with required signatures, is submitted to the OEE
	May 15 thru June 15	Assessment Committee receives the report and provides a written response to the Program
	June 15 thru July 15	Dean and Associate Provost read and respond to the program review; program reviews are used in future budgeting discussions
	Academic Year following report submission	Programs continue to assess student learning outcomes and institutional capacities as part of their annual assessment plan
PHASE FIVE: Follow-Up Report and Continuous Assessments <ul style="list-style-type: none"> Post-Program Review 	December 15 (approximately 18 months following review)	Programs implement recommendations with action steps and assess the effectiveness of program changes
		Programs submit a follow-up report identifying progress made toward achieving program outcomes, as well as any remaining challenges

TABLE 2. PROGRAM REVIEW PROCESS FLOWCHART

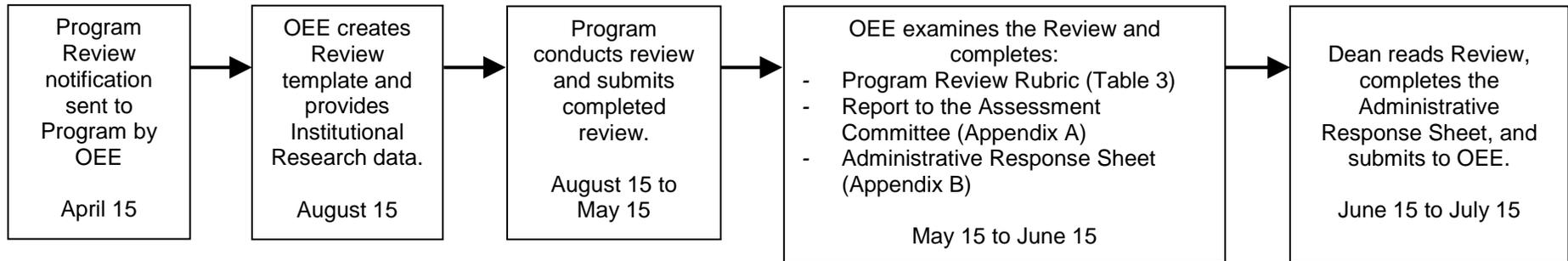
OEE = Office of Educational Effectiveness

AC = Assessment Committee

Review = Program Review document completed by the Program

Follow Up = Program Review Follow Up document completed 18 months following the approved Program Review

Program Review Report



Follow-Up Report (approximately 18 months following the initial Program Review Report)

