**ELEMENTS OF THE SELF-STUDY FOR PROGRAM REVIEW**

**OF DEGREE-GRANTING PROGRAMS**

**Approved on December 4, 2013**

**AY 2016-2017 Self-Study Template**

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 may, at their option, have these programs reviewed separately or together.  If reviewed together, only one self-study is required.

Normally, the self-study is an executive summary that is concise and direct. The body of the self-study report should not exceed 40 single-spaced, one-sided pages for a program with one degree under review, or 50 single-spaced, one-sided pages for multiple degrees under review (not including supporting documents in the appendices). The self-study for academic support units should not exceed 30 single-spaced, one-sided pages. The self-study and all documentation must be submitted as an electronic file in .doc or .docx format.

**Section I. Mission, Goals, and Environment**

A. Briefly describe the program’s mission and goals, and note any changes since the last program review. Identify areas of distinction or special competence.

B. Describe how the program's mission, goals, and environment reflect or align with the State of California economic, workforce and civic needs.

 **Note: Data Sources for Demonstrating Evidence of Need**

* Discipline / Professional Organization websites
* APP Resources Web: <http://www.calstate.edu/app/resources.shtml>
* [US Department of Labor, Bureau of Labor Statistics](http://www.bls.gov/)
* [California Labor Market Information](http://www.labormarketinfo.edd.ca.gov/)

C. Briefly describe changes and trends in the discipline, and what the program is doing to respond. Describe, if relevant, how external changes (e.g., community needs for graduates in the discipline) have affected academic offerings.

D. Identify the program’s priorities for the future. Indicate how the program arrived at these priorities.

E. If the program is offered in a self-support mode, describe how it is included in the mission, goals, and priorities of the department (e.g., new student groups regionally, nationally or internationally; new delivery modes, etc.).

**Section II. Educational Programs**

A. Briefly describe the existing program, any new programs (degrees, majors, minors, options, certificates) developed since the last program review, and any programs that have been discontinued. Include self-support programs. Include in this section any discussion related to regional and state workforce trends, career outcomes, economic and civic needs. Address workforce demand projections and other relevant data as applicable.

B. Using the university and department data reports accessible on the Institutional Research and Assessment web site, with optional supplemental data from the program, department, or college, discuss student demand for the program’s offerings and any problematic areas, such as over- or under-enrollment, retention, graduation, time to degree, impaction, or low completion rate courses; see instructions for Table 1 for Department Overview in Appendix A and Tables 2-6 for undergraduate degree programs in Appendix B and Table 7 for General Education in Appendix C and Tables 8-11 for Graduate/Post-baccalaureate in Appendix D and Table 12 Tenured & Tenure-Track Faculty in Appendix E.

C. Comment on the program’s enrollment trends since the last program review based on information concerning enrollment targets [FTES (Full Time Equivalent Student)], faculty allocation [FTEF (Full Time Equivalent Faculty)], and student-faculty ratios. For post-baccalaureate programs, comment on whether there is sufficient enrollment to provide a community of scholars in terms of formal and informal sharing of ideas, experience and knowledge, and whether graduate students have sufficient exposure to graduate-only coursework.

D. Briefly describe any plans for curricular changes in the short (up to three years) and long (seven year) term, such as expansions, contractions, or discontinuances. Relate these plans to the priorities described in Section I.C. above.

E. Include information on any self-support programs.

F. The Chancellor’s Office files represent the primary source of data as reported by the Office of Institutional Research and Assessment (IR&A) for the CSULB program reviews. 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.

The CSU-Long Beach campus has developed a secondary reporting utility, CS-Link. The parameters for these data reports are quite different than those transmitted to the Chancellor’s Office, as they include all “current” students (those eligible to enroll without having to reapply to the University); for example, these reports do not include students enrolled for zero units (e.g., GS 700), students on leave, students with a double major, students studying abroad, and students who have not registered for the current semester.

Although for longitudinal continuity and alignment the reports generated by IR&A will be the primary source for all program review and assessment, as well as accreditation analyses, you are welcome to briefly include data here from CS-Link that contributes to an understanding of your educational programs.

