CSUN

CALIFORNIA
STATE UNIVERSITY
NORTHRIDGE

PROGRAM REVIEW SELF-STUDY

[Program/degree name]
[type(s) of degree(s)]

[Date]

Dean's Signature   _Department Chair's Signature_
Dean's Name, Title   _Department Chair's Name, Title_

Prepared by the following faculty members:

Faculty Name, Title, Faculty Name, Title, Faculty Name, Title, Faculty Name, Title

Introduction - In this section, provide a clear and concise overview of the self-study process, the individuals and groups involved, and any tools or methods used to gather information. The goal is to help readers understand how the report was developed, who contributed to it, the tools involved, and the basis for its findings.

Executive Summary – In no more than one page, provide a concise summary of the key findings, insights, and conclusions from the self-study. This section should give readers a general understanding of the program's current status, major accomplishments, and areas for growth.

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NOTE: If you have more than one program being evaluated, please address each program separately in the self-study where relevant.

Section I: Program Degree Overview

A. Meaning

1) **Program Mission, Vision, and Goals:** Briefly describe the program's mission, vision, and goals and how it helps to fulfill the broader mission and academic vision of CSUN and the disciplinary field. Provide a link to the department website where this information is provided to the public.
2) **Curriculum:** Describe where your program fits within the university structure (e.g. school/dept.) and what degrees or concentrations it grants.
    a) Provide a detailed description of program curricula (coursework) for all degree options, including numbers of units required and course sequencing.
    b) Describe how the program curricula achieve the program's mission and goals.
    c) Discuss the trends in higher education related to the need for your program and identify how the program is responsive to the needs of the region or broader society it intends to serve. Describe the process used by faculty to ensure the program is current and competitive.
    d) *For Undergraduate Programs only:* 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 the degree and describe how any of these GE courses provide a pathway to gaining prerequisite outcomes for achieving competencies in the major.
    e) *For Graduate Programs only:* Describe the required culminating experience(s) and their role in the overall program. Outline the timeline for the culminating experience (e.g., thesis completed over the last two semesters in the program) and how it meets the program mission and goals.
3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any curricular or mission-related changes that have been made in response to any prior MOU recommendations.

B. Quality of the Curriculum and Student Learning

1) **Curriculum Structure**
    a) To what degree does the program curriculum align with other comparable programs at peer institutions? How does it exemplify best practices for the discipline?
    b) List your program student learning outcomes (PSLOs).
    c) Your program's alignment map has been shared with you in the Program Review BOX folder created specifically for your self-study. Please copy and paste the most current version of your alignment map into the self-study.
        Instructions: If your program already has a curriculum or alignment map, include it below before completing part (d). If your program does not have a

map or would like to revise the existing version, refer to the instructions provided [here](#) to complete a new alignment map.

   d) How does your program curriculum align with your Program Student Learning Outcomes (PSLOs)? Consider where outcomes are introduced, developed, and mastered across your required courses.
   e) *For Undergraduate Programs only:* Based on your undergraduate program alignment map, how does your program align with the [university's Institutional Student Learning Outcomes (ISLOs)](#)?
   f) *For Graduate Programs only:* Based on your graduate program alignment map, how does your program align with the [university's Graduate Institutional Student Learning Outcomes (GISLOs)](#)?

2) **Assessment of Student Learning**
   a) Attach your program's most current Multi-Year Overall Assessment Plan as Appendix C.
   b) Provide a brief overview of the direct (e.g., signature assignments, performance tasks, exam results, ePortfolios) and indirect (e.g., surveys, focus groups, alumni feedback) measures your program currently uses to assess student learning. Indicate how these measures are embedded within the curriculum and aligned to specific outcomes.
   c) Analyze the extent to which students are demonstrating proficiency in each learning outcome at the program and institutional levels. Identify which outcomes students are consistently meeting or exceeding and which outcomes reflect gaps in achievement. Where students are not meeting expected competency levels, provide an explanation of possible contributing factors (e.g., course sequencing, instructional methods, curricular design, student preparedness, or assessment tools).
   d) This section should inform strategic planning and curricular decisions, helping the program close the loop and improve student learning through evidence-based practices.

