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**PROGRAM REVIEW**

**Self-Study Template**

**for Degree-Granting Programs**

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# PROGRAM CONTEXT

## MISSION STATEMENT

*Provide public URL(s) to mission statement for each degree / option under review.*

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| **URL(s)** |

## PROGRAM DESCRIPTION

*Provide an overview of the department’s or program’s academic offerings, including degrees, options, minors, and certificates. Consider addressing:*

* *Program’s alignment with the* [*mission of CSULB*](https://www.csulb.edu/beach-2030/university-values-and-strategic-priorities)
* *Degree programs that have been added or discontinued since the last program review*
* *Interaction and alignment between graduate, undergraduate, and non-major programs*
* *Distinctive features of the program relative to the academic discipline, workforce variables, and trends in higher education*

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| **300-1,000 Words** |

## ACADEMIC OFFERINGS

*Discuss the general structure of the curriculum. Consider addressing:*

* *Overview of course offerings; (i.e., core lower division, upper division, and graduate courses)*
* *2 and 4- year roadmaps*
* *Changes to curriculum since the last period of review*

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| **300-500 Words** |

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| **DOCUMENT ATTACHMENT: ROADMAPS** |

## STUDENT ENROLLMENT

*Discuss program’s enrollment in each degree program over the period of review. Consider addressing:*

* *Enrollment trends, including increases or decreases*
* *Enrollment targets, current capacity, and future demand for the program*
* *Cohort composition and sizes (Cohort Headcount data available in Section 4 tables)*
* *Contributions to majors, non-majors, and general education, including analysis of class-based FTES*

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| **300-500 Words**   * [DATA TABLE 1Di: MAJOR HEADCOUNT](https://data.ir.csulb.edu/views/1D-StudentEnrollment/1DStudentEnrollment?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link) * [DATA TABLE 1Dii: CLASS-BASED FTES](https://data.ir.csulb.edu/views/1D-StudentEnrollment/1DStudentEnrollment?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link) |

## FACULTY AND INSTRUCTIONAL WORKLOAD

*Discuss faculty and faculty workload. Consider addressing:*

* *Faculty tenure density, including recruitment and retention*
* *Criteria employed to assign faculty to teach courses and assigned time activities (e.g., breakdown of course load and teaching assignments for different faculty ranks)*
* *Student / Faculty Ratio (SFR) in relation to the ability to deliver quality education to students*

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| **300-500 Words**   * [DATA TABLE 1E: FACULTY AND INSTRUCTIONAL WORKLOAD](https://data.ir.csulb.edu/views/1E-FacultyWorkload/1EFacultyWorkload?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link) |

## RESEARCH, SCHOLARLY, AND CREATIVE ACTIVITIES

*Discuss program’s contributions to the university community outside of teaching. Consider addressing:*

* *Service obligations or special assignments the program provides to the university (e.g. college centers, campus committees)*
* *Contributions to or partnerships with external stakeholders (e.g., community outreach, student learning experiences, cross-disciplinary efforts, etc.)*
* *Append a list of all faculty professional accomplishments since the last period of review (e.g., grants, publications, etc.).*
* *If applicable, append a list of student accomplishments (e.g., external awards and / or fellowships, prizes, publications, creative works, etc.)*

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| **300-500 Words** |

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| **APPENDIX: ACCOMPLISHMENTS** |

# ASSESSMENT

## PROGRAM LEARNING OUTCOMES

*Provide public URL(s) to Program Learning Outcomes for each degree under review.*

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| **URL(s)** |

## MEMORANDUM OF UNDERSTANDING (MOU)

*Provide an overview of actions taken/changes made in response to the previous program review MOU.*

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| **DOCUMENT ATTACHMENT:** [**MEMORANDUM OF UNDERSTANDING**](https://www.csulb.edu/academic-senate/institutional-and-program-assessment-council-ipac-documents) |

|  |  |  |  |
| --- | --- | --- | --- |
| **MOU Recommendations** | | **Period Completed** | **Description of Actions Taken** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **#** |  |  |  |

## ANNUAL ASSESSMENTS

*Discuss assessment strategies and priorities for the program during the period of review. Consider addressing:*

