



CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

# 2020-21 Academic Program Review Handbook

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# About Academic Program Review

## Goals of Academic Program Review

California State University, Dominguez Hills is committed to the development and delivery of excellent academic programs that reinforce our position as a comprehensive model urban university. An important element in fostering program excellence and a vigorous university is a policy of regular self-assessment and planning, implementation, and evaluation. Classroom and programmatic change grounded in this policy are the foundation of the review process. Program review includes analyses of the achievement of each program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examinations and placement, and evidence from community members such as employers and professional organizations. The policy and procedures described in this document are consistent with requirements of the CSU Chancellor's Office and current accreditation requirements.

### **Goals of Academic Program Review**

1. To document the congruence of the goals of academic programs with the University's Strategic Plan.
2. To provide evidence of high quality academic programs from internal and external sources.
3. To assess areas of strength and areas needing improvement in academic programs.
4. To encourage creativity in the teaching and learning environment while ensuring academic integrity.
5. To identify resources needed to maintain high-quality academic programs and to achieve program improvement.

## Principles and Assumptions

The program review process is guided by the following set of principles and assumptions:

1. Planning and development in the instructional areas is a collegial process. At CSUDH, the responsibility for establishing academic programs based on the assessment of student learning and program outcomes, community needs and the exercise of professional judgment concerning what constitutes a high quality program is placed on the faculty and dean of each college.
2. The college, as well as individual programs, benefit from program review. An examination of the issues, strengths and problems of the various programs yields greater understanding of the character and quality of the college. This examination also provides an opportunity for the college dean, working in conjunction with the faculty to establish and/or revise the college's priorities, thereby further defining its mission.

3. Balance between flexibility and uniformity is desirable. Diversity should be accommodated; however, procedures should provide enough consistency and structure to guide those who participate in the review.
4. Program review is an open process facilitating the presentation of issues, problems, and areas of strength as well as the creation of realistic solutions and plans for maintaining high quality. The process should encourage cooperative planning within the college as well as between the college and the designated program review body.

## Academic Program Review Process

Each academic program shall complete a full review once every six years. The Program Review Process involves six steps:

1. The preparation of a self-study report by program faculty;
2. A site visit by a qualified external reviewer, who provides a written evaluation of the program on the basis of the self-study as well as additional materials consulted during the site visit;
3. A departmental response to the report of the external reviewer;
4. Recommendations from the college dean;
5. Recommendations from the Program Review Panel;
6. A planning meeting involving program faculty (full-time and adjunct), the college Dean, a representative of the Program Review Panel, and the Provost/Vice President of Academic Affairs.

The Office Academic Affairs initiates the program review process. No later than September 15, the Vice Provost for Academic Affairs and the elected chair of the Program Review Panel will organize preliminary meetings with the Chairs of programs scheduled for review and the relevant instructional Deans. Participants will discuss the findings from previous program reviews and their potential relevance to the current review cycle; initiate the search for qualified external reviewers; identify any special themes or items to be highlighted in the self-study; and identify data needs beyond what is provided annually by the Office of the University Effectiveness, Planning, and Analytics (i.e., the Academic Unit Profile).

### Process Exception: Specialized Accreditation

Some programs are subject to periodic specialized accreditation. The self-studies produced for specialized accreditation are typically exhaustive and generally include the information required by the six-year program self-study. Accreditation reports may be substituted for the campus Self-Study Report; however:

1. The self-study template in Compliance Assist must be completed to indicate where specific self-study elements are discussed in the accreditation materials (i.e., document name and page number); and

2. Self-study questions must be fully addressed, which may necessitate preparation of additional narrative and/or supplemental materials not found in the accreditation materials

Programs preparing self-studies for accreditation are encouraged to consult with the Program Review Panel Chair and the Vice Provost at the beginning of the accreditation process. Otherwise, programs subject to accreditation follow the steps outlined above. In particular, program faculty and instructional deans must submit responses to the reports of external reviewers to facilitate the formulation of recommendations for program improvement relevant to and beyond accreditation requirements.

All reports and supplemental documents (i.e., appendices) should be loaded into the Document Directory in Compliance Assist.

### Full Program Review: Steps and Timeline

The chart below provides a timeline and a more detailed description of the review process. Timely completion of the process requires consistent attention over three successive academic terms (fall, spring, and fall).

Steps	Timeline
1. The Chair/Coordinator of the program under review, the relevant instructional Dean, the Vice Provost for Academic Affairs, and the chair of the Program Review Panel meet to review the results of the previous review, to initiate the search for qualified external reviewers, and to plan the upcoming review. After the meeting, the program chair, with her/his dean, reaches out to potential external reviewers.	No later than the 2nd Friday in September
2. After confirming their willingness to serve, the program Chair/Coordinator provides a list of potential external reviewers – with a brief CV for each – to her/his Dean. If the Dean accepts the candidates, she/he passes along the list to the Vice Provost for Academic Affairs and the Office of Academic Programs, who will contact the external reviewer and schedule the site visit.	No later than the 3rd Monday in October
3. Data and evidence pertinent to the review are collected, summarized, and analyzed by the division/department/program faculty for inclusion in the Program Self-Study Report. A draft Self-Study Report should be made available to all full- and part-time faculty for input.	
4. The Self-Study Report is submitted to the Office of Academic Programs with a copy sent to the College Dean. All full-time faculty members shall indicate in Compliance Assist that they have reviewed the document and are aware of its contents.	No later than 2nd Friday in December
5. After having reviewed the Self-Study Report, one or more external reviewers visit the campus to meet with relevant faculty, students, staff, and administrators.	All visits should be scheduled no later than the 1st week in March

6. The external reviewer shall submit the External Review Report, due to the Office of Academic Programs no more than two weeks after the campus visit.	2 weeks
7. The division/department/program faculty submit a response to the External Review Report to the Office of Academic Programs no more than two weeks after its receipt.	2 weeks
8. The College Dean submits his/her response to the External Review Report, to the Office of Academic Programs within two weeks of receipt of the division/department/program's response to the External Review Report.	2 weeks
9. The Program Review Panel composes a commentary that summarizes the major findings and issues raised by the review and prioritizes the resulting recommendations. The approved commentary is submitted to the Provost/Vice President for Academic Affairs, with copies to the College Dean and Program faculty.	No later than 2 weeks following receipt of external reviewer's report.
10. A planning conference is convened to review the results of the review and establish planning priorities for the upcoming review cycle. The participants include the Provost/Vice President for Academic Affairs, the College Dean, the Vice Provost, a representative of the Program Review Panel, and program faculty (adjunct faculty are to be invited), the Undergraduate Dean, and the Graduate Dean (when appropriate). The conclusions of this discussion are summarized in a memo of understanding to be signed by the Provost, the Dean, and the program Chair.	No later than one month following approval of PRP Commentary

**Procedural Summary: The Self-Study**

The purpose of the self-study is to provide a systematic assessment of program quality and effectiveness. Programs have broad discretion in organizing the preparation of the self-study, but certain principles apply to all. It is to be an inclusive process, providing all stakeholders with opportunities for meaningful involvement. Participants – especially faculty and students – should be given ample time for reflection and discussion of issues relevant to the major issues raised by the self-study.

