Program Review "is a natural nexus and 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 WASC Handbook of Accreditation). The self-study, which forms the center of the program review process, should accordingly focus on these elements, providing both the information and the evidence necessary to evaluate how well the program is meeting its commitments both as a distinct degree granting unit of the university and as a contributing partner in constituting the overall meaning, quality, and integrity of a CSUN degree.

To provide such information and evidence, programs should use the following template in the composition of the program self-study. The self-study should be no longer than 25 pages, excluding cover page, introduction, table of contents, and appendices. List the program/degree name, type(s) of degree(s), date and signature lines for the Dean and Department Chair.

1 **COVER PAGE**

2 **INTRODUCTION**

3 **SELF-STUDY BODY**

 3.1 **Program Degree Overview**

 3.2 **Student Support and Alumni Relations**

 3.3 **Faculty**

 3.4 **Staff**

 3.5 **Department Culture and Climate**

 3.6 **Department Diversity, Equity and Inclusion**

 3.7 **Program Governance and Sustainability**

 3.8 **Appendices**

1 COVER PAGE

- List the program/degree name, type(s) of degree(s), date and signature lines for the Dean and Department Chair.

2 INTRODUCTION

- Provide a brief description of the self-study process, the participants involved, and instruments used.
- Table of Contents

3 SELF-STUDY BODY

3.1 Program Degree Overview

Meaning

- Program Mission, Purpose, Vision, and Goals: Succinctly describe the program's mission, purpose, vision, and goals. Provide a link to the department web site where this information is provided to the public.
- Curriculum: Provide a detailed description of program curricula for all degree options, including numbers of units required and course sequencing, as well as (a.) verification that each degree subprogram constitutes less than one half of the units required in the major program, or (b.) a plan for bringing the subprogram into compliance with EO 1071. Provide link to college catalog of courses.
- How do program curricula achieve the program's mission and goals?
- General Education: List the program's General Education offerings, if any, and describe their role in the overall program. Also, identify courses that count towards GE and towards degree.
- Address how this unit relates to other units on campus and how the current unit administrative structure serves the campus needs by
    - describing the interrelationships of the unit with other units at the university (where applicable); and
    - identifying areas of possible function overlap or service duplication with other units offered at the university.
- Referring to the program's most recent Program Review MOU, describe any curricular or mission-related changes that have been made in response to any MOU recommendations.

3   **SELF-STUDY BODY**

3.1 Program Degree Overview   (CONTINUED)

Quality

- Program Student Learning Outcomes (PSLOs): List the program learning outcomes for each degree option and provide a brief description on how they align with the university's Institutional Learning Outcomes (ILOs).
    - Include the website that informs the PSLOs to the public
    - Include in the appendix a course alignment matrix of PSLOs to ILOs.
    - Include in the appendix a course alignment matrix that aligns each core course within each degree program or option with the program SLOs.
- Assessment Plan: Briefly describe the assessment plan for each year since the last MOU. Provide all annual continuous improvement plans since the last MOU meeting as an appendix, including assessment of the program's core courses as well as general education courses, if any.
    - Describe the consultative process used to establish these goals and explain how they are consistent with, and supportive of, the university's goals and plans.
    - Identify how the program collaborates with outside constituents and communities of interest. Describe how the program modifies existing curriculum or program changes taking into account their feedback.
- Assessment Results: Identify and address trends noticed during the data collection. Summarize the assessment results on each PSLO assessed since the last program review.
- Closing the Loop on Program Assessment: List actions taken to address student learning deficits as discovered through assessment since the last program review.
- Referring to the program's most recent Program Review MOU, describe any changes to program assessment that have been made in response to any MOU recommendations.

Student Success

- Retention and Time to Degree: Using CSUN Dashboards provided by Institutional Research, provide data on the number of students receiving degrees (annually) in each degree option since the last program review, as well as time-to-degree completion rates for program majors.
- Measures taken to improve Student Success: List actions taken to improve student graduation rates and time-to-degree intervals since the last program review, highlighting any such changes that have been made in response to the program's last MOU.
- Opportunity Gaps: Provide data on opportunity gaps among students in the major and list measures taken to reduce the gaps, highlighting any such changes that have been made in response to the program's last MOU.

③ **SELF-STUDY BODY**

3.2 Student Support and Alumni Relations

Student Advisement

- Departmental Advisement Procedures: Describe the student advisement procedures for the program.
- College Advisement Procedures: Describe how Program-level advisement complements with College-level advisement.
- Describe any changes in advisement that have been made in response to recommendations in the program's most recent MOU.

Student Involvement in research, professional development, and community

- Research Opportunities: List opportunities for student research offered by the program (either through specific research classes and/or direct research with faculty or outside entities)
- Student Contributions: Summarize contributions (including community service, professional presentations/submissions) made by students to their disciplines and/or to local, regional, and global communities.
- Describe any changes in student research and community service opportunities that have been made in response to recommendations in the program's most recent MOU.
- Internships: Describe opportunities for student internships.
- Clubs and associations: List clubs and other student groups associated with the program.
- Describe any changes in student associations and/or internship opportunities that have been made in response to recommendations in the program's most recent MOU.