3) **Distribution of PSLOs/ISLOs/GISLOs Across the Curriculum and Ratings of Student Progress:** In the following table, identify the percentage of courses in which program faculty selected each learning objective as important or essential, as well as the percentage of students who were rated as having met the learning outcome each year. ISLOs and GISLOs data are available at in CSUN LOADS. Data may also be available from your Annual Continuous Improvement Report/Plan for quick access.

Note: Program Student Learning Outcome (PSLO) data—if available—can be found in your Program Review BOX folder. Please modify the table labels as needed to align with your available results of your program's specific outcomes.

Ratings of Student Progress on Relevant Objectives Chosen as Important or Essential								
			20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX	20XX-XX
Learning Outcomes	Source	Number of classes selecting PSLOs/ ISLOs (n=XX)	% of achievement met	% of achievement met	% of achievement met	% of achievement met	% of achievement met	% of achievement met
PSLOs	CSUN LOADS							
PSLO 1								
ISLOs	CSUN LOADS							
ISLO 1								
ISLO 2								
ISLO 3								
ISLO 4								
ISLO 5								
ISLO 6								
ISLO 7								

4) **Assessment of Curricular Effectiveness:** Using your program's curriculum map and the evidence collected from the assessment of student learning, outline the program's intended steps for improving student learning. Include any proposed changes to the curriculum that may be necessary.

5) **Assessment of Diversity in the Curriculum:** Describe and evaluate your program's efforts to create a culture of diversity through the curriculum. In particular, describe how your program is being intentional about assessing diversity in the curriculum.

6) **Use of Continuous Assessment for Educational Effectiveness**
   a) Describe the process that your program uses to annually evaluate the quality of curriculum and to assess student learning. Document how your program has used assessment findings to impact program decisions.
   b) Evaluate the effectiveness of your program's assessment process. In what ways is it effective toward making effective educational decisions? In what ways should the process change?

7) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes to curriculum and program assessment that have been made in response to any MOU recommendations.

Section II: Enrollment and Student Success

A. Student Enrollment

1) **Enrollment Trends**
   a) Provide Fall enrollment data disaggregated by race/ethnicity and by gender for the five most recent years. Use the Guide to Accessing Data for CSUN Self-Study to access and download the data in CSUN Counts and paste the tables below.
   b) Describe the enrollment trends you see in the data from CSUN Counts. How has enrollment overall changed, if at all, for your program in the last five years? What is the representation of students in your program by gender? By race/ethnicity? How has this shifted, if at all, in the last five years?

2) **Recruitment Trends**
   a) Provide application and enrollment yield data by race/ethnicity and by gender for the relevant applicant types (e.g., first-time freshman, transfer, graduate student) for the five most recent Fall terms. Use the Guide to Accessing Data for CSUN Self-Study to access and download the data in CSUN Counts and paste the tables below.
   b) Describe the trends in application and enrollment yield you see in the data from CSUN Counts. How have application numbers overall changed, if at all, for your program in the last five years? How have enrollment yield rates changed, if at all, for your program in the last five years? Are there variations in these trends by race/ethnicity? By gender?
   c) What events are happening within the profession, local or broader community that might explain these enrollment trends? What does the evidence suggest might be future enrollment trends for your program over the next five to ten years? What, if any, changes to recruitment strategies would benefit the program?

3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any enrollment and recruitment changes that have been made in response to any prior MOU recommendations.

B. Student Success

1) **First-Year Retention Rates**
   a) Provide data on first-year retention rates (i.e., third-term re-enrollment) disaggregated by race/ethnicity and by gender for the five most recent entry cohorts for which such data are available. Break out the data by student type (e.g., first-time freshman, transfer, masters) where relevant. Use the Guide to Accessing Data for CSUN Self-Study to access and download the data in CSUN Counts and paste the tables below.

b) Describe the trends in retention you see in the data from CSUN Counts. How has retention overall changed, if at all, for your program in the last five years? How does first-year retention vary by gender? By race/ethnicity? How has this shifted, if at all, in the last five years?