If a department offers more than one instructional program, a separate analysis for each degree program must be included in the final Self-Study Report. Programs of limited size (e.g. minors and certificates), that have no faculty appointments and are not housed in a department, conduct a more limited self-study and write a shorter Self-Study Report. Additionally, for the campus general education program, the General Education Committee and the Dean of Undergraduate Studies compose a Self-Study Report and coordinate an external review.

**External Review Procedures**

After the self-study process is completed, each program participates in an external review conducted by faculty from universities who have expertise in the relevant discipline(s).

After consultation with the program, the College Dean submits the names of at least two nominees and their vitae to the Office of the Provost. If more than one reviewer will be employed, at least one should be faculty at a CSU campus. Program faculty and the College Dean should also indicate whether a one-day or two-day visit is required. In consultation with program faculty and the College Dean, the Vice Provost for Academic Affairs will confirm the selection of the external reviewer(s) and instruct the Department/Program to initiate site visit planning.

External reviewer nominees must meet the following minimum criteria:

- Evidence of experience in program review;
- Evidence of currency, including teaching and expertise in the field under review; and
- Terminal degree in the appropriate discipline.

The Office Academic Affairs will provide the external reviewer(s) with a copy of the Program Review Guide and the program's Self-Study no less than four weeks prior to their visits. During visits of one or two days, reviewers meet with program faculty, staff, students, alumni (when possible), and the College Dean. Further, they may conduct a physical inspection in order to assess program facilities (classrooms, offices, labs, rehearsal facilities, etc.). External reviewers then prepare a report that identifies program strengths and weaknesses, evaluates the plans for program improvement outlined in the self-study, and offers additional recommendations for program improvement, including an assessment of unmet resource needs. See [Appendix C](#) for further guidelines and recommendations.

The External Review Report should be emailed to Academic Programs ([academicprogramreview@csudh.edu](mailto:academicprogramreview@csudh.edu)) within two weeks of the site visit. An honorarium of \$1000 will be sent upon receipt of the report.

## Responses to the External Review Report

### Program Response

Program faculty review the report of the external reviewer and submit a written response to it within two weeks. In this brief document, the program should explain why it does or does not concur with the assessment and recommendations of the external reviewer.

### Dean's Response

The College Dean then composes a brief commentary that summarizes the main findings of the review and identifies supported recommendations. This commentary should be submitted no later than two weeks after receipt of the department's response to the External Review Report.

## Program Review Panel Procedures

Typically, the Program Review Panel will prepare its commentary and recommendations based on the Self-Study Report, the External Review Report, the program's response, and the commentary provided by the College Dean. However, if the departmental response to the external review and the report of the College Dean are not received in a timely fashion (i.e., within one month of the submission of the external reviewer's report), the panel will prepare its commentary and recommendations using only the Self-Study and the report of the external reviewer.

Each program undergoing review will be assigned a Program Review Team composed of at least two members of the Program Review Panel. The Program Review Team acts as an outside neutral party, which provides a total university perspective, independent of the program, the dean, and external reviewers. The Program Review Panel Commentary will synthesize the findings and recommendations outlined in the self-study, External Review Report and other supporting documents. All panel members then have the opportunity to discuss the draft commentary during a first reading. Recommended amendments to draft commentaries will be approved by a simple majority of voting members. Commentaries will receive formal approval, again by majority vote, after a second reading. The approved commentary will be sent to the Provost and Vice President of Academic Affairs with copies to the College Dean and program faculty.

### Program Review Commentary

Program Review commentary shall consist of the following three segments:

#### Introduction

This section should provide a short description of the program and how it contributes to the realization of the university's mission. Comments on the thoroughness of the self-study, the quality of the supporting evidence and analysis, and the prioritization of plans should also be included here.

#### Findings and Major Issues

This is the body of the report. Based on the evidence presented in the Self-Study Report and other documents, the tour of physical facilities, if applicable, and the external review report, the team should identify the most significant issues affecting the quality and effectiveness of the program. The team should identify areas of strength and areas needing improvement. The team should highlight recommendations supported by all parties as well as instances in which program faculty, external reviewers, and/or deans disagree regarding program needs.



## Recommendations

Panel recommendations generally mirror proposals advanced by program faculty, external reviewers, and/or college deans. In such cases, the panel's recommendations should identify priority actions. Panel recommendations should also indicate whether specific initiatives would require outside resource support. If the panel does not support or significantly modifies a recommendation supported by the parties to the review, it must provide a clear rationale.

## Appendix A: The Self-Study Report Template

Your self-study report template is pre-populated for your program(s) in Compliance Assist. Below is an outline of the sections and requested information. Information can be entered incrementally in Compliance Assist; however, some may find it useful to compose responses in a word processing document and later copy and paste the responses in Compliance Assist. For those enlisting faculty in collaborative authorship of the self-study report, campus technology tools may prove especially useful: Dropbox, Word for Microsoft 365, or even a Blackboard Organization Page can help multiple authors to stay organized and keep track of versions.

### Undergraduate Template

Programs that are externally accredited may optionally use the accreditation report to complete portions of the self-study. For each section below, list the relevant page number(s) and/or section(s) from the accreditation report that address the questions. Provide additional narrative if the accreditation report does not fully address all aspects of the questions. Ensure that all relevant accreditation documentation and appendices are uploaded to the Document Directory section.

#### 1. Program Information

##### 1.A Names of report author(s)

List the names of all persons who contributed to this report

*(narrative response)*

##### 1.B Faculty

List all tenured, tenure-track, and full-time lecturer faculty. Indicate who is the chairperson, coordinator, or director.

