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Contents for Five-Year Academic Program Reviews without External Accreditation

1. Summary

This summary should highlight the key findings and outcomes of the program's five-year review and should not exceed two pages.

2. Self-Study

Each program shall use the Academic Performance Review data from Pioneer Insights and other appropriate data sources. In the year of a Five-Year Review, the last five years of data, including all data since the last Five-Year review, will be used to support the program's Self-Study.

In addition, the program will provide the following information in the Self-Study:

2.1 Summary of Previous Five-Year and Annual Program Reports

This section should summarize the prior Five-Year Review and subsequent Annual Reports. As appropriate, **programs may draw from Section 8 of the Annual Report.** The summary should describe progress and obstacles in achieving the goals of the Five-Year Plan, as well as major achievements since the last review, such as curricular changes, grants, faculty or student honors, or changes in program modality.

2.2 Assessment and Curriculum

This section should summarize and analyze the program's assessment plan, consistent with Sections 1-4 of the Annual Report. Programs with multiple degrees must include a separate summary for each program.

Include the five-year curriculum assessment plan:

- Program Learning Outcomes (PLOs)
- Curriculum map aligned to PLOs and ILOs
- Assessment methods, including relevant ILO, GE, Overlay, and co-curricular data
- Key findings since the last review and whether learning targets were achieved
- Actions taken to improve student learning (closing the loop)
- Updated curriculum map and next five-year assessment schedule

If the program offers GE or Overlay courses outside the major:

- Summarize relevant ILO data
- Note campus/modality context
- Explain how findings have informed or will inform curricular or program changes

2.3 Student Success and Program Context

This section should summarize and analyze data from Pioneer Insights and other relevant sources to evaluate student success and overall program capacity, including but not limited to the indicators used in Section 5 of the Annual Report. As appropriate, discuss the following:

- **Student success outcomes**
 - Retention and graduation rates
 - Equity gaps
 - Course bottlenecks
 - Advising practices
 - Use of high-impact practices
 - Course redesign or other improvement strategies
- **Student and enrollment profile**
 - Demographics of majors/minors/ concentrations/certificates
 - Ratio of first-time freshmen to transfer students
 - Graduate application and enrollment trends (if applicable)
- **Program delivery and climate**
 - Course offerings by modality
 - Advising, scheduling, and campus climate survey themes
 - Recruitment activities and outreach efforts
 - Alignment across campuses and delivery modes

FDEC Alignment Statement: Briefly identify how this section addresses relevant FDEC criteria, including curriculum and DEI integration and equity and representation, and indicate where supporting evidence appears above.

2.4 External Comparisons

This section shall include a review of the department's course offerings and degree requirements, including course unit structure and total units required for graduation, with comparison to corresponding CSU programs and/or nationally recognized programs in the discipline.

2.5 Faculty

This section summarizes faculty capacity, staffing progress, and departmental climate as they relate to program needs and long-term sustainability. Programs may reference relevant resource requests included in Section 6 of the Annual Report, as appropriate.

- Attach copies of any applications submitted for new tenure-track positions since the last five-year review

- Summarize progress toward filling these positions
- Discuss faculty staffing trends (i.e. retirements, resignations, etc.), program service and advising distribution, and departmental climate, as relevant
- Describe the current demographic composition of the department and how it compares to campus demographics, and discuss implications for program quality and student experience
- Describe efforts and outcomes related to recruiting, retaining, and supporting a diverse faculty that reflects the student body and community

FDEC Alignment Statement: Briefly identify how this section addresses relevant FDEC faculty criteria and indicate where supporting evidence appears above.

2.6 Financial and Resource Sustainability

Enrollment and Demand

- Enrollment size and trajectory, including recent growth or decline
- Excess course demand and total student credit units
- Proportion of courses offered as General Education (GE) (if applicable)
- Enrollment of GE courses by program majors and non-majors (if applicable)
- Enrollment of Service (non-GE) courses (if applicable)

Cost, Efficiency, and Capacity

- Instructional cost indicators (e.g., cost per SCU or FTES)
- Instructional efficiency measures (e.g., SCU per WTU)
- Description of other items that contribute to the cost of instruction (staff salaries, S&S, other)

Instructional Capacity and Resource Allocation

- Student–faculty ratios
- Percentage of courses taught by tenured/tenure-track faculty
- Distribution of teaching across lower and upper division coursework as well as graduate coursework (as applicable)

Departments should explain how these factors affect program quality, student learning, and long-term sustainability. Where relevant, describe steps being taken to improve efficiency, align resources, or address structural challenges.

