**Program Review Self-Study Composition Guidelines**

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.

**I. Program Degree Overview**

**A. Meaning**

 1. Program Mission and Purpose: Succinctly describe the program's mission and purpose. Provide a link to the department web site.

 2. 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.

 3. How do program curricula achieve the program’s mission and goals?

 4. General Education: List the program's General Education offerings, if any, and describe their role in the overall program.

 5. 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.

 **B.** **Quality**

 1. Program Student Learning Outcomes: List the program learning outcomes for each degree option and provide a brief description on how they align with the university's five Core Competencies and four Fundamental Learning Competencies. Include in the appendix a course alignment matrix that aligns each core course within each degree program or option with the program SLOs.

 2. Assessment Plan: Provide a current program assessment plan, including assessment of General Education courses, if any.

3. Assessment Results: Summarize the assessment results on each program student learning outcome assessed since the last program review. Include in the appendix each annual program assessment report written since the last program review.

4. Closing the Loop on Program Assessment: List actions taken to address student learning deficits as discovered through assessment since the last program review.

 5. 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.

 **C. Student Success**

1. Retention and Time to Degree: 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.

 2. 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.

3. 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.

**II.** **Student Support**

**A. Advisement**

1. Departmental Advisement Procedures: Describe the student advisement procedures for the program.

2. College Advisement Procedures: Describe how Program-level advisement complements with College-level advisement.

3. Describe any changes in advisement that have been made in response to recommendations in the program’s most recent MOU.

 **B. Student Involvement**

 1. Research Opportunities: List opportunities for student research offered by the program.

 2. Student Contributions: Summarize contributions (including community service) made by students to their disciplines and/or to local, regional, and global communities.

 3. 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.

**C. Student Community**

 1. Clubs and associations: List clubs and other student groups associated with the program.

 2. Internships: Describe opportunities for student internships.

3. 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.

**III. Faculty**

 **A. Numbers**

 1. Tenure track: Provide data on number of tenured/tenure track faculty.

 2. Lecturer: Provide data on number of Lecturer faculty, full and part time.

 3. Graduate staff: Provide data on number of teaching assistants, graduate student assistants, and research assistants.

 (Data for 1, 2, and 3 can be provided in a single table.)

 4. 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.

 5. Discuss tenure density as it relates to the program mission and goals.

 6. Describe any changes in faculty numbers and ratios that have been made in response to recommendations in the program’s most recent MOU.

 **B. Professional Development and Accomplishment**

1. 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.

2. Support: Describe opportunities and financial support for professional development provided to faculty, including conference attendance and release time for research.

3. Describe how department expectations regarding RTP are communicated and executed.

4. 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.

 **C.** **Community Engagement**

1. Service: Describe community service activity on the part of program faculty.

 2. 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.

**IV. Staff**

**A. Numbers**

 1. Data: Provide data on number of program support staff. 2. Analysis: Discuss whether staff support is adequate to program functioning.

 3. Describe any staffing changes that have been made in response to recommendations in the program’s most recent MOU.

 **B. Professional Development**

1. Support: Describe opportunities for professional development provided to staff.

 2. 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.

**V. Departmental Cultural Climate**

 **A. Departmental Morale**

 1. Morale: Describe the program's overall morale. Give any data collected

 that supports this claim.

 2. Improvements: Describe measures (if needed) taken to improve faculty morale, highlighting any such changes that have been made in response to the program's last MOU.

 **B. Departmental Racial and Cultural Diversity**

 1. Faculty Demographics: Provide demographic data on program faculty.

 2. Student Demographics: Provide demographic data on program student majors.

 3. Faculty Diversity: Describe measures taken to increase faculty diversity (where indicated by the data), highlighting any such changes that have been made in response to the program's last MOU.

 4. Student Diversity: Describe measures taken to increase student diversity in the program (where indicated by the data), highlighting any such changes that have been made in response to the program's last MOU.

 5. Curricular Diversity: Describe how program curricula provide cultural competency instruction, highlighting any such changes that have been made in response to the program's last MOU.

**VI. Program Governance and Sustainability**

 **A**. **Governance**

 1. Describe the program leadership and governance structure.

 2. Discuss how faculty are involved in program decisions that impact resources, curricula, and budget.

 3. Describe any changes with respect to program governance that have been made in response to recommendations in the program’s most recent MOU.

 **B. Resources**

1. Discuss adequacy of program library, technology, and spatial resources (including classroom, research, and lab space) for program sustainability.

2. Discuss the effects, if any, of university or program impaction.

 3. Describe any self-support programs, including online offerings through the Tseng College.

 4. Describe departmental efforts to secure extramural resources: (e.g., alumni contributions, external grants, etc.).

 5. Describe any interdisciplinary collaborations with other university programs.

6. 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.

**VII. Appendices**

* All annual program assessment reports since the last program review.
* Full-time faculty CVs (2 pages each maximum).
* Relevant data from Institutional Research.
* Last Program Review MOU.