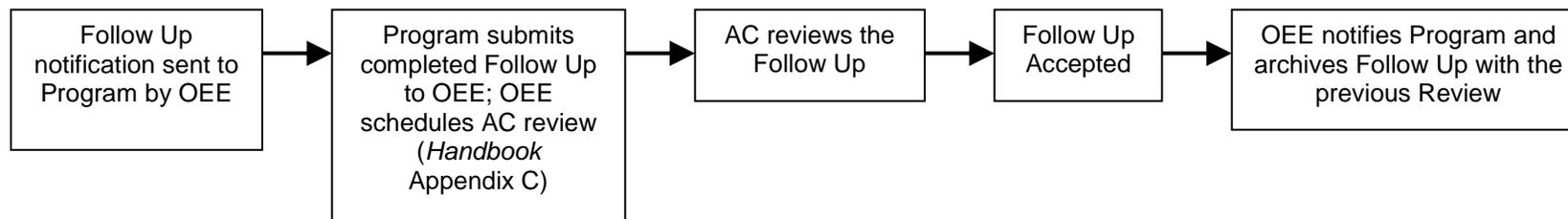


TABLE 3. RUBRIC FOR ASSESSING A PROGRAM REVIEW REPORT

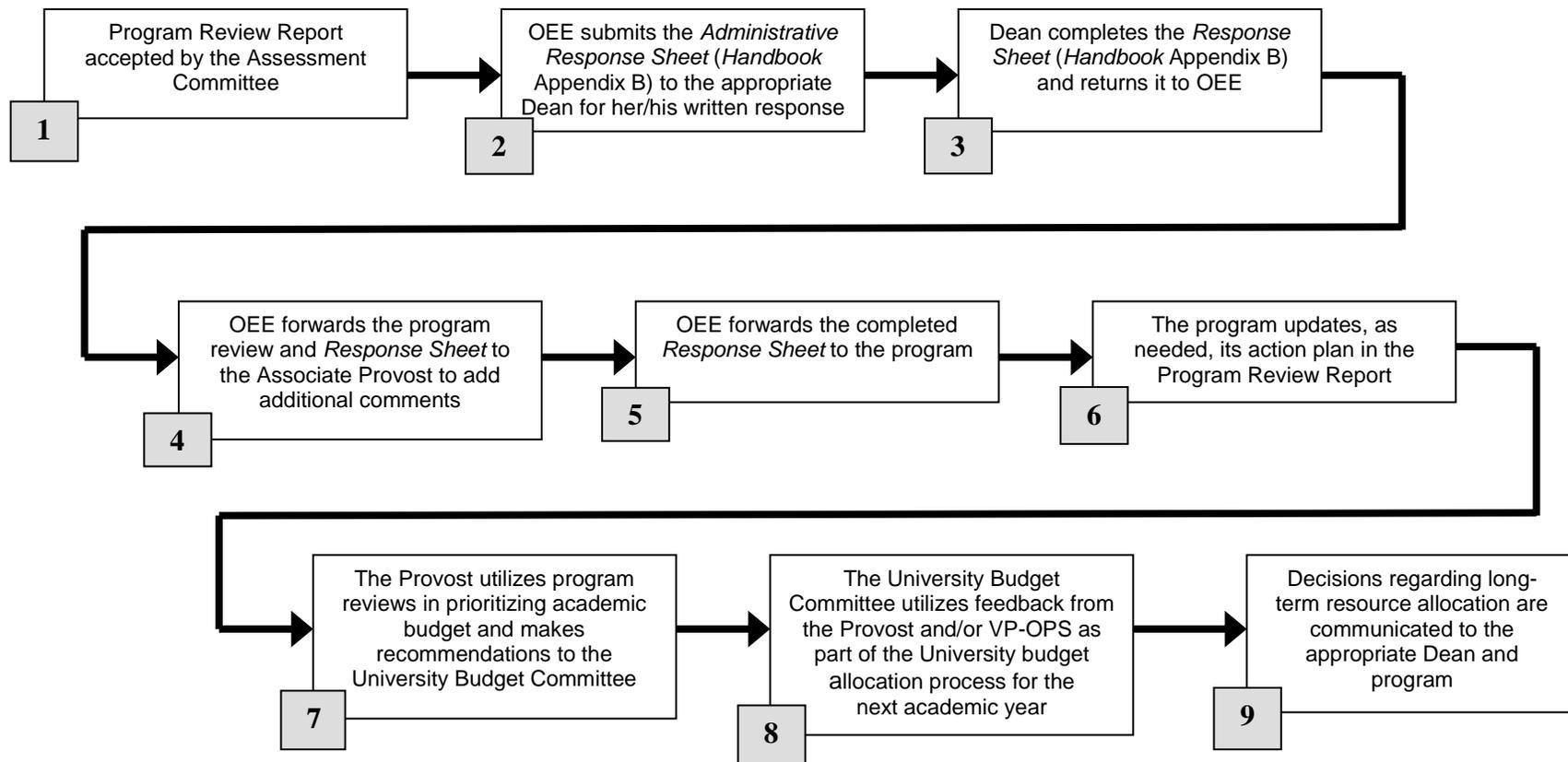
Area/Component	Initial	Emerging	Developed	Highly Developed
A. Introduction and Mission	Missing or vague mission statement. Fails to link program mission to CBU. Inadequate justification for program existence and/or failure to address industry trends. Inadequate analysis.	Functional mission statement; contains abstract language or ideas that are hard to assess but generally linked to CBU mission. Superficial discussion of trends related to program demand. Mention of changes made since last program review. Incomplete analysis.	Good mission statement that is linked to CBU's mission. Solid discussion of program trends in higher education. Discussion of changes since last program review. Good analysis.	Clear and succinct program-specific mission that is visibly linked to CBU mission. Thorough and educated discussion of program trends in higher education. Complete assessment of changes since last program review. Excellent, insightful analysis.
Comments:				
B. Curriculum	Incomplete overview of course offerings. No mention of alignment with comparable programs. No curriculum map or discussion of student learning outcomes and how they are communicated to students. Little to no assessment of curriculum effectiveness or process used to assess curriculum. Inadequate analysis.	Provides an overview of course offerings and degree requirements with limited references to comparable programs. Incomplete curriculum map and limited discussion of student learning outcomes and how they are communicated to students. Limited discussion of assessment process used to assess curriculum. Incomplete analysis.	Provides an overview of course offerings and degree requirements and discusses alignment with comparable programs. Includes a curriculum map and thoughtful discussion of student learning outcomes and how they are communicated to students. Good analysis and discussion of assessment process used to assess curriculum. Good analysis.	Provides an overview of course offerings and degree requirements and engages in a thorough discussion of how program aligns with comparable programs. Includes a curriculum map and thoughtful discussion of student learning outcomes and how they are communicated to students. Excellent analysis and discussion of assessment process used to assess curriculum. Excellent, insightful analysis.
Comments:				