2) **Graduation Rates**
   a) Provide data on graduation rates disaggregated by race/ethnicity and by gender for the five most recent entry cohorts for which such data are available. Break out the data by student type (e.g., first-time freshman, transfer, masters) where relevant. Use the Guide to Accessing Data for CSUN Self-Study to access and download the data in CSUN Counts and paste the tables below.
      i. *For Undergraduate Programs:* provide 4- and 6-year graduation rates for first-time freshmen and 2- and 4-year graduation rates for transfers.
      ii. *For Graduate Programs:* provide the graduation rates for 100% and 150% of expected time for your program(s). For example, if the expected completion time for your program is 2 years, provide the 2-year graduation rate (100%) and the 3-year graduation rate (150%).
   b) Describe the trends in graduation rates you see in the data from CSUN Counts. How have graduation rates overall changed, if at all, for your program in the last five years? How graduation rates vary by gender? By race/ethnicity? How has this shifted, if at all, in the five most recent cohorts?
   c) What efforts are in place for tracking students who leave the program without completing their degrees? How do you follow up with these students to determine why they have left? What measures are taken to bring these students back to re-enroll in your program?

3) **Additional Measures of Student Success**
   a) In addition to retention and graduation rates, what are other measures (qualitative and/or quantitative) tracked by the program to evaluate student success? Provide these data for the last five years, if available, disaggregated by race/ethnicity and by gender.
   b) Describe the trends you see in these additional measures and how they vary by gender and by race/ethnicity.

4) **Measures Taken to Improve Student Success**
   a) Share efforts taken by the program to improve student success, especially first-year retention rates and graduation rates, since the last program review. Note any efforts that have been made specifically to target equity gaps in these outcomes by race/ethnicity and/or by gender. Highlight any changes that have been made in response to the program's last program review.
   b) What does the student success data in sections II.B.1, II.B.2, and II.B.3 indicate about the efficacy of these efforts? How has the program shifted their efforts in response to these indicators?

5) **Alumni Success Indicators:** What indicators (qualitative and/or quantitative) are tracked by the program to evaluate the success of its alumni? Share data available on alumni

success such job placement in discipline-related fields, enrollment in graduate programs related to the discipline, and passing relevant competency exams.

6) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes related to student and alumni success that have been made in response to any prior MOU recommendations.

C. Student Advisement

1) **Academic Advisement:** Describe the academic advisement procedures for your program. Who provides academic advising for students? How do students seek out advising? Under what circumstances is advising mandatory or required?
2) **Advisement Effectiveness:** How do you evaluate the effectiveness of academic advising for your program? Does the evidence indicate that it is effective? What changes to advising have you made, if any, in response to the evidence on its effectiveness?
3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any advisement-related changes that have been made in response to any prior MOU recommendations.

D. Student Involvement

1) **Research Opportunities**
   a) What opportunities are available for students to engage in research? These opportunities can either be through specific research classes and/or direct research with faculty or outside entities.
   b) Share any data on outcomes resulting from these research opportunities, such as conference presentations, publications, or employment opportunities.
2) **Community Engagement**
   a) What opportunities are available for students to engage with the local, regional, and/or global community (outside of CSUN) related to their discipline of study? These opportunities can either by through specific community-engaged classes and/or direct engagement with community-based organizations or other entities.
   b) Share any outcomes resulting from these community-engaged activities, such as presentations, academic projects, or employment opportunities.
3) **Internship Opportunities**
   a) If relevant to your discipline, what opportunities are available for students to participate in internships? Are the internships paid or unpaid? How is supervision provided to the students and how is that coordinated with the academic program?
   b) Share any outcomes resulting from these internships, such as presentations, academic projects, or employment opportunities.
4) **Student Organizations**
   a) What opportunities are sponsored by the department and/or faculty members in the department for students to participate in national, professional, honorary, or other student organizations or activities?