**SECTION III. GENERAL EDUCATION**

1. Describe your department’s role in the college and university in offering courses that satisfy General Education (GE) relative to the department, college, and university mission.

B. Describe the criteria employed by the department to assign faculty to teach General Education courses. Note, in table format, the percentage of your department’s total FTES’s that are lower division and upper division GE instruction. See instructions for Table 7 Department FTES in General Education in Appendix C.

C. Describe how the department’s student learning outcomes (SLOs) are aligned with the General Education SLOs. How does the department ensure that course coordination occurs across multiple sections with respect to disciplinary and GE SLOs?

**Section IV. Student Learning Outcomes and Assessment**

A. For each degree/credential/certificate program offering described in Section II A above, list the expected student learning outcomes. Describe how the program assessment process and results are aligned with institutional learning outcomes (ILOs).

B. Describe the assessment of student learning outcomes for each program, including the methods or techniques used and how the information is analyzed. Within this description, be sure to include assessment relative to the department’s GE skills and GE discipline-specific content (if/how applicable).

C. Describe how department members are involved in the assessment process.

D. Describe the results of the assessment of student learning outcomes for each program since the last program review. Within this description, be sure to include results of assessment relative to the department’s GE skills and GE discipline-specific content (if/how applicable) and relationship to ILOs.

E. Describe the process for using the results of assessment for program improvement in the degree/credential/certificate program and general education, and provide at least two examples since the last review of changes in programs that were made on the basis of the results of assessment.

F. Include information on any Special Sessions self-support programs offered by the department or unit, with particular emphasis on the assessment of student learning outcomes in alternative delivery formats (on-line, off-campus, compressed schedule, etc.).

G. Attach all annual reports on assessment since the last program review as an appendix.

**Section V. Faculty**

A. Describe the changes in faculty resources for instructional delivery since the last program review in:

1. The full-time equivalent faculty (FTEF) allocated to the program. Include information on tenured and tenure track faculty lines (e.g., new hires, retirements, FERPs, resignations).

2. How these changes have affected the program’s academic offerings.

3. Describe tenure density in the program and the distribution among academic ranks (assistant, associate, professor); see instructions for Table 12 in Appendix E.

B. Discuss the issue of “faculty sufficiency” in the department relative to the department’s mission, degrees, development of curricula, courses, and program delivery. Your response should account for decision making regarding the faculty mix based on type of degree programs (undergraduate, graduate, etc.) degree program size and scope (on-campus, off-campus, distance, traditional or non-traditional students, etc.) and scholarship focus.

1. Describe the role that tenured/probationary faculty play in the department’s curriculum and program delivery.

2. Describe the role that lecturers, student assistants, and teaching assistants play in the department’s curriculum and academic offerings. Indicate the percentage of courses taught by lecturers, student assistants, and teaching assistants (TA) since the last program review. Identify any programs or curricula that are the responsibility of lecturers, student assistants, and teaching assistants

3. Evaluate the department’s capacity to support its curricular offerings and whether the faculty is sufficient to accommodate the size and scope of existing and future curriculum and/or degree programs.

C. Describe changes anticipated in the next program review cycle and indicate the program’s priorities for future hiring.

1. Identify how these priorities and future hiring plans relate to relevant changes in the discipline, and the career interests/outcomes of students. Also describe how these hiring plans align with the strategic plans of the university, and regional, state, national or global developments.

2. Discuss the department’s faculty diversity within the context of college, university, and academic discipline(s) goals for diversity, any efforts the department is making to maintain/increase faculty diversity, and how these efforts link to the overall hiring plans described in 1 (above).

D. Include information on all instructor participation in any self-support programs offered by the department.

**Section VI. Student Services**

A. Briefly describe how the department advises its majors, minors, and graduate students.

B. Discuss the program’s efforts to support the academic success of diverse learners (this may include any relevant information regarding, for example, quality of learning, retention and graduation rates, advising, etc.).