C. Faith Integration	Missing most or all information on departmental assistance provided, faith integration scholarship, and/or evidence of faith integration among students. No data or evidence provided or discussed. Inadequate analysis.	Includes some information on departmental assistance provided, faith integration scholarship, and evidence of faith integration among students. Limited reference to data or evidence, but an incomplete analysis.	Includes nearly all information on departmental assistance provided, faith integration scholarship, and evidence of faith integration among students. Solid data or evidence included and discussed. Good analysis.	Includes all information on departmental assistance provided, faith integration scholarship, and faith integration among students. Excellent data or evidence included and discussed. Excellent, insightful analysis.
Comments:				
D. Faculty (Characteristics, Qualifications, Workload, Teaching Effectiveness)	Missing most or all information on faculty demographics, qualifications, productivity, and/or workloads. Teaching effectiveness data missing; failure to address faculty resources or faculty needs. Inadequate analysis.	Includes some information on faculty demographics, qualifications, productivity, and workloads. Addresses teaching effectiveness and faculty resources, but an incomplete analysis.	Nearly all information on faculty demographics, qualifications, productivity, and workloads is included. Data and analysis of teaching effectiveness provided but not clearly linked to resources/mentoring. Good analysis.	All information on faculty demographics, qualifications, productivity, and workloads is included. Data and analysis of teaching effectiveness provided, along with thorough discussion of faculty resources and faculty needs. Excellent, insightful analysis.
Comments:				
E. Students (Demographics, Enrollment, Learning, Success)	Missing most or all demographic and enrollment data. Information on student diversity, accomplishments, degrees awarded, time to graduation, and/or student/alumni accomplishment missing or incomplete. No mention of organizations, assistance, and/or services to students with special needs.	Includes some demographic and enrollment data. Information on student diversity, accomplishments, degree awarded, time to graduation, and/or student/alumni accomplishment exists but is incomplete and not evidence-based. Brief mention of organizations, assistance, and/or services to students	Includes nearly all demographic and enrollment data. Information on student diversity, accomplishments, degree awarded, time to graduation, and/or student/alumni accomplishment is discussed but not exceptionally documented. Thorough discussion of organizations, assistance, and/or	Includes all demographic and enrollment data. Information on student diversity, accomplishments, degree awarded, time to graduation, and/or student/alumni accomplishment is well-documented and discussed. Thorough discussion of organizations, assistance, and/or services for students with special needs.