    b) Share any outcomes resulting from these internships, such as conference attendance, presentations, or publications.
5) **Student Assistance**
    a) What other types of special assistance or services are provided by the program for students which facilitate student success? This may include, for example, grants, scholarships, assistantships, tutoring, job placement, advising and career planning, and/or awards.
    b) Share any outcomes resulting from this assistance, such as improved retention of targeted groups, graduate school attendance, or employment opportunities.
6) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any student research, internship, and engagement opportunities that have been made in response to any prior MOU recommendations.

E. Alumni Relations and Outcomes

1) **Alumni Connections:** Describe how the program fosters alumni connections. This may include, for example, fostering ongoing relationships with alumni, surveying alumni regarding their career/employment outcomes, and/or fostering connections between current students and alumni.
2) **Alumni Achievements:** Describe any notable achievements among your alumni since the last program review. This may include, for example, taking on influential/ leadership positions, receiving awards or other recognitions, acquiring advanced degrees in the discipline, significant scholarly accomplishments, and/or contributions to the local, regional, or global community.
3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any alumni relation developments that have been made in response to any prior MOU recommendations.

F. Continuous Feedback and Engagement

1) **Student Feedback**
    a) Describe any mechanisms that are in place to acquire and utilize student feedback regarding program quality. This may include, for example, surveys, focus groups, or exit interviews with students. Provide a summary of the available data.
    b) What does the evidence indicate about students' perceptions of how well the program met their needs, the program's strengths and weaknesses, and suggestions for improving the program? What changes are planned to address this feedback?
2) **Alumni Feedback**
    a) Describe any methods used to acquire and utilize feedback from alumni regarding program quality. This may include, for example, surveys or interviews with

alumni, or feedback from alumni on advisory committees. Provide a summary of the available data.

   b) What does the evidence indicate about alumni perceptions of how well the program met their goals and expectations, how well they think the program prepared them for next steps professionally and academically, and any programmatic changes they recommend? What changes are planned to address this feedback?

3) **Employer/Supervisor Feedback**

   a) Describe any efforts to gather feedback from employers or supervisors of program graduates regarding program quality. This may include, for example, results from available surveys, job performance appraisals, or intern or clinical supervisor evaluations. Provide a summary of the available data.

   b) What does the evidence indicate about employer/supervisor perceptions of student preparation or program quality? What changes are planned to address this feedback?

4) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes related to student, alumni, and employer feedback that have been made in response to any prior MOU recommendations.

Section III. Faculty Characteristics and Qualifications

A. Faculty Composition and Diversity

1) **Faculty Composition**

   a) Provide data on faculty who have taught in the program since the last program review, by rank and full-time/part-time status. Use the [Guide to Accessing Data for CSUN Self-Study](#) to access and download the data in CSUN Counts and paste the tables below.

   b) What do these data indicate about the composition of your faculty with regard to rank and full/part-time status? How has this changed, if at all, since the last program review?

2) **Faculty Diversity**

   a) Your program's faculty demographic data has been shared with you in the Program Review BOX folder created specifically for your self-study. Please copy and paste the most current version of your faculty composition into the self-study.

   b) What do these data indicate about the diversity, by race/ethnicity and by gender, of your program faculty? How has this changed, if at all, since the last program review?

   c) If the data reveal underrepresentation in specific demographics, outline the strategies or practices implemented to address these gaps. This may include, for example, targeted recruitment efforts, inclusive hiring practices, mentorship or

retention programs, and/or departmental climate initiatives. Reflect on progress made and identify areas for continued focus.