C. Describe opportunities for students to participate in honors programs, undergraduate or graduate research, service learning, internships, and so forth, and how these opportunities are supported. List the number of faculty and students participating in each type of opportunity, and indicate plans for the future in these endeavors (expand, maintain, decrease).

D. Include information on student services provided to students enrolled in any Special Sessions self-support programs.

**Section VII. Resources and Facilities**

A. Identify any special facilities and/or equipment used by the program, such as laboratories, computers, large classrooms, or performance spaces. Identify any changes since the last program review and priority needs for the future.

B. Describe the current library resources for the program, the priorities for acquisitions in the period until the next program review, and any specialized needs such as collections, instruction, etc.

**Section VIII. Planning**

A. Summarize all the major changes planned in the period until the next review.

B. Summarize all new or additional resources needed to support the planned major changes.

**Appendix A**

**Overview of the Department Instruction**

**Table 1 Department FTES by Student Enrollment**

Instructions: Provide a table showing department total FTES with breakdown by percent (%) FTES student enrollment for undergraduate major, undergraduate non-major and graduate/postbaccalaureate for the five most recent fall terms.

Data Resource Guide – Table 1:

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Enrollment Trends.”

Select “Fall FTES by Student Level and Course Grouping.”

From the drop down menus:

Select College.

Select Department.

"Department FTES" in the PARC table is the **Total** Line in the Total FTES by Fall term.

For Undergraduate Major, Undergraduate Non-major, and Grad/PostBAC use the column titled “Undergraduate Courses.” Calculation required.

 Undergraduate Major:

 Major / Total FTES = % Majors Undergraduate FTES

 Undergraduate Non-major:

 Non-major FTES / Total FTES = % Undergraduate Non-major FTES

 Grad/PostBAC:

 PostBAC Undergraduate Total FTES + Graduate Undergraduate Total FTES + Graduate Level Total FTES / Total FTES = % Grad/Post BAC FTES

Per year the sum % FTES of Undergraduate Major, Undergraduate Non-major, and Grad/PostBAC must be equivalent to 100.

Table 1

Name of Department

Department FTES by Student Enrollment

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Fall Term | Department FTES | Undergraduate Major(% FTES) | Undergraduate Non-major (% FTES) | Grad/PostBAC(% FTES) |
| 2015 |  |  |  |  |
| 2014 |  |  |  |  |
| 2013 |  |  |  |  |
| 2012 |  |  |  |  |
| 2011 |  |  |  |  |

**Appendix B**

**Undergraduate Degree Programs**

Instructions: Provide the following tables for each undergraduate degree program. Provide an additional table for each separate degree option that addresses Headcount of Undergraduate Majors, Graduation Rates for Undergraduate Majors, and Undergraduate Degrees Granted. Also, provide an additional table for each undergraduate degree program offered through self-support. For each table, provide the five most recent fall terms.

**Table 2 Headcount of Undergraduate Majors for the “Name of Degree: Option”**

Instructions: For each undergraduate degree program provide a table showing the number of majors for the past five fall terms. Provide additional, separate tables for each degree option and for self-support degrees/options if applicable.

Data Resource Guide – Table 2:

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Enrollment Trends.”

Select “Headcount & FTES Trend Graph Fall 03-Fall 14.”

From the drop down menus:

Select College.

Select Department.

Select Program:

 Note: Selecting “Program” and not selecting any student levels yields the total headcount and FTES department data summary for Graduate, Post/Bac., and Undergraduate. This yields the total number of majors in the department, even if there are multiple majors in the department.

 For department data summary by student level, select the appropriate student level.

 For data yield by individual program, select the program from the drop down menu.

Select Student Level:

 The “Student Level” box allows you to display headcount and FTES by student level; undergraduate, postbaccalaureate, or graduate. This will yield the total number of majors in the department by student level even if there are multiple majors in the department.

 For department data summary by student level, select the appropriate student level.

Ethnicity: For PARC reports, the selection should read “Total Ethnicity.”

Gender: For PARC reports, the selection should read “Total Gender.”