*(narrative response)*

##### 1.C Date of last program review (if applicable)

If the program has previously been reviewed, list the last completed date and verify that the report has been uploaded to the Document Directory section.

*(narrative response and upload files if applicable)*

##### 1.D Acknowledgement of Review

By checking the boxes below, each program faculty member acknowledges they have read and reviewed the content of the completed self-study report.

This acknowledgement is being used in lieu of an electronic signature.

*(narrative response)*

## 2. Program Overview

### 2.A Program description

List all program options, concentrations, minors, certificates, and credentials covered in this review. Provide a brief, but complete description of each. Include the program or department mission and/or strategic plan, if applicable.

You may upload a .pdf of the description and mission in lieu of typing out the information in the box below:

- First, add the relevant files to the Document Directory
- Then, use the "Document Directory Source" tool to add the file here

*(narrative response and/or upload applicable files)*

### 2.B Changes and major developments

Describe any changes implemented or major developments since the last program review (including those made in response to the last program review). If the program has not yet undergone review, then describe anticipated major changes or developments for the coming years.

*(narrative response)*

### 2.C CSU Executive Order 1071

Does your program comply with CSU Executive Order 1071, requiring core courses taken by students in all tracks/options/concentrations/emphases to comprise at least 50% of any option, concentration, or emphasis within a degree program? If not, where are you at in the process to update the curriculum to meet this requirement?

*(narrative response)*

### 2.D Transfers

Please list any determinations of "similar" made for Transfer Model Curriculum developed for Associate Degrees for Transfer (ADT), if applicable: <https://www.c-id.net/tmc>

*(narrative response)*

### 2.E Degree Roadmaps and Smart Planner Template

Provide the most recent degree roadmaps and recommended sequencing, as reflected in the MyCSUDH Smart Planner and Education Advisory Board (EAB) systems.

Note: the degree roadmap listed on the CSUDH webpage/in the university catalog and the Smart Planner template are two separate documents.

*(narrative response and/or upload applicable files)*

### 2.F Quantitative reasoning requirement

Identify the program's preferred (or required) pathway for meeting the quantitative reasoning requirement. For more information, please refer to [EO 1110](#).

*(narrative response)*

### 2.G Degree requirements

List the number of units required for degree completion; identify opportunities for double-counting with requirements in General Education, etc.

*(narrative response)*

## 3. Program and Curricular Quality

### 3.A Mission and goals

Detail how the program's mission, goals, and student learning outcomes objectives align with the university strategic plan and support its realization.

*(narrative response)*

### 3.B Knowledge of subject

Does the program lead to a broad, well-integrated knowledge of the subject? Are the requirements appropriate for a high-quality program? Are there important areas of expertise or aspects of the discipline that are not adequately covered?

*(narrative response)*

### 3.C Demand

Discuss student demand for the program. Is there demand for additional certificate, undergraduate, or graduate programs? You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

### 3.D Retention and graduation rates

Using data from the Academic Unit Profile, analyze the program's retention and graduation rates. What trends are evident? How do program graduation rates compare to the 2025 targets that the Chancellor's Office established for CSUDH?

(Note: programs are responsible for reporting on the under-represented minority gap and Pell gap only if those data are available in the Academic Unit Profile.)

[Link to data dashboard in Tableau](#)

*(narrative response and upload files as applicable)*

### 3.E External accreditation

Has the program sought accreditation? If so, to which agency, and with what results? Attach any related documentation demonstrating accreditation or progress towards accreditation:

- First, add the relevant files to the Document Directory
- Then, use the "Document Directory Source" tool to add the file here

*(narrative response and upload files if applicable)*

### 3.F Contributions to other academic programs

Describe the program's curricular contributions to other academic programs, including General Education, Service Learning, Writing Intensive, or course utilization by other programs.

*(narrative response)*

## 4. Teaching and Learning

### 4.A Learning Outcomes

Are program curricula sufficiently aligned with the Program's Student Learning Outcomes objectives? Over the last review cycle, has the program met its program student learning outcomes/goals? Address plans and/or progress towards improving curricula to meet outcomes.

Upload relevant documentation to this section, including: USLOAC Assessment Plans, Reports, Recommendation Letters, etc.:

- First, add the relevant files to the Document Directory.
- Then, use the "Document Directory Source" tool to add the file(s) here.

*(narrative response and upload files as applicable)*

### 4.B Pedagogy

What modes of instruction does the program deploy? How does the program measure the relative effectiveness of traditional, hybrid, and online modalities? How are any issues arising from assessment addressed?

*(narrative response)*

### 4.C Assessment of Instruction

How does the program evaluate instructors and instruction efficacy? How are potential issues addressed, and how are instructional improvements supported or encouraged?

*(narrative response)*

## 5. Resources

### 5.A Campus resources

Describe the facilities and resources needed to successfully deliver the program, including (but not limited to): instructional spaces, laboratories, equipment, student employees/instructional students, specialized spaces, equipment, service contracts, etc.

*(narrative response)*

### 5.B Faculty resources

Does the program employ a sufficient number of faculty of appropriate qualifications, rank, and experience to realize its mission and objectives? If no, describe the program's faculty needs and outline a six-year recruitment plan.

*(narrative response)*

## 6. Faculty Activities

### 6.A Faculty Activities, Professional Development, and Scholarship

1. Describe the organizational procedures by which the department supports program leadership, curriculum development, faculty evaluation, student advising, and extracurricular activities.
2. Discuss the research achievements and/or creative activities of program faculty (including scholarly publications, exhibits, performances, consulting, professional memberships, contributions to professional associations, and other relevant professional activities).
3. How do faculty maintain currency in their field(s)?
4. How does the program support and reward faculty scholarship?
5. How does the program support faculty development?

*(narrative response)*

### 6.B Shared Governance

1. How do program faculty contribute to shared governance at CSUDH and in the CSU (discuss service on college, university and system-wide bodies)?
2. How does the program integrate part-time faculty?
3. Are adjunct faculty provided with any kind of orientation or training?
4. Are adjunct faculty offered opportunities for professional development?