B. Faculty Professional Development and Accomplishments

1) **Faculty Scholarship and Professional Achievements**
   a) Provide a comprehensive <u>list</u> of faculty accomplishments since the last program review. Include both traditional forms of scholarship and contributions that advance the mission and visibility of the program. Areas to highlight may include, for example, peer-reviewed publications, conference presentations or invited talks, creative or artistic works, externally or internally funded research or grant activity, discipline-related service, professional awards and honors, leadership in professional organizations, community-based scholarship or outreach, and/or recognized innovations in teaching or curriculum development
   b) Using the table below, provide a summary of faculty publications, professional accomplishments, and activity.

   Note: The categories listed in the table are provided as general suggestions. Please feel free to modify, expand, add, or remove categories as appropriate to best reflect the conventions and priorities of your discipline.

Scholarly Work	Full-Time				Part-time			
	Instructor	Assistant	Associate	Professor	Instructor	Adjunct	Affiliated	Total
Research Publications								
Peer Reviewed Journal Articles								
Invited Journal Articles								
Books								
Book Chapters								
Conference Proceedings								
Trade Journal/Magazine/News Articles								
Other (i.e., Grants)								
Conference Presentations								
National								
Regional								
International								
Local								
Campus								
Other								

   c)   How do faculty accomplishments support student learning, enrich the program, and align with the broader institutional mission?

2) **Professional Development and Support**
   a) Describe professional development opportunities available to faculty in your program. Include internal and external supports such as conference or travel funding, sabbaticals or reassigned time for research or teaching innovation, workshops or certificate programs, department- or college-level initiatives to support early-career faculty, or participation in CSUN Faculty Development programs.
   b) Share data, if available, on participation in these opportunities, by faculty rank and full/part-time status.

3) **Retention, Tenure and Promotion (RTP)**
   a) Explain how expectations related to RTP are communicated to tenure-track faculty. Include any formal resources, mentorship practices, or department-level guidance provided to help faculty navigate these processes successfully.
   b) Explain how expectations related to range elevation are communicated to lecturer faculty. Include any formal resources, mentorship practices, or department-level guidance provided to help faculty navigate these processes successfully.

4) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes with respect to faculty professional development and support that have been made in response to any prior MOU recommendations.

C. Community Engagement

1) **Community Engagement:**
   a) Describe how the department approaches community engagement. In particular, consider how the program fosters faculty-led service initiatives, student involvement in community-based learning or projects, institutional or nonprofit partnerships, public-facing events or outreach activities, or other types of community engagement
   b) Highlight specific examples of notable initiatives that demonstrate meaningful engagement with external communities by your program. Reflect on how these efforts support program goals, advance social impact, and enhance the student experience.

2) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes with respect to faculty community engagement that have been made in response to any prior MOU recommendations.

Section IV. Staff Composition and Climate

A. Staff Composition

1) **Staff Data:** Provide data on the number of support staff employed since the last program review. Include changes over time and note any significant shifts in staffing structure or roles.

2) **Evaluation of Staff support**
   a. Assess the adequacy of current staff support in relation to the program's operational and academic needs. Consider whether the quantity and qualifications of staff meet the needs of students, faculty, and the program, how staff roles contribute to program goals and student success, the distribution of responsibilities, staff workload, and responsiveness to departmental needs, and availability of training or professional development to ensure high-quality service.
   b. Identify any staffing gaps or limitations and provide recommendations for improvement.

3) **Staff Diversity and Inclusion.** Describe the department's efforts to promote and sustain a diverse and inclusive staff. Include strategies related to equitable hiring and outreach practices, retention and promotion, workplace culture, initiatives that support inclusivity and belonging. Reflect on the impact of these efforts and areas for growth.

B. Operational Management

1) **Staff Involvement in Decision Making.** Describe how support staff are engaged in departmental planning and decision-making processes. Include examples such as staff participation in department meetings, committees, or task forces, contributions to strategic planning or policy development, and practices that ensure staff perspectives are meaningfully considered.

2) **Staff Feedback Mechanisms.** Outline the formal and informal mechanisms through which staff provide input on departmental operations and work conditions. Examples may include regular staff meetings, surveys or climate assessments, open forums or suggestion channels, and/or one-on-one check-ins with leadership. Discuss how staff feedback is documented, reviewed, and used to inform decisions.