* *Analysis of the degree to which the program’s learning outcomes are being met*
* *Instructional and curricular changes based on assessment findings (ie: “closing the loop”)*
* *Instructional and curricular strategies based on other departmental considerations*
* *Include the program(s) most recent assessment plan and curriculum map(s) if not already included in appended assessment reports*

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| **500-1,000 Words** |

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| **DOCUMENT ATTACHMENT: ANNUAL ASSESSMENTS** |

# LEARNING ENVIRONMENT

## ACADEMIC PERFORMANCE

*Discuss efforts to support and improve student academic performance. Consider addressing:*

* *Courses in which students struggle, analysis of reasons, and responses taken to improve student success* 
  + *Courses from the last 3 academic years that demonstrate high DFW rates as seen in* [CSU | Faculty Dashboard: In Which Courses Do They Struggle? (calstate.edu)](https://csusuccess.dashboards.calstate.edu/faculty-dashboard/where-do-they-struggle)
  + *Courses from the last 3 academic years that are the most troublesome for different groups of historically underserved students as seen in* [CSU | Faculty Dashboard: Course Equity Gaps? (calstate.edu)](https://csusuccess.dashboards.calstate.edu/faculty-dashboard/achievement-gaps-gpa)
* *Pedagogical strategies taken that improve student success (e.g., course redesign, interventions)*
* *Coordination with supplemental instruction, BMAC, The Learning Center, Writing Center etc.*

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| **300-500 Words** |

## DELIVERY

*Discuss how the program facilitates an educational environment that supports academic success. Consider addressing:*

* *Active learning and engagement opportunities (e.g., course structures/design, instructional practices/pedagogy, course size, section variability, additional learning support, etc.)*
* *Course scheduling and delivery method to meet student/program demand*
* *Approach to academic advising and mentoring*
* *If applicable, the role of student assistants and/or staff in the program plans*

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| **300-500 Words** |

## HIGH-IMPACT PRACTICES (HIPs)

*Discuss high-impact practice opportunities available to students in the program, (e.g., honors, study abroad, service learning, internships, etc.) Consider addressing:*

* *The extent to which HIPs are integrated into the curriculum*
* *How the program encourages participation in multiple HIPs for all students in the major*
* *Numbers and demographics of students involved in HIPs*
* *How HIPs are supported by the program*

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| **300-500 Words** |

# STUDENT SUCCESS RATES

*For each degree / option under review, discuss the persistence rates, graduation rates, and time to degree. Consider addressing:*

* *Persistence and graduation rates trends*
* *Program completions, average time to degree (TTD) in years, and average total units earned*
* *Efforts made to improve student graduation rates and time-to-degree*

## FIRST-TIME, FIRST YEAR STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE

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| **300-1,000 Words**   * [DATA TABLE 4Ai: FIRST-TIME, FIRST YEAR STUDENT SUCCESS RATES](https://data.ir.csulb.edu/#/redirect_to_view/14806) * [DATA TABLE 4Aii: FIRST-TIME, FIRST YEAR STUDENT TIME TO DEGREE](https://data.ir.csulb.edu/#/redirect_to_view/14806) |

## TRANSFER STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE

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| **300-1,000 Words**   * [DATA TABLE 4Bi: TRANSFER STUDENT SUCCESS RATES](https://data.ir.csulb.edu/#/redirect_to_view/14807) * [DATA TABLE 4Bii: TRANSFER STUDENT TIME TO DEGREE](https://data.ir.csulb.edu/#/redirect_to_view/14807) |

## GRADUATE STUDENT PERSISTENCE, GRADUATION, AND TIME TO DEGREE

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| **300-1,000 Words**   * [DATA TABLE 4Ci: GRADUATE STUDENT SUCCESS RATES](https://data.ir.csulb.edu/#/redirect_to_view/14808) * [DATA TABLE 4Cii: GRADUATE STUDENT TIME TO DEGREE](https://data.ir.csulb.edu/#/redirect_to_view/14808) |

# DIVERSITY, EQUITY, INCLUSION, AND ACCESSIBILITY

## STUDENT AND FACULTY DEMOGRAPHICS

*Discuss student and faculty composition across disaggregated demographic characteristics (e.g., race/ethnicity, first-generation status, Pell eligibility, gender, etc.). Consider addressing:*

