**Program Review Self-Study Template**
**for Degree-Granting Programs**

Revised 8.5.2022

**Department:**

**Degree-Granting Program(s) Reviewed:**

**Date of Submission:**

**Department Contact:**

**Email:**

**Purpose:** Reviews of degree-granting programs are conducted by the Program Assessment and Review Council of the Academic Senate, the College, and the Division of Academic Affairs. A degree-granting program is defined as an academic program that leads to a baccalaureate, master's, or doctoral degree. Departments offering multiple degree-granting programs will typically have these programs reviewed together. The program must submit a special request to the Vice Provost of Academic Programs and the Coordinator of Program Review and Assessment to have a program reviewed separately.

**Instructions:** Please fill in each section below with the appropriate information. A suggested wordcount is given to encourage concise responses to each guideline prompt. Please list each program separately.

**Note on Data:** The CSU Chancellor’s Office requires data as reported by the Office of Institutional Research and Analytics (IR&A) regarding undergraduate education in areas such as enrollment, retention, graduation, time to degree, and low completion rate courses. The data submitted to the Chancellor’s Office includes only those students generating FTES for the purpose of budget allocation as of census date. In order to generate FTES, a student must be matriculated into a state-support academic program and be enrolled in state-support courses for unit credit. Data will be masked to protect the privacy of individual students for programs with cohorts of less than 10 headcount, thus the program should instead include a narrative qualitative discussion. If your Departmental data is significantly different from IR&A data collected at the same time as census, please contact IR&A to clarify your data. If these differences remain unresolved, please present both sets of data and provide discussion and context for the discrepancy.

For more information regarding the Program Review process and to contact the Office of Program and Institutional Effectiveness (OPIE) for further assistance, please visit:
<https://www.csulb.edu/academic-affairs/office-of-program-and-institutional-effectiveness>

Data for the self-study is available at: <https://www.csulb.edu/institutional-research-analytics>.

# **SECTION 1: PROGRAM OVERVIEW AND ASSESSMENT**

## (1A) mISSION sTATEMENT

*Guidelines: Provide public URL to program(s) mission statement.*

## (1B) PROGRAM(S) DESCRIPTION

*Guidelines: Provide a description of the existing program(s) in terms of serving undergraduate majors, non-majors and graduate students (if applicable). Note any program changes since last program review (new degrees, majors, minors, options, certificates) as well as any programs that have been discontinued. Address how the current program(s) are aligned with the broader mission of CSULB, responding to any changes in the discipline, trends in higher education and/or economic workforce changes.*

*(300-1,000 words)*

## (1C) Special Sessions/Self-Support

*Guidelines: If the department participates in special sessions (Winter or Summer), describe the program(s) offered through CPaCE in terms of serving undergraduate majors, non-majors and graduate students (if applicable). Address how the program(s) are aligned with the broader mission of CSULB, responding to any changes in the discipline, trends in higher education and/or economic workforce changes (otherwise N/A).

(300-500 words)*

## (1D) Program Learning Outcomes (PLOs)

*Guideline: For each degree / option under review, provide the public URL of the Program Learning Outcomes.*

## (1E) Annual Assessment Reports and Responses

*Guideline: Discuss assessment strategies and priorities for the department during the period of review, including “closing the loop” instructional and curricular strategies based on assessment findings (although indirect assessment is acceptable as one outcome indicator, direct assessment must also be included). Please reference the program’s most recent assessment plan in your response, noting any modifications to scheduled activities.*

*Include how action items from the previous MOU have been addressed during this period of review. MOUs can be found at:* [*https://www.csulb.edu/academic-senate/program-assessment-and-review-council-parc-documents*](https://www.csulb.edu/academic-senate/program-assessment-and-review-council-parc-documents)

*For each degree / option under review, attach copies of all annual assessment reports and responses submitted since the last program review in the Appendix of this document (please contact the Coordinator of Program Review & Assessment if you need assistance).