3) **Professional Development and Support.** Reflect on the department's commitment to staff development and how it supports retention, effectiveness, and morale. Describe the opportunities available to support staff growth and advancement. These may include things such as tuition assistance or fee waivers, on-campus workshops or training sessions, external conferences or certifications, cross-training and mentoring opportunities, etc.

4) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes with respect to staff support,

inclusion, and development that have been made in response to any prior MOU recommendations.

V. Department Cultural Climate

1) **Departmental morale:** The morale refers to the collective sense of enthusiasm, satisfaction, and emotional well-being experienced by faculty, staff, and student workers within the program. Describe the department/program's overall morale and provide any data that supports this claim. (e.g. employee surveys, exit interviews, anecdotal observations, and feedback, etc.).

2) **Strengths and Improvements:** Describe any strengths and measures (if needed) taken to improve department morale (e.g. recognition, awards, peer-to-peer appreciation, spotlights, team building activities, supportive culture, leadership transparency, feedback mechanisms, etc.)

3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any department morale changes that have been made in response to any prior MOU recommendations.

VI. Program Governance and Sustainability

A. Department and/or Program Governance

1) **Department and/or Program Structure:** Describe the program leadership and governance structure. Provide an organization chart as an appendix.

2) **Faculty Involvement:** Discuss how faculty are involved in program decisions that impact resources, curricula, governance, and budget planning.

3) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes with respect to faculty diversity that have been made in response to any prior MOU recommendations.

B. Institutional Capacity, Resources, and Sustainability

1) **Enrollment Challenges:** Discuss how the college and department have responded to enrollment challenges that have occurred since the last program review (i.e. impaction, low enrollment, executive orders, etc.).

2) **Information Literacy and Library Resources:** Information literacy can be understood as the ability to "recognize when information is needed and…to locate, evaluate, and use effectively the needed information." Describe the degree to which library and information resources are adequate and available for students and faculty members in your department (onsite and remotely). What level of support and instruction is available to students and faculty in the areas of technology and information literacy?

3) **Resource Analysis:** Describe how the department has secured any additional resources for the program. Include innovative strategies that have resulted in successful resource acquisition (e.g. external grants, alumni contributions, sponsorships, Tseng College, etc.) for future programing.
4) **Resource Effectiveness:** Evaluate the program's effectiveness at securing necessary resources to ensure program quality and sustainability. What systems or processes are working well, and what improvements could be made to make non-budgeted resource acquisition successful?
5) **Recent Self-Study and MOU Reflection:** Referring to the program's most recent Self-Study and Program Review MOU, describe any changes with respect to faculty diversity that have been made in response to any prior MOU recommendations.

VII. Conclusion

Summarize the major findings of the program review as it relates to both the strengths of the program and areas in need of improvement. Include in this discussion any "intangibles" or assessments that you wish to discuss that were not requested in the Program Review Self-Study Report.

VIII. Appendices

A. Last Program Review MOU
B. All Annual Continuous Improvement Report and Plans (ACIRPs) since the last program review.
C. Multi-Year Assessment Plan
D. Full-time faculty CVs (2 pages each maximum)
E. Reports and other supporting documents

Template Appendix A
Last Program Review MOU

Attach this document with your Program Review Report for Section 1 above. See instructions given in Section 1.

Template Appendix B
All Annual Continuous Improvement Reports/Plans (ACIRPs)- Since Last Review

Attach this document with your Program Review Report for Section 1 above. See instructions given in Section 1.

Template Appendix C
Multi-Year Overall Assessment Plan-Since Last Review

Attach this document with your Program Review Report for Section 1 above. See instructions given in Section 1.

Template Appendix D
Faculty CVs—From Previous Review

Attach this document with your Program Review Report for Section 3 above. See instructions given in Section 3.

Template Appendix E
Reports and other support documents