* *Efforts to recruit and retain a diverse student, faculty, and staff population*
* *How the student and faculty demographics have changed over the period of review*
* *Comparison of student and faculty composition and role of representation*
* *Comparison of student and faculty composition in relation to university and the region served*
* *Representational gaps in key demographic characteristics, possible causes and barriers to access, and practices that may mitigate those gaps*

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| **300-500 Words**   * [DATA TABLE 5Ai: STUDENT DEMOGRAPHICS](https://data.ir.csulb.edu/views/Dashboard5AStudentandFaculty/Section5StudentandFacultyDemographics?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link) * [DATA TABLE 5Aii: FACULTY DEMOGRAPHICS](https://data.ir.csulb.edu/views/Dashboard5AStudentandFaculty/Section5StudentandFacultyDemographics?:showAppBanner=false&:display_count=n&:showVizHome=n&:origin=viz_share_link) |

*For each degree / option under review, discuss success of students of distinct racial, educational, and economic backgrounds in the program’s degree offerings. Consider addressing:*

* *Equity-minded practices*
* *Key changes over the period of review in student success rates of all student groups*
* *Disparities in student success rates and how to close gaps*
* *Historically undeserved student groups, particularly under-represented minorities, first-generation, and low-income students*

## FIRST-TIME, FIRST YEAR STUDENT SUCCESS RATE EQUITY GAPS

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| **300-500 Words**   * DATA TABLE 5B: FIRST-TIME, FIRST YEAR STUDENT SUCCESS RATES EQUITY GAPS *(Note: Equity gaps dashboards not currently available / required to be submitted)* |

## TRANSFER STUDENT SUCCESS RATE EQUITY GAPS

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| **300-500 Words**   * DATA TABLE 5C: TRANSFER STUDENT SUCCESS RATES EQUITY GAPS *(Note: Equity gaps dashboards not currently available / required to be submitted)* |

## GRADUATE STUDENT SUCCESS RATE EQUITY GAPS

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| **300-500 Words**   * DATA TABLE 5D: GRADUATE STUDENT SUCCESS RATES EQUITY GAPS *(Note: Equity gaps dashboards not currently available / required to be submitted)* |

## INCLUSIVE ENVIRONMENT

*Discuss how the program creates an environment where students and faculty feel a sense of belonging, regardless of identity. Consider addressing:*

* *Use of culturally responsive pedagogy (*[*https://www.csulb.edu/college-of-education/faculty-resources-and-support/equity-minded-practices*](https://www.csulb.edu/college-of-education/faculty-resources-and-support/equity-minded-practices)*)*
* *Coordination with Bob Murphy Access Center (BMAC), the Office of Belonging and Inclusion (OBI), and other offices*
* *Efforts to remove issues of bias and challenges towards often marginalized or disproportionately impacted groups*
* *Analysis of DEI training opportunities and participation*

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| **300-500 Words** |

# PHYSICAL RESOURCES AND UNIVERSITY SERVICES

## PHYSICAL RESOURCES

*Provide an analysis of the use of existing campus facilities and physical resources used to deliver the program and reach students (e.g., classrooms, studios, lab equipment, meeting spaces, offices, etc.). Note any planned changes or priority needs going forward, (e.g., innovations in modalities, growth strategy, etc.)*

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| **300-500 Words** |

## UNIVERSITY SERVICES

*Provide an analysis of how the program interacts with academic support and student services units on campus to assist the success of students (e.g., Advising, ATS, BMAC, Library, etc.). Note any planned changes or priority needs going forward.*

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| **300-500 Words** |

# SUMMARY AND FUTURE DIRECTIONS

## SWOT ANALYSIS

*Discuss program’s strengths, weaknesses, opportunities, and threats (SWOT) based on narrative and data presented in preceding sections. Consider addressing:*

* *Assessment of the program’s degree offerings in relation to student interest and resource utilization*
* *Recommendations for program’s innovation, improvement, and change*
* *Consistent concerns and barriers to program’s operations*
* *Overall viability in alignment with higher education trends*

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| **300-1,000 Words** |

## PLANNING FOR FUTURE

*Discuss program’s top priorities for the future. Consider addressing:*

* *Goals that can be achieved within the next period of review*
* *Strategies and actions for achieving goals and how progress will be measured*
* *If goals require additional resources, how to accommodate and what is the fiscal and non-fiscal impact*
* *Questions or considerations for the reviewers*

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| **500-1,000 Words** |