*(narrative response)*

## 7. Serving Student Needs

### 7.A Student Success within CSUDH

Address:

1. Retention and graduation rates, including (but not limited to): DFWs, Bottlenecks. Can students complete the program in a timely fashion? How does the program identify and manage bottleneck courses?
2. Access to/connection to institutional resources and support
3. How does the program ensure student access to advising? How do students receive information about academic requirements, class scheduling, co-curricular activities, research or internship opportunities and other program updates?
4. Online student services
5. College readiness efforts within the program, such as: study skills, time management, study groups etc.
6. Technology support/connection with academic technology office
7. Engagement with declared students while in GE

8. Does the program solicit feedback from current students? How is this feedback addressed?

*(narrative response and upload files as applicable)*

#### 7.B Sense of program identity and community; engagement with the discipline

Address:

1. Orientations, faculty engagement
2. Student organizations
3. Describe co-curricular programs supported by the department and other department practices designed to make student life meaningful and vibrant. How do these activities promote the personal and professional development of students?
4. Describe the involvement of undergraduate and/or graduate students in faculty research
5. How does the program encourage and recognize student achievement (honors, awards, scholarships, Student Research Day, etc.)?

*(narrative response and upload files as applicable)*

#### 7.C Student Success beyond CSUDH

Address:

1. Internships, service learning, etc.
2. Student surveys, focus groups, etc. Does student feedback inform scheduling, efforts to improve instruction or program/curriculum modifications?
3. Alumni surveys and engagement; alumni perceptions of the value of their degree
4. Career development and pathways; professional achievements of alumni
5. Data demonstrating student performance on graduate or professional school entrance exams

You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

### 8. Service and Outreach Activities

#### 8.A Service functions

What efforts are made to assess the community's need for service functions provided by the program?

You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

#### 8.B Service activities

Discuss service activities or programs that the program offers for the campus and/or the community.

*(narrative response and upload files as applicable)*

## 9. Conclusion

### 9.A Self-appraisal

Provide a brief, frank self-appraisal of the program; identify major trends that shaped its development during the period under review.

### 9.B Major objectives

Describe major objectives for the upcoming review cycle, including an implementation plan.

You may upload a .pdf of program strategic plans to support this section:

- First, add the relevant files to the Document Directory.
- Then, use the "Document Directory Source" tool to add the file here.

## 10. Appendices

List any additional relevant documents you have uploaded to the Document Directory in support of this self-study, that were not already linked to the sections/items above.

## Graduate Template

Programs that are externally accredited may optionally use the accreditation report to complete portions of the self-study. For each section below, list the relevant page number(s) and/or section(s) from the accreditation report that address the questions. Provide additional narrative if the accreditation report does not fully address all aspects of the questions. Ensure that all relevant accreditation documentation and appendices are uploaded to the Document Directory section.

### 1. Program Information

#### 1.A Names of report author(s)

List the names of all persons who contributed to this report

*(narrative response)*

#### 1.B Faculty

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*(narrative response)*

#### 1.C Date of last program review (if applicable)

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*(narrative response and upload files if applicable)*

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By checking the boxes below, each program faculty member acknowledges they have read and reviewed the content of the completed self-study report.

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*(narrative response)*

## 2. Program Overview

### 2.A Program Overview

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*(narrative response and/or upload applicable files)*

### 2.B Changes and major developments

Describe any changes implemented or major developments since the last program review (including those made in response to the last program review). If the program has not yet undergone review, then describe anticipated major changes or developments for the coming years.

*(narrative response)*

## 3. Program and Curricular Quality

### 3.A Mission and goals

Detail how the program's mission, goals, and student learning outcomes objectives align with the university strategic plan and support its realization.

*(narrative response)*

### 3.B Knowledge of subject

Does the program lead to a broad, well-integrated knowledge of the subject? Are the requirements appropriate for a high-quality program? Are there important areas of expertise or aspects of the discipline that are not adequately covered?

*(narrative response)*

### 3.C Demand

Discuss student demand for the program. Is there demand for additional certificate, undergraduate, or graduate programs? You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

### 3.D Retention and graduation rates

Using data from the Academic Unit Profile, analyze the program's retention and graduation rates. What trends are evident? How do program graduation rates compare to the 2025 targets that the Chancellor's Office established for CSUDH?

(Note: programs are responsible for reporting on the under-represented minority gap and Pell gap only if those data are available in the Academic Unit Profile.)

[Link to data dashboard in Tableau](#)

*(narrative response and upload files as applicable)*

### 3.E External accreditation

Has the program sought accreditation? If so, to which agency, and with what results? Attach any related documentation demonstrating accreditation or progress towards accreditation:

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*(narrative response and upload files if applicable)*

### 3.F Contributions to other academic programs

Describe the program's curricular contributions to other academic programs, including General Education, Service Learning, Writing Intensive, or course utilization by other programs.

*(narrative response)*

## 4. Teaching and Learning

### 4.A Learning Outcomes

Are program curricula sufficiently aligned with the Program's Student Learning Outcomes objectives? Over the last review cycle, has the program met its program student learning outcomes/goals? Address plans and/or progress towards improving curricula to meet outcomes.

Upload relevant documentation to this section, including: USLOAC Assessment Plans, Reports, Recommendation Letters, etc.:

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*(narrative response and upload files as applicable)*

#### 4.B Pedagogy

What modes of instruction does the program deploy? How does the program measure the relative effectiveness of traditional, hybrid, and online modalities? How are any issues arising from assessment addressed?

*(narrative response)*

#### 4.C Assessment of Instruction

How does the program evaluate instructors and instruction efficacy? How are potential issues addressed, and how are instructional improvements supported or encouraged?

*(narrative response)*

### 5. Resources

#### 5.A Campus resources

Describe the facilities and resources needed to successfully deliver the program, including (but not limited to): instructional spaces, laboratories, equipment, student employees/instructional students, specialized spaces, equipment, service contracts, etc.

*(narrative response)*

#### 5.B Faculty resources

Does the program employ a sufficient number of faculty of appropriate qualifications, rank, and experience to realize its mission and objectives? If no, describe the program's faculty needs and outline a six-year recruitment plan.

*(narrative response)*

### 6. Faculty Activities

#### 6.A Faculty Activities, Professional Development, and Scholarship

6. Describe the organizational procedures by which the department supports program leadership, curriculum development, faculty evaluation, student advising, and extracurricular activities.
7. Discuss the research achievements and/or creative activities of program faculty (including scholarly publications, exhibits, performances, consulting, professional memberships, contributions to professional associations, and other relevant professional activities).
8. How do faculty maintain currency in their field(s)?
9. How does the program support and reward faculty scholarship?
10. How does the program support faculty development?