If the program relies on campus support units (e.g., Library, IT, Assistive Technology, Instructional Support, Facilities, Center for Community Engagement), briefly describe those collaborations and how they support student learning and outcomes. These descriptions should help reviewers understand the program’s instructional environment and student support needs.

3. Five-Year Plan

The Five-Year Plan outlines actions for program improvement over the next five years based on Self-Study findings and assessment results. The plan should support program quality, sustainability, and future staffing or resource requests. A draft plan will be shared with the External Reviewer and may be revised in response to reviewer recommendations.

For each planned action, include the action, rationale, timeline, responsible party, and anticipated cost or resource impact, as appropriate.

3.1 Curriculum

Describe anticipated curricular and instructional developments over the next five years.

- Changes to curriculum or program structure
- Delivery modalities
- General Education or transfer alignment, if applicable
- Instructional practices and learning design

FDEC Alignment Statement:

Briefly identify how planned curricular changes advance relevant FDEC criteria and where evidence appears above.

3.2 Assessment

Summarize the next assessment cycle and planned improvements.

- Lessons learned from prior assessment
- Revisions to Program Learning Outcomes, if any
- Next five-year assessment schedule
- Planned assessment methods

3.3 Student Success

Describe strategies to improve student success and program climate.

- Retention and advising strategies
- Plans to address equity gaps
- Outreach and enrollment strategies
- Scheduling or climate improvements
- Preparation for disciplinary or career trends
- Data supporting projections

FDEC Alignment Statement:

Briefly identify how the plan advances equitable student outcomes and inclusive learning environments.

3.4 Faculty

Discuss anticipated faculty capacity and climate needs.

- Hiring priorities or staffing changes
- Workload distribution
- Department climate goals
- Long-term staffing sustainability

FDEC Alignment Statement:

Briefly identify how faculty plans align with relevant FDEC diversity and equity criteria.

3.5 Resources and Sustainability

Identify resource priorities needed to maintain or improve program quality.

- Staffing needs
- Equipment or facilities
- Instructional support
- Operational efficiency improvements
- Resource risks affecting quality (i.e. lab space, number of faculty)

4. External Reviewer's Report

5. Diversity Response and Recommendation from FDEC

6. Dean's Response

7. MOU

II. Contents for Academic Program Reviews Following Successful External Accreditation

Programs that have successfully completed an external accreditation review must submit the following materials to CAPR as part of the Academic Program Review:

1. External Accreditation Review Documentation

Submit documents pertaining to the external accreditation including:

- A letter from its outside accreditation body indicating that the program has been granted accredited status in its field of instruction.
- A copy of the guidelines, criteria or other requirements of the outside accrediting body.
- A copy of the documentation provided by the program to the outside accrediting body.

2. Submission Summary

2.1 Summary Report of Accreditation

- A summary report no more than five (5) pages summarizing the findings of the accreditation body's report.

2.2 Financial and Resource Sustainability

Cost, Efficiency, and Capacity for review period including:

- Instructional cost indicators (e.g., cost per SCU or FTES)
- Instructional efficiency measures (e.g., SCU per WTU)
- Description of other items that contribute to the cost of instruction (staff salaries, S&S, other)

3. Five-Year Plan:

Actions planned for program improvement plan until the next accreditation visit. For each planned action, include the action, rationale, timeline, responsible party, and anticipated cost or resource impact, as appropriate. Specifically, please address:

3.1 Curriculum

Describe anticipated curricular and instructional developments over the next accreditation period:

- Changes to curriculum or program structure
- Delivery modalities
- General Education or transfer alignment, if applicable
- Instructional practices and learning design

3.2 Assessment

Summarize the next assessment cycle and planned improvements.

- Lessons learned from prior assessment
- Revisions to Program Learning Outcomes, if any
- Next five-year assessment schedule
- Planned assessment methods

3.3 Student Success

Describe strategies to improve student success and program climate.

- Retention and advising strategies
- Plans to address equity gaps
- Outreach and enrollment strategies
- Scheduling or climate improvements
- Preparation for disciplinary or career trends
- Data supporting projections

4. Units

For programs requiring more than 120 units in the baccalaureate degree please write a memo justifying

- The need for the larger number of units
- *If applicable*, detailing how the required units will be reduced to 120.

5. Dean's Response

6. MOU