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 2

Headcount of Undergraduate Majors for the “Name of Degree: Option”

|  |  |
| --- | --- |
| Term | Headcount |
| Fall | Pre-Major | Major | Total |
| 2014 |  |  |  |
| 2013 |  |  |  |
| 2012 |  |  |  |
| 2011 |  |  |  |
| 2010 |  |  |  |

**Tables 3 and 4 Graduation Rates for Undergraduate Majors**

Instructions: For each undergraduate degree program, provide a table showing graduation rates for First Time Freshman (FTF) and Transfer for majors. Provide separate tables (3) for First Time Freshman and (4) for Transfer.

First Time Freshman are defined by the Office of Institutional Research and Assessment as follows: Freshman cohort (admit date) of a specific year that have never attended college.

Provide separate tables for each degree option. Provide additional, separate tables for each self-support degree program and option, if applicable. Provide data for the last five cohorts for which data are available.

Data Resource Guide – Table 3:

First Time Freshman (FTF) - This report generates a table by cohort year that displays graduation and retention rates for Years 4, 5, 6, 7, and 8 after the 3rd Year snapshot. Use the column labeled **“*Grad Rates within College*”** for each of the years you are reporting. The “initial cohort of Native Juniors” is the number of FTF in the initial cohort count.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Graduation, Retention, & Persistence.”

Select “FTF Graduation, Retention & Persistence (sortable by cohort): Fall 95 – Fall 13.”

From the drop down menus:

Select Cohort

Ethnicity: For PARC reports, the selection should read “Total Ethnicity.”

Gender: For PARC reports, the selection should read “Total Gender.”

Select College.

Select Department.

Select Program:

 Note: Selecting “Program” yields the undergraduate graduation and retention data for the department even if there are multiple majors in the department. For data yield by individual program, select the program from the drop down menu.

Table 3

“Name of Degree: Option”

Native Junior Students Graduation Rates beyond Year 3

|  |  |  |
| --- | --- | --- |
| First Time Freshman Admit Term(Fall) | Initial Cohort of Native Juniors | Year(s) after 3rd Year Snapshot (Percent Graduated) |
| 1-year(Year 4) | 2-year(Year 5) | 3-year(Year 6) | 4-year(Year 7) |
| 2011 |  |  |  |  |  |
| 2010 |  |  |  |  |  |
| 2009 |  |  |  |  |  |
| 2008 |  |  |  |  |  |
| 2007 |  |  |  |  |  |
| 2006 |  |  |  |  |  |
| 2005 |  |  |  |  |  |

Data Resource Guide – Table 4:

Transfer - This report generates a table by cohort year that displays graduation and retention rates for Years 1, 2, 3, and 4 after transfer. This report displays six tables, one each for 1-6 years of retention and graduation. Use the column labeled **“*Grad Rates within College*”** for each of the years you are reporting. The “cohort count” is the number of Transfer students in the major transfer cohort count.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Graduation, Retention, & Persistence.”

Select “Transfer Graduation, Retention & Persistence (sortable by ethnicity): Fall 03 – Fall 13.”

From the drop down menus:

Ethnicity: For PARC reports, the selection should read “All Ethnicity.”

Gender: For PARC reports, the selection should read “Gender.”

Pell Grant Recipients: For PARC reports, the selection should read “All Students.”

Institution of Origin: For PARC reports, the selection should read “All Inst\_origin.”

Select College.

Select Department.

Select Program:

 Note: Selecting “Department Total” yields the transfer graduation and retention data for the department even if there are multiple majors in the department. For data yield by individual program, select the program from the drop down menu.