*(narrative response)*

#### 6.B Shared Governance

5. How do program faculty contribute to shared governance at CSUDH and in the CSU (discuss service on college, university and system-wide bodies)?
6. How does the program integrate part-time faculty?

7. Are adjunct faculty provided with any kind of orientation or training?
8. Are adjunct faculty offered opportunities for professional development?

*(narrative response)*

## 7. Serving Student Needs

### 7.A Student Success within CSUDH

Address:

1. Retention and graduation rates, including (but not limited to): DFWs, Bottlenecks. Can students complete the program in a timely fashion? How does the program identify and manage bottleneck courses?
2. Access to/connection to institutional resources and support
3. How does the program ensure student access to advising? How do students receive information about academic requirements, class scheduling, co-curricular activities, research or internship opportunities and other program updates?
4. Online student services
5. Graduate school readiness efforts within the program, such as: study skills, time management, study groups etc.
6. Technology support/connection with academic technology office
7. Engagement with students in undergraduate curriculum (if applicable)
8. Does the program solicit feedback from current students? How is this feedback addressed?

### 7.B Sense of program identity and community: engagement with the discipline

Address:

6. Orientations, faculty engagement
7. Student organizations
8. Describe co-curricular programs supported by the department and other department practices designed to make student life meaningful and vibrant. How do these activities promote the personal and professional development of students?
9. Describe the involvement of undergraduate and/or graduate students in faculty research
10. How does the program encourage and recognize student achievement (honors, awards, scholarships, Student Research Day, etc.)?

*(narrative response and upload files as applicable)*

### 7.C Student Success beyond CSUDH

Address:

6. Internships, service learning, etc.
7. Student surveys, focus groups, etc. Does student feedback inform scheduling, efforts to improve instruction or program/curriculum modifications?
8. Alumni surveys and engagement; alumni perceptions of the value of their degree
9. Career development and pathways; professional achievements of alumni

## 10. Data demonstrating student performance on graduate or professional school entrance exams

You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

## 8. Service and Outreach Activities

### 8.A Service functions

What efforts are made to assess the community's need for service functions provided by the program?

You may contact the University Effectiveness, Planning, and Analytics Office for assistance to address this question:

- [Data Request Form](#)
- [Contacts](#)

*(narrative response and upload files as applicable)*

### 8.B Service activities

Discuss service activities or programs that the program offers for the campus and/or the community.

*(narrative response and upload files as applicable)*

## 9. Conclusion

### 9.A Self-appraisal

Provide a brief, frank self-appraisal of the program; identify major trends that shaped its development during the period under review.

### 9.B Major objectives

Describe major objectives for the upcoming review cycle, including an implementation plan.

You may upload a .pdf of program strategic plans to support this section:

- First, add the relevant files to the Document Directory.
- Then, use the "Document Directory Source" tool to add the file here.

## 10. Appendices

List any additional relevant documents you have uploaded to the Document Directory in support of this self-study, that were not already linked to the sections/items above.

## Appendix B: Using Compliance Assist

The template provided in Compliance Assist represents a comprehensive list of issues that may affect academic programs at CSUDH. However, it is understood that not all items will be relevant to every program. Self-study authors may disregard items not relevant to their programs by entering “NA” in the template. If an item is addressed in a supplementary file (such as an appendix), authors should upload the relevant files to the Document Directory, refer the reader to the location of the response within the file (section and page number), and add the link to the Document Directory Source.

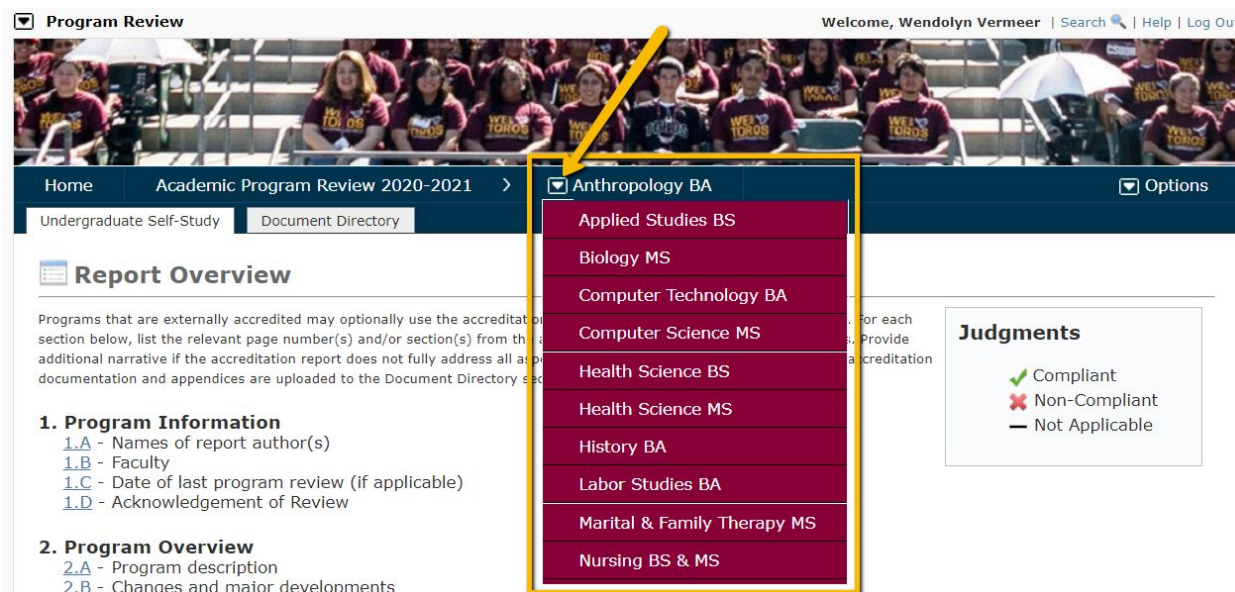
The self-study and all supporting documentation/materials shall be entered directly into the Campus Labs Compliance Assist website. The Office of the Provost will facilitate regular training in Campus Labs at the beginning of each academic year. The Office of the Provost will notify external reviewers when self-study reports become available. As a rule, an external reviewer should have access to these materials no less than four weeks prior to her/his scheduled site visit.

### Accessing the Self-Study Template in Compliance Assist

Navigate to <https://csudh.compliance-assist.com/> in your internet browser of choice. Sign in with your CSUDH credentials.