	Missing analysis of student recruitment and retention strategies. Missing most or all information on special study options, class size, and/or non-credit courses. Little or no evaluation of how study options and class size impact program quality. Inadequate analysis.	with special needs. Incomplete analysis of student recruitment and retention strategies. Includes some information on special study options, class size, and noncredit courses, but no evidence-based discussion of impact on program quality. Incomplete analysis.	services to students with special needs. Good analysis of student recruitment and retention strategies. Includes nearly all information on special study options, class size, and non-credit courses. Solid discussion of impact on program quality. Good analysis.	Thorough and thoughtful analysis of student recruitment and retention strategies. Includes all information on special study options, class size, and noncredit courses. Evidence-based discussion of impact on program quality. Excellent, insightful analysis.
Comments:				
F. Student and Constituent Feedback	Missing most or all information from student satisfaction or alumni surveys. No mention of acquiring supervisor assessments. No apparent effort to include students in program review. No discussion of budgetary trends. Inadequate analysis	Some references to information from student satisfaction or alumni surveys, but limited or no use of supervisor assessments. Recognition of need to include students in program review, but efforts to date are minimal. Incomplete analysis.	Good discussion of information from student satisfaction or alumni surveys, and solid attempt to utilize supervisor assessments. Some processes in place for including students in program review. Good analysis.	Excellent discussion of information from student satisfaction or alumni surveys, as well as systems for utilizing supervisor assessments. Systematic processes in place for including students in program review. Excellent, insightful analysis.
Comments:				
G. Program Viability and Sustainability	Failure to discuss adequacy of library resources or needs around information literacy. No substantive analysis of efforts toward resource acquisition or evidence-based need for new capacities. No discussion of budget trends. Inadequate analysis.	Minimal discussion of library and information literacy needs. Mention of resources acquired but lacks a thorough analysis of need for new capacities. No meaningful discussion of budgetary trends. Incomplete analysis.	Solid discussion of library and information literacy needs. Good discussion of resources acquired and reasonable analysis of need for new capacities. Budgetary trends are discussed. Good analysis.	Excellent discussion of library and information literacy needs. Thorough discussion of resources acquired and excellent, evidence-based analysis of need for new capacities. Budgetary trends are thoughtfully and thoroughly analyzed. Excellent, insightful analysis.
Comments:				
I. Summary and Conclusion	Missing a summary of strengths and weaknesses generated from internal and external program review. Goals are ambiguous and action steps are unattainable. Inadequate analysis.	Includes a brief summary of strengths and weaknesses but still superficial. Goals are adequate but not evidence based and action steps are not clear or attainable. Incomplete analysis.	Includes a thorough discussion of strengths and weaknesses. Goals are reasonable and attainable and action steps make sense. Good analysis.	Excellent and articulate discussion of strengths and weaknesses. Goals are clearly linked to program improvement and are reasonable. Action steps are clear. Excellent, insightful analysis.
OVERALL	Too much missing or incomplete information makes the report deficient and not ready for submission.	Some additional information and improved analyses are required before submission.	Good report; ready for submission, but not as thorough as it could be.	Excellent report; ready for submission.
Comments:				

