California State University, Long Beach
External Reviewer Instructions and Optional Rubric

Name of Reviewer: _____

Program: _____   **Date(s) of Review**: _____

Narrative Analysis: Thank you for serving as an external reviewer and providing this valuable service to our institution. CSULB relies on the objective expertise of its external reviewers to analyze the strengths and weaknesses of programs, and provide specific recommendations for improvement over the next review cycle. The external review provides the foundation for our on-campus review process and leads to recommendations and a Memorandum of Understanding between programs and Academic Affairs for the next review cycle. This narrative analysis can take any organizational structure you wish. Some reviewers have used SWOT analyses, others have followed the outline of the program's self-study, and still others have developed unique systems of sections of commendations and recommendations. Reviews are typically 7 – 10 pages depending on the size of the program and the numbers of individual degree programs to be reviewed.

Template Instructions: CSULB provides this optional template for you to use to guide your initial review of the self-study and accompanying materials. This template is meant to complement, not replace, the narrative evaluation of the program. The template structure and components reflect all the material required by CSULB and the CSU Chancellor's Office for periodic program review. When you have completed your review, please email a copy (including this template if used) to David Sheridan (David.Sheridan@csulb.edu) and Michelle Ramirez (Michelle.Ramirez@csulb.edu) within two weeks of the visit. More information regarding our policy on periodic program review may be found at this link: https://www.csulb.edu/academic-senate/program-assessment-and-review-council-parc-documents

Please mark each section using the following criteria:
C = Commendation   **CN** = Concern   Acceptable = ✓   **O** = Opportunity   or   **N/A** = Not Applicable
Any items marked with ✓ are items that will not be discussed in detail in your evaluative report.

SECTION I: PROGRAM MISSION, VISION, GOALS & EDUCATIONAL PROGRAMS	KEY: C/CN/O/NA
Program has clearly articulated mission on website	
Program's mission aligns with State of California employment and civic needs and addresses changes in the discipline (should be discussed in self-study)	
Faculty resources / sufficiency in relation to program offerings	
Program has clear priorities for the future	

SECTION II: STUDENT SUCCESS (DATA TABLES PRESENTED IN SELF-STUDY)	KEY: C/CN/O/NA
T1: Department FTEs	
T2a & 2b: Headcount of Undergraduate Majors	
T3: FTF Graduation Rates (in relation to college & institution)	
T4a & 4b Native Student 5th Term & 7th Term Graduation Rates (in relation to college & institution)	
T5: Transfer Student Graduation Rates (in relation to college & institution)	
T6: Undergraduate Degrees Awarded (in relation to college)	
College and Institution Graduation Rates to compare with Program	
T7: Average Time to Degree (in relation to college and institution)	
T8: Department FTEs in General Education	

T9: Graduate Program Applications, Admissions, Enrollments	
T10: Headcount of Graduate Majors	
T11: Graduate Student Graduation Rates	
T12: Graduate Degrees Awarded	
T13: Faculty Headcount	
Data has been used for program improvement	

SECTION III: STUDENT LEARNING	KEY: C/CN/O/NA
Program has measurable learning outcomes that are publicly available	
Assessment conducted and reported over cycle	
Assessment Findings / Closing the Loop	
Program supports General Education goals of campus	
GE Assessment	
Self-Support Programs and Assessment of Student Learning	

SECTION IV: GRADUATE EDUCATION	KEY: C/CN/O/NA
Nature of Graduate Experience as a Graduate Experience	
Number and Variety of Graduate-only courses	
Departmental Policies in place to ensure requirements of grad learner met?	
Support of teaching / advising graduate students	

SECTION V: STUDENT ENGAGEMENT	KEY: C/CN/O/NA
Program promotes faculty-student research/creative activity collaboration	
Program supports the academic success of diverse learners	
Service-learning opportunities in place for students	
Resources (lab, library, etc.) available to the program are sufficient to support educational goals	