(500-1,000 words)*

# **Section 2: Delivery of Program(s)**

## (2A) student Enrollment and Role of Faculty

*Guideline: Discuss trends in undergraduate and graduate student enrollment during the period of review and how students (majors and non-majors) are being served in terms of the role of faculty in curriculum and program delivery. Reflect on Student/Faculty ratios (SFRs) and indicate if consistent with program(s) plans, resources and the ability to deliver quality education to students. Please describe the criteria employed by the department to assign faculty to teach graduate courses and discuss your cohort sizes in terms of the effectiveness of learning. Each undergraduate and graduate degree should be listed separately.*

*(500-1,000 words)*

 **Please provide the following tables from the PARC dashboards:**
FTES and Headcount
**Table #:** Department FTES by Student Enrollment (class-based)
**Table #:** Headcount of Undergraduate Majors
**Table #:** Headcount of Graduate Majors

Faculty Headcount / Role in Curriculum **Table #:** Faculty Headcount by Department
**Table #:** Student/Faculty Ratios

# **Section 3: Undergraduate Student Success**

## (3A) FIRST-TIME, First-year students Graduation Rates & GI 2025 Goal

*Guideline: Discuss the program(s)’ graduation rates and average time to degree for First-Time, First-Year Students during the period of review in relation to Graduation Initiative (GI) 2025 target goals (listed below). If major migration is pertinent to a program’s discussion on persistence and graduation rates, additional data is available on the Student Success Dashboard (see data on 5th Semester students):* <https://www.csulb.edu/institutional-research-analytics/student-success>.
*Each undergraduate degree should be listed separately.*

*(300-1,000 words)*

**Please provide the following tables from the PARC dashboards:**
**Table #:** First-Time, First-Year Student Graduation Rates
**Table #:** Average Time to Degree and Total Units Earned

**CSULB GI 2025 benchmarks for reference\*:**

* FTF 4-yr. Graduation Rate: 39%
* FTF 6-yr. Graduation Rate: 77%
* Average units earned should trend toward 120 units for BA degrees, 132 for higher unit degrees (BFA, BS, etc.)

*\* CSU Student Success dashboards can be found at this link:* [*https://www.csulb.edu/institutional-research-analytics/csu-system-wide-data-0*](https://www.csulb.edu/institutional-research-analytics/csu-system-wide-data-0)

## (3B) TRANSFER GRADUATION RATES & GI 2025

*Guideline: Discuss the program(s)’ graduation rates and average time to degree for Transfer students during the period of review in relation to Graduation Initiative (GI) 2025 target goals (listed below). Each undergraduate degree should be listed separately.*

*(300-1,000 words)*

**Please provide the following tables from the PARC dashboards:**
**Table #:** Transfer Student Graduation Rates
**Table #:** Average Time to Degree and Total Units Earned

**CSULB GI 2025 benchmarks for reference\*:**

* Transfer 2-yr. Graduation Rate: 49%
* Transfer 4-yr. Graduation Rate: 91%
* Average units earned should trend toward 120 units for BA degrees, 132 for higher unit degrees (BFA, BS, etc.)

*\* CSU Student Success dashboards can be found at this link:* [*https://www.csulb.edu/institutional-research-analytics/csu-system-wide-data-0*](https://www.csulb.edu/institutional-research-analytics/csu-system-wide-data-0)

## (3C) DFW Course Rates

*Guideline:**Provide reflection on any courses related to your program(s) that demonstrate high DFW rates, including impact to major or non-major populations. Please view the dashboard “Top 10 (C)DFW Classes” (on the Student Grades Dashboard “Grades at a Glance*:” <https://www.csulb.edu/institutional-research-analytics/student-grades-dashboards>

*(300-500 words)*

## (3D) Undergraduate Equity, Diversity, and Inclusive Excellence

*Guideline:* *Discuss the program’s efforts to support equity, inclusion, and the academic success of diverse learners (race, ethnicity, gender, socioeconomic status, physical/mental health ability, etc. as defined by the US Department of Education in 2009). This should include relevant information regarding, for example, quality of learning, EDI curricular revisions, progress on retention & graduation rates, and advising and support services for students that directly address EDI.*

*Include in this analysis a discussion of the data from the data tables below, reflecting upon any disparities or equity gaps observed in the data and referencing CSULB’s 2025 goal of eliminating achievement gaps in 4-year and 6-year graduation rates. Comment on any equity-oriented initiatives currently in place in the department to mitigate opportunity gaps, and reflect strategically on initiatives to be used in the future.*

*(500-1,000 words)*

**Please include the following tables from the PARC dashboards:**
**Table #:** URM/NRM, Pell/Non-Pell, Biological Sex demographic data in persistence and graduation rates for both FTF and Transfer students.
**Table #:** Race/Ethnicity demographic data in persistence and graduation rates for both FTF and Transfer students.