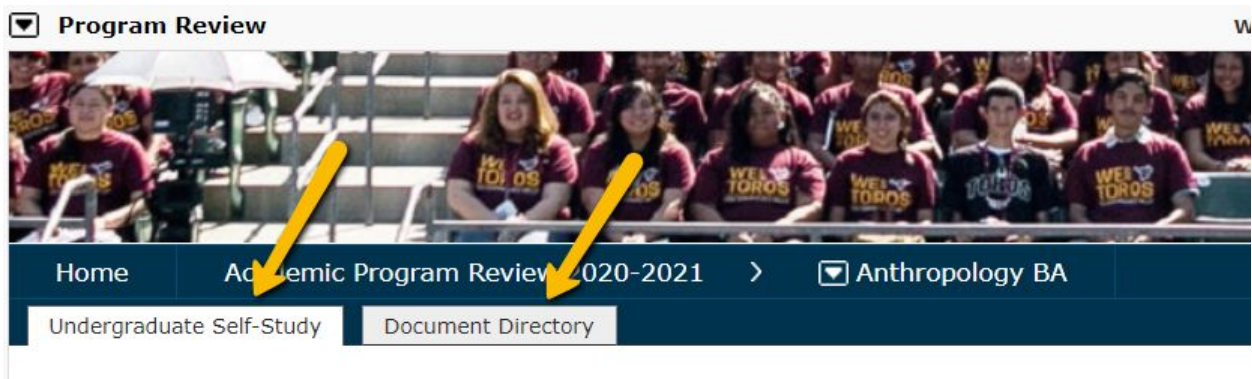
### Navigating Compliance Assist

Navigate to your program by clicking on the down carrot to the right of **Academic Program Review 2020-2021** in the top navigation bar and selecting your program from the drop-down list:

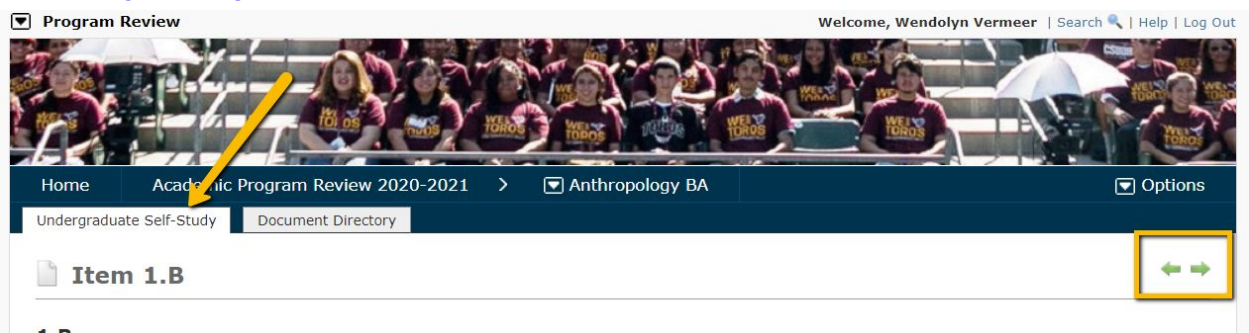


The screenshot displays the Compliance Assist website interface. At the top, there is a navigation bar with the text "Program Review" on the left and "Welcome, Wendolyn Vermeer | Search | Help | Log Out" on the right. Below the navigation bar is a banner image of students in maroon shirts. A yellow arrow points to a dropdown menu that is open, showing a list of academic programs: Anthropology BA, Applied Studies BS, Biology MS, Computer Technology BA, Computer Science MS, Health Science BS, Health Science MS, History BA, Labor Studies BA, Marital & Family Therapy MS, and Nursing BS & MS. The dropdown menu is highlighted with a yellow border. Below the navigation bar, there are tabs for "Home", "Academic Program Review 2020-2021", "Undergraduate Self-Study", and "Document Directory". The main content area is titled "Report Overview" and contains text about accreditation and a list of sections: "1. Program Information" (with sub-sections 1.A, 1.B, 1.C, 1.D) and "2. Program Overview" (with sub-sections 2.A, 2.B). On the right side, there is a "Judgments" section with a legend: a green checkmark for "Compliant", a red X for "Non-Compliant", and a grey dash for "Not Applicable".

Click on the **Self-Study** or **Document Directory** tabs to move back and forth between these sections:

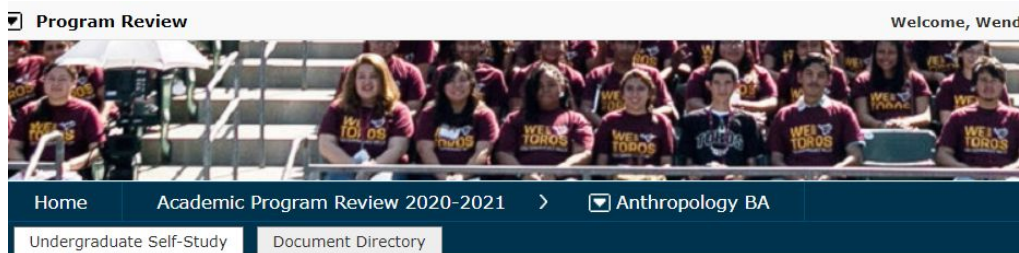


Navigate between sections within the Self-Study Report by clicking the **green arrows** in the upper right of the screen to advance to the next section/return to the last, or click on the **Self-Study** tab to get back to the table of contents:



# Entering Responses in the Self-Study Report

Click on a section to open it...