TABLE 4. PROGRAM REVIEW ADMINISTRATIVE RESPONSE PROCESS

Office of Educational Effectiveness (OEE)

After the academic program's Program Review Report is accepted by the Assessment Committee, the diagram presented below depicts the university-level processes, initiated by the OEE, necessary to respond to the approved Report.



Handbook APPENDIX A
California Baptist University
Report to the Assessment Committee

Name of Program Reviewed: _____

Attach a copy of the rubric(s) with comments from the assigned Faculty Liaisons. In the space below, a summary of the comments made by the Assessment Committee concerning each Section and the quality and appropriateness of program goals has been provided.

A - Mission

B - Curriculum

C – Faith Integration

D – Faculty (Characteristics, Qualifications, Workload, and Teaching Effectiveness)

E – Students (Demographics, Enrollment, Learning, and Success)

F – Student and Constituent Feedback

G – Program Viability and Sustainability

H – Outside Reviewer Report

I – Summary, Conclusions, Action Plan

Additional feedback, recommendations, or concerns:

After review by the Assessment Committee, the submitted Program Review Report is accepted.

Date: _____

On the Assessment Committee's behalf:

Associate Provost

Faculty Liaison

Faculty Liaison

Print Name

Print Name

Print Name

Handbook APPENDIX B

California Baptist University
PROGRAM REVIEW - ADMINISTRATIVE RESPONSE SHEET

Routing: 1-Dean 2- Associate Provost
3-OEE 4-Program (copy)

Program: _____ School/College: _____

Date Accepted by the Assessment Committee: _____

DEAN'S RESPONSE TO PROPOSED ACTIONS* - Provide feedback on the program review in general, the stated goals/actions, and *when appropriate*, identify any **one-time** college/school resources that are available or any form of assistance you can provide for accomplishing the program's goals.

DEAN'S ANALYSIS OF ADDITIONAL RESOURCE ALLOCATIONS: Based on the Recommended Action Steps including in the Program Review and budget data from Exhibit I3, comment on the current resource allocations for this program in light of enrollment trends and/or revenues. Recommend to what degree CBU should include in its budget planning the requests for **long-term** program capacities (e.g., positions, space)?

Dean's Signature: _____ Date: _____

*UPON COMPLETING THIS RESPONSE SHEET, please make a copy for your records and then return this original *immediately* to the Office of Educational Effectiveness (James 103)

DATE RECEIVED BACK to OEE: _____

ASSOCIATE PROVOST'S RESPONSE - Please indicate what, if anything, you can do in cooperation with, or in addition to, what the Dean offers, or any other response you deem appropriate.

Associate Provost's Signature: _____ Date: _____

DATE COPY SENT TO THE PROGRAM: _____

Handbook APPENDIX C



Program Review Follow-up Progress Report

(Completed 18 months after an approved Program Review Report)

Program Name:

Academic Division, School/College, and/or Department:

Person submitting this report:

Date Program Review Report accepted by the Assessment Committee:

Date Follow-up Report Submitted:

Desired Outcome to Improve Program Quality (copy from original program review)	Recommended Actions to Achieve Outcome (copy from original program review report)	Evidence used to Evaluate Progress (what data are you using to make your judgment?)	Progress Made in Accomplishing the Outcome (be detailed when possible)

Summary Conclusions: Evaluate how well the program is moving forward on its program outcomes/goals, and identify any remaining challenges associated with accomplishing the recommendations from the original program review.

Accepted by the Assessment Committee:

Associate Provost: _____ Date: _____

Handbook APPENDIX D

PROGRAM REVIEW REPORT TEMPLATE (Required)

INSTRUCTIONS:

- The following pages constitute the template for all Program review reports. To facilitate report writing, a copy of this template (Word document) is available on the OEE website.
- Do not change the order or section/item wording; provide appropriate responses in the blank space provided (the space expands when typing if more room is needed).
- Attach data exhibits as required (most provided by the OEE); provide brief introductions to the attachments and any explanatory comments.
- Programs with professional accreditation may submit their most recent accreditation report to meet the CBU program review requirement. However, if this option is elected the program must still complete and submit the following items:
 - Academic Program Review Report coversheet
 - Faculty Review Verification coversheet
 - Table of Contents indicating where in the professional accreditation report the information required by CBU appears
 - Any information required in the CBU program review report that is not included in the professional accreditation report (e.g. faith integration, action plan, etc.)
- Once Program Review has been completed, please share the report with “cbuadmin.”

NEED HELP?

Please contact the Office of Educational Effectiveness (OEE), Ext. 4346; located in James 103, Riverside Main Campus



**ACADEMIC
PROGRAM REVIEW
REPORT**

[Program Name]

[Insert Division, School, or College]

Date Submitted:

(Person leading the review printed name below the line, signature on the line)

(Dean's printed name below the line, signature on the line)

Professional Accreditation: [If appropriate, insert name of accrediting body and date of last review]

Last Approved CBU Program Review Submitted on: _____



Program Review Faculty Review Verification

Program: _____

As a full-time faculty member and evidenced by my signature appearing below, I verify I have been an active participant in the program review process and have read this Program Review Report as submitted to the CBU Assessment Committee:

(Add as many additional names as needed)

Printed Name	Signature	Date

NOTE: Once signed, include a PDF copy of this verification page with the Program Review Report submitted in LiveText by “Sharing” with “cbuadmin,” which is the Office of Educational Effectiveness.