**CSULB 2025 benchmarks:**

* Eliminate the Achievement Gaps for Pell and URM students’ 4-yr. and 6-yr. Graduation Rates.

##  (3E) High-Impact Practices

*Guideline: Provide a list of high-impact practice opportunities available to students in each degree program, including honors programs, study abroad programs, research programs, service learning, internships, and other activities. In addition to describing activities, please also indicate involvement by documenting the percentage of students involved.*

*(300-500 words)*

# **Section 4: Graduate Student Success**

## (4A) Graduate Graduation Rates and Time to DegreE

*Guideline: Discuss the program(s)’ graduation rates and average time to degree for graduate students during the period of review. Each graduate degree should be listed separately.*

*(300-1,000 words)*

**Please provide the following tables from the PARC dashboards:
Table #:** Graduate Graduation Rates
**Table #:** Graduate Time to Degree

## (4B) CDFW Course Rates

Guideline:*Provide reflection on any courses related to your program(s) that demonstrate high CDFW rates for graduate students. Please view the dashboard “Top 10 (C)DFW Classes” (on the Student Grades Dashboard “Grades at a Glance*:” <https://www.csulb.edu/institutional-research-analytics/student-grades-dashboards>

*(300-500 words)*

## (4C) Graduate Equity, Diversity and Inclusive Excellence

*Guideline:* *Discuss the program’s efforts to support equity, inclusion, and the academic success of diverse learners (race, ethnicity, gender, socioeconomic status, physical/mental health ability, etc. as defined by the US Department of Education in 2009). This should include relevant information regarding, for example, quality of learning, EDI curricular revisions, progress on retention & graduation rates, advising and support services for students that directly address EDI.*

*Include in this analysis a discussion of the data from the data tables below, reflecting upon any disparities or equity gaps observed in the data. Comment on any equity-oriented initiatives currently in place in the department to mitigate opportunity gaps, and reflect strategically on initiatives to be used in the future.*

*(300-1,000 words)*

**Please include the following tables from the PARC dashboards:**
**Table #:** URM/NRM and Biological Sex demographic data in persistence and graduation rates for graduate students.
**Table #:** Race/Ethnicity demographic data in persistence and graduation rates for graduate students.

## (4D) High-Impact Practices and Research opportunities

Guideline: Provide a list of high impact practice opportunities available for graduate students, including research programs and opportunities, study abroad, service learning, internships, and other activities. In addition to describing activities, please also indicate involvement by documenting the percentage of students involved.

(300-500 words)

# **Section 5. Facilities, Resources, University Environment**

## (5A) Changes in Resources or Facilities

*Guideline: Identify any changes in your facilities and resources (i.e. classroom or lab equipment, etc.) since the last program review if applicable (otherwise N/A).*

*(300-500 words)*

## (5B) University Environment

*Guideline: Discuss changes or priority needs in student services or how the program interacts with other entities on campus for the success of its students (Library, ATS, BMAC, Advising, etc.) since last review if applicable (otherwise N/A).*

*(300-500 words)*

# **Section 6. Strategic Program Planning**

## (6a) Analysis and Summary of Planning for Future

*Guideline: Provide an overall analysis of the assessment, student and faculty data presented in Sections 1 - 5 in your discussion of strategic planning for the future (including closing-the-loop strategies). This narrative should summarize the evidence presented above to build on future planning and actions. If your strategic planning includes additional resources or additions of courses or programs, please provide compelling evidence of student interest or changes in workforce trends, how issues of diversity and equitable access were considered, and how faculty resources will be utilized to accommodate instructional needs.*

*(500-1000 words)*

# **Appendix**

*Guideline: Attach documents below in order of inclusion in template.*

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