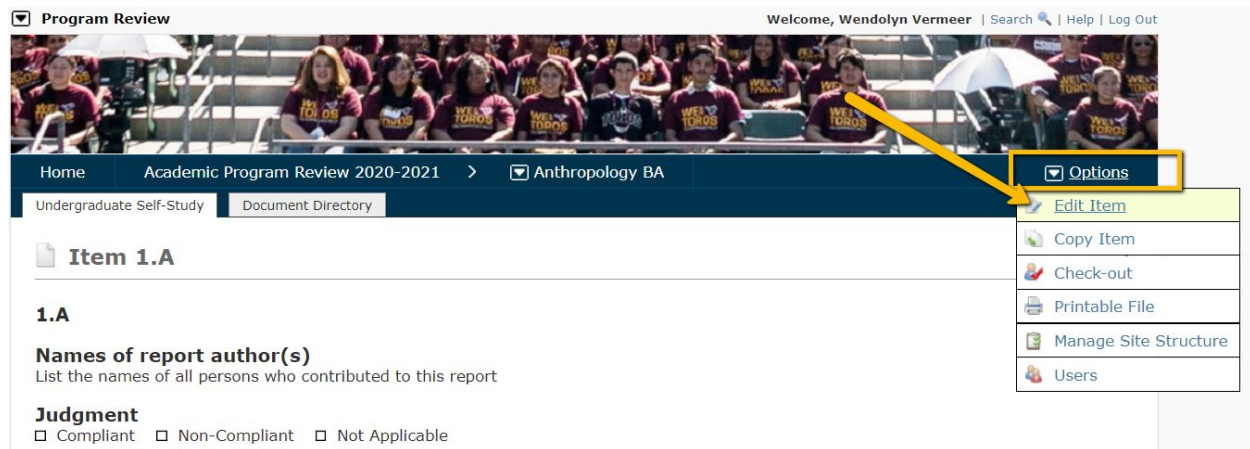
## Report Overview

Programs that are externally accredited may optionally use the accreditation report to complete portions of the self-study. For each section below, list the relevant page number(s) and/or section(s) from the accreditation report that address the questions. Provide additional narrative if the accreditation report does not fully address all aspects of the questions. Ensure that all relevant accreditation documentation and appendices are uploaded to the Document Directory section.

### 1. Program Information

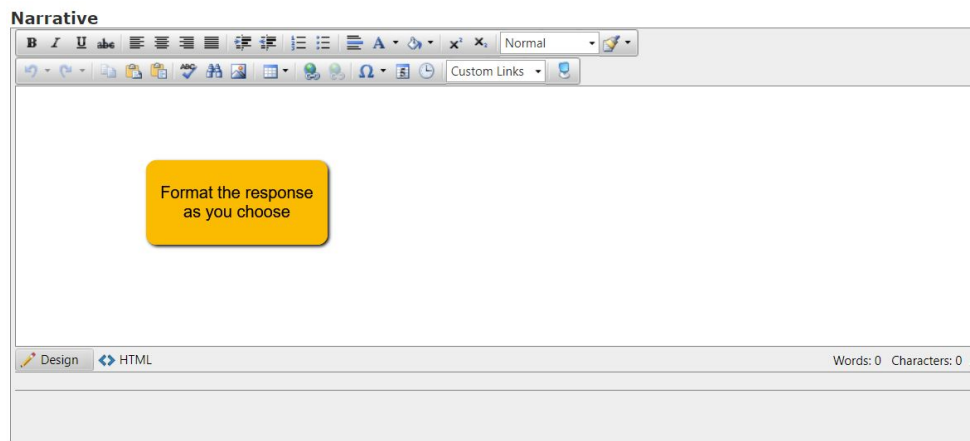
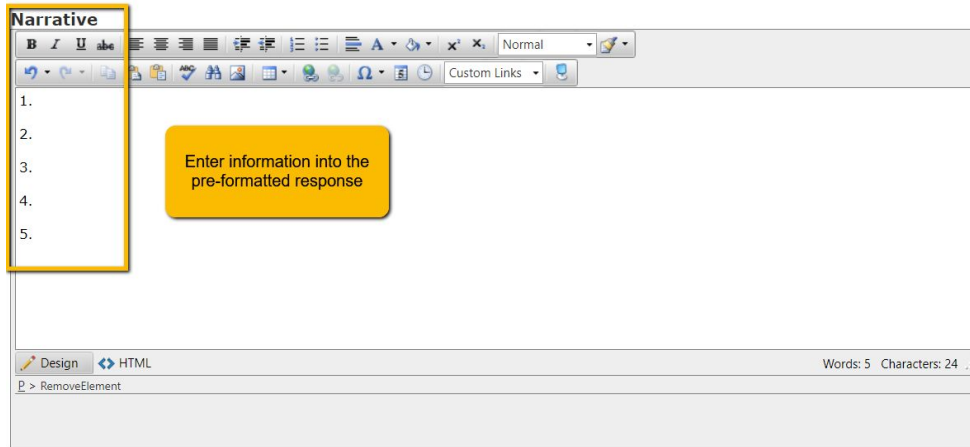
- [1.A](#) - Names of report author(s)
- [1.B](#) - Faculty
- [1.C](#) - Date of last program review (if applicable)
- [1.D](#) - Acknowledgement of Review

...then, click on the down carrot next to **Options** on the right of the top navigation bar, and select **Edit Item**. While you are editing a section, it is “checked out” to you and no one else can open the sections for editing until you save changes and check it back in.






In some sections, a format may already be pre-populated and you can fill the information. In other sections, you may format the response as you choose:



In still other sections, you may optionally upload a document in the Document Directory and point to it in lieu of entering a narrative response:

Undergraduate Self-Study    Document Directory

---

 **Item 2.A** ← →

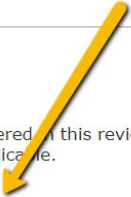
---

**2.A**


**Program description**  
List all program options, concentrations, minors, certificates, and credentials covered in this review. Provide a brief, but complete description of each. Include the program or department mission and/or strategic plan, if applicable.

You may upload a .pdf of the description and mission in lieu of typing out the information in the box below:

- First, add the relevant files to the Document Directory
- Then, use the "Document Directory Source" tool to add the file here



**Document Directory Sources** ?

[+ New Document Source](#) 

Name	View	Edit	Delete
No sources have been added. Click the "New Document Source" link above to begin adding sources.			

Finally, there are sections where you can simply pull in documents directly from Planning (such as USLOA reports); or, if you prefer, you may upload those documents to the Document Directory and point to them:

**Planning Sources** ?

[+ New Planning Source](#)  [Delete Selected Source](#)

Source
No sources have been added. Click the "New Planning Source" link above to begin adding sources.



**NOTE: Do not utilize "URL Sources" to respond to a section.** Self-Study Reports are archived documents of record and may be revisited many years after submission; meanwhile, content on the internet constantly changes. If you wish to point to a website in a response, save a .pdf copy of the relevant webpages, upload it to the Document Directory, and link to the Document Directory Source so that the information may be viewed in perpetuity.

### Save and Check-In

As you enter and edit responses, you may periodically save your progress by clicking the **Save** button in the lower right corner. When you are done editing a response, click **Save & Close...**

**Gallery Sources** ?


[+ New Gallery Source](#)

...and then click **Check-In Item** to release it:

**Checked Out** ✕

Warning: Do you want to check-in this item?



**NOTE:** We recommend that you **always Check-In items** as a best-practice, in case other authors of your report need to make additional narration edits, upload documents, etc.

You may exit a section without saving any changes by clicking **Cancel**:



## Appendix C: Additional Guidance for External Review

### Process

NOTE: the following information supplements the [External Review Procedures](#) on pp. 6-7 of the Handbook.

#### Recommending potential reviewers for approval by the Dean and Vice Provost

When deciding upon a pool of potential reviewers, you may consider professionals who are part of programs that are comparable in size and mission. You might also consider “aspirational” programs, where logistical and procedural recommendations could facilitate program growth and development. Finally, you may look to other programs within the CSU, as their insider understanding of the nation’s largest public 4-year university system may yield particularly insightful feedback.

#### External review for externally accredited programs

Externally accredited programs may optionally request that their site visit report for accreditation purposes take the place of a Program Review external site visit and report. The Vice Provost, college dean, and Program Review Panel chair will consider the currency of the report and its scope in making a determination. A new external site visit and report for Program Review purposes may be warranted if the accreditation report is several years old and thus does not address recent important developments, or if the report does not address program quality holistically (beyond specific disciplinary concerns).

#### Invitation to potential reviewers

It can be helpful to utilize personal networks/contacts when reaching out to potential individuals to gauge interest and availability; however, in some instances you may have to “cold call” or email individuals you do not already know personally.

There is no official template for inviting potential reviewers, but programs may draw from the following verbiage:

“Greetings, Dr. [name],

My name is [name] and I serve as the [chair/program director/program coordinator] of the [name of department/program] at California State University, Dominguez Hills. We are undergoing Program Review this academic year, and we are seeking an external reviewer to provide an evaluation of our program(s) consisting of a [1 / 2] -day site visit and subsequent report sometime in early Spring [year]. We believe your expertise in [field/discipline] and experience in(with) [skills and positions held], along with your knowledge of [comparable/aspirational

program and/or understanding of the CSU system] make you a good fit to serve as an external reviewer. The appointment comes with a \$1,000 honorarium, and the site visit may be conducted virtually, pending County and State guidelines for reopening under COVID-19.

If you are interested and available in late January through February of [year], please let us know of potential dates that would be amenable to you for the site visit, and provide your most recent C.V. Our college dean and university vice provost will give final approval of the reviewer by late October, and we will be in touch shortly thereafter to cement a site visit date and initiate special consultant paperwork for the honorarium. Thank you for your time and consideration.”

### Required Paperwork

Instruction for the Spring 2021 semester will be primarily online due to COVID-19. Therefore, all Program Review site visits shall be conducted virtually, and the customary hospitality/travel request forms will not be utilized.

Once you have cemented your external reviewer and site visit date(s), contact the Office of Academic Programs ([academicprogramreview@csudh.edu](mailto:academicprogramreview@csudh.edu)) to initiate the following:

- Special Consultant Contract
- Special Consultant Voucher

Reviewers will not receive their honorarium until their site visit report is received and all required paperwork is complete.

### The External Review Visit

Instruction for the Spring 2021 semester will be primarily online due to COVID-19. Therefore, all Program Review site visits for the AY 2020-21 cycle shall be conducted virtually.

You will need to arrange meetings via Zoom with the reviewer and the following constituents:

- Faculty
- Staff
- Students
- Alumni (where possible)
- College dean

In lieu of in-person classroom observation, consider course modality (synchronous vs. asynchronous) and what you feel is most appropriate for review; be sure to arrange for Zoom access to a synchronous course meeting as needed. Outside users cannot access Blackboard without a valid CSUDH login, so you may need to provide additional documentation (syllabi, assignments, screenshots, etc.) in advance.

In lieu of a physical inspection in order to assess program facilities (classrooms, offices, labs, rehearsal facilities, etc.), consider providing photographs/video and/or supporting written documentation.

## The External Review Report

There is no prescribed format for external reviewer reports; however, the below template may be supplied to reviewer(s) to facilitate their documentation:

Identify the strengths and weaknesses of the program in each major field of evaluation. Supporting commentary need not address program responses to each individual item in the self-study, but should explain fully the reasons for the evaluation. Please submit the completed report to the Program Chairperson/Coordinator/Director within two weeks of the site visit. Thank you again for your contributions to improved student success at CSUDH.

1. Introduction: Identify the sources utilized to prepare the external review report.
2. Program and Curricular Quality Assessment:
3. Teaching and Learning Activities Assessment:
4. Faculty Resources and Activities Assessment:
5. Serving Student Needs Assessment:
6. Service and Outreach Activities Assessment:
7. Additional Issues Relevant to Graduate Programs Assessment:
8. Conclusion: Summative Assessment and Recommendations
  - a. Provide a brief, frank appraisal of the program; identify major trends that shaped its development during the period under review.
  - b. Are the program's goals and objectives for the upcoming review cycle appropriate and feasible? Should the program consider any additional goals? Are current resource levels adequate, or will implementation require significant additional investments?

## Appendix D: Contacts & Quick Links

For questions/help with	Contact	Email
General Program Review process	Wendolyn Vermeer Lilliana Sanchez	<a href="mailto:wvermeer@csudh.edu">wvermeer@csudh.edu</a> <a href="mailto:lsanchez166@csudh.edu">lsanchez166@csudh.edu</a>
Response to the self-study report questions	Wendolyn Vermeer	<a href="mailto:wvermeer@csudh.edu">wvermeer@csudh.edu</a>
Identifying external reviewer/external review for accredited programs	Wendolyn Vermeer	<a href="mailto:wvermeer@csudh.edu">wvermeer@csudh.edu</a>
External reviewer paperwork/submit reviewer's report	Academic Programs	<a href="mailto:academicprogramreview@csudh.edu">academicprogramreview@csudh.edu</a>
Compliance Assist	Lilliana Sanchez	<a href="mailto:lsanchez166@csudh.edu">lsanchez166@csudh.edu</a>
Accessing/using data & related tools	UEPA Office	<a href="https://www.csudh.edu/ir/">https://www.csudh.edu/ir/</a>

### Quick Links

[Academic Unit Profile data](#)

[DW-BI Dashboard data](#)

[CSU Data Dashboards](#)

[Compliance Assist](#)

[Academic Program Review website](#)

[Recording of PRP Orientation, August 26, 2020](#)

[Orientation Slides](#)

[PRP Ideas Board 2020-21](#)