Table 4

“Name of Degree: Option”

Transfer Students Graduation Rates

|  |  |  |
| --- | --- | --- |
| TransferSemester ofEntry (Fall) | Initial Number ofTransfer Juniors | Year(s) after Transfer (Percent Graduated) |
| 1-year | 2-year | 3-year | 4-year |
| 2014 |  |  |  |  |  |
| 2013 |  |  |  |  |  |
| 2012 |  |  |  |  |  |
| 2011 |  |  |  |  |  |
| 2010 |  |  |  |  |  |
| 2009 |  |  |  |  |  |
| 2008 |  |  |  |  |  |

**Table 5 Undergraduate Degrees Awarded**

Instructions: For each primary undergraduate degree / with option if applicable (No emphasis or tracks) provide a table showing the number of primary and supplemental degrees granted for the five most recent academic years for which data are available. Provide additional, separate tables for each self-support program.

Data Resource Guide – Table 5:

This report generates a table by cohort year that displays the undergraduate degrees awarded by Academic Year and Degree Type, by Program, Gender and Ethnicity.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Degrees Awarded.”

Select “Degree by Academic Year and Degree Type, by Program, Gender and Ethnicity”

From the drop down menus:

Select College.

Select Department.

 Note: At this time the data available is by department only. Data is not available by program.

Ethnicity: For PARC reports, the selection should read “Ethnicity.”

Gender: For PARC reports, the selection should read “Gender.”

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 5

Undergraduate Degrees Awarded for the “Name of Department or Degree”

|  |  |
| --- | --- |
| Academic Year | Number of Degrees Awarded |
| 2015-2016 |  |
| 2014-2015 |  |
| 2013-2014 |  |
| 2012-2013 |  |
| 2011-2012 |  |

**Table 6 Average Time to Degree and Units at Degree**

Instructions: For each undergraduate degree / with option if applicable (No emphasis or tracks) provide a table showing the average undergraduate units each at graduation for the five most recent academic years for which data are available. Provide additional, separate tables for each self-support program.

Data Resource Guide – Table 6:

This report generates a table based on the data of the students receiving degrees and displays the average time to degree and units by level of entry and academic year by college/department, gender and ethnicity.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Degrees Awarded.”

Select “Average Time to Degree and Units at Degree”

From the drop down menus:

Select College.

Select Department.

 Note: At this time the data available is by department only. Data is not available by program.

Ethnicity: For PARC reports, the selection should read “Ethnicity.”

Gender: For PARC reports, the selection should read “Gender.”

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 6

Average Time to Degree and Total Undergraduate Units Earned at Graduation

Department of “Name of Department or Degree”

|  |  |  |
| --- | --- | --- |
| Academic Year | Transfer | First-time Freshman |
|  | Average Time (Years) | Average Total Units | Average Time (Years) | Average Total Units |
| 2014-2015 |  |  |  |  |
| 2013-2014 |  |  |  |  |
| 2012-2013 |  |  |  |  |
| 2011-2012 |  |  |  |  |
| 2010-2011 |  |  |  |  |
| 2009-2010 |  |  |  |  |

**Appendix C**

**General Education**

**Table 7 Department Undergraduate FTES in General Education**

Instructions: For each fall term , provide a table showing the Department’s undergraduate FTES in fall (F) and the percent of your department’s undergraduate FTES in General Education.

 Data Resource Guide:

Departments will run this report from CS-Link.  The report number is “LBSR0545 Summary Count of Classes and Seats by GE Level.”  The Department will have to do some calculations to convert the data into FTES.

Table 7

Name of the “Department”

Undergraduate FTES in General Education

|  |  |  |
| --- | --- | --- |
| Fall Term | Dept. Undergraduate FTES | General Education Instruction |
| Lower Division | Upper Division | Total |
| FTES | % FTES | FTES | % FTES | % FTES |
| 2015 |  |  |  |  |  |  |
| 2014 |  |  |  |  |  |  |
| 2013 |  |  |  |  |  |  |
| 2012 |  |  |  |  |  |  |
| 2011 |  |  |  |  |  |  |

**Appendix D**

**Graduate Degree Programs**

Instructions: Provide the following tables for each graduate degree program. If there are substantial differences among options, provide separate tables for each option. Also provide separate tables for each self-support degree program. For each table, provide the most recent five-year span of data.

**Table 8 Graduate Program Applications, Admissions, and New Enrollment for the “Name of Degree: Option”**

Instructions: Provide a table