Alumni Relations

- Describe how the program promotes alumni relations.
- Describe how the program track/trend alumni relations, including contributions.

3 **SELF-STUDY BODY**

3.3 Faculty

Numbers

- In a single chart, reflect on the following:
    - Tenure track: Provide data on number of tenured/tenure track faculty since last MOU.
    - Lecturer: Provide data on number of Lecturer faculty, full and part time since last MOU.
    - Graduate staff: Provide data on number of teaching assistants, graduate student assistants, and research assistants since last MOU.
- Analysis: Discuss the effects (if any) of program tenure/tenure track-to-adjunct faculty ratios on the teaching program, as well as on other Department, College, and University committee work.
- Discuss tenure density as it relates to the program mission and goals.
- Describe any changes in faculty numbers and ratios that have been made in response to recommendations in the program's most recent MOU.

Professional Development and Accomplishments

- Scholarly and Professional Activity: List scholarly and professional contributions of program faculty to their disciplines. Attach tenure/tenure track faculty CVs (2 pages maximum per CV) in the appendix.
- Support: Describe opportunities and financial support for professional development provided to faculty, including conference attendance and release time for research.
- Describe how department expectations regarding retention, tenure and promotion (RTP) are communicated and executed.
- Describe any changes with respect to faculty professional development and accomplishment that have been made in response to recommendations in the program's most recent MOU.

Community Engagement

- Service: Describe community service activity on the part of program faculty.
- Describe any changes with respect to faculty community engagement and accomplishment that have been made in response to recommendations in the program's most recent MOU.

3 SELF-STUDY BODY

3.4 Staff

Numbers

- Data: Provide data on number of program support staff.
- Analysis: Discuss whether staff support is adequate to program functioning.
- Describe any staffing changes that have been made in response to recommendations in the program's most recent MOU.

Operational Management

- Decision-Making: Describing how appropriate staff are involved in the decision-making process in the department
- Feedback: Identifying the mechanisms that exist for staff to provide feedback to the department
- Support: Describe opportunities for professional development provided to staff (e.g. tuition waiver program, specialized trainings, training certificates, conferences, workshops, etc.)
- Referring to the program's most recent Program Review MOU, describe any changes in professional development opportunities available to staff that have been made in response to any MOU recommendations.

3.5 Department Culture and Climate

- Morale: Describe the program's overall morale. Give any data collected that supports this claim.
- Feedback: What are the mechanisms in place to gather feedback from the faculty, staff or students in terms of department morale.
- Strengths and Improvements: Describe any strengths and measures (if needed) taken to improve department morale (e.g. recognition, awards, spotlights, team building activities, etc.)
- Referring to the program's most recent Program Review MOU, describe any such changes that have been made in response to the program's last MOU.

3 SELF-STUDY BODY

3.6 Department Diversity, Equity and Inclusion

- In a single chart, reflect on the following:
    - Faculty Demographics: Provide demographic data on both part-time and full-time program faculty.
    - Student Demographics: Provide demographic data on program student majors.
    - Staff Demographics: Provide demographic data on program or department staff.
- Faculty Diversity: Describe measures taken to increase faculty diversity (where indicated by the data).
- Student Diversity:
    - List where the largest equity gaps are occurring (e.g. Pell grant status, enrollment, retention/drop rates, etc.)
    - Describe the measures taken to increase student diversity in the program (where indicated by the data).
- Staff Diversity: Describe measures taken to increase staff diversity in the department.
- Curricular Diversity: Describe how program curricula provide cultural competency instruction.
- Referring to the program's most recent Program Review MOU, describe any changes in faculty diversity that have been made in response to the program's most recent MOU.

3.7 Program Governance and Sustainability

Governance

- Describe the program leadership and governance structure. Provide an organization chart as an appendix
- Discuss how faculty are involved in program decisions that impact resources, curricula, and budget.
- Describe any changes with respect to program governance that have been made in response to recommendations in the program's most recent MOU.

Resources and Sustainability

- Discuss adequacy of program library, technology, and spatial resources (including classroom, research, and lab space) for program sustainability.
- Discuss the effects, if any, of university or program impaction.

3 SELF-STUDY BODY

3.7 Program Governance and Sustainability (CONTINUED)

Resources and Sustainability

- Describe any self-support programs, including online offerings through the Tseng College.
- Describe departmental efforts to secure extramural resources: (e.g., alumni contributions, external grants, etc.).
- Describe any interdisciplinary collaborations with other university programs.
- Describe any issues with respect to program resources and budgeting that have been addressed in response to recommendations in the program's most recent MOU and/or through the Program Review process.

3.8 Appendices

- Last Program Review MOU
- Course, Program and Institutional Learning Outcome Alignment Matrices
- All annual program continuous improvement reports since the last program review.
- Relevant data from Institutional Research.
- Full-time faculty CVs (2 pages each maximum)
- Organization chart
- Reports and other supporting documents
- Referring to the program's most recent Program Review MOU, describe any changes in faculty diversity that have been made in response to the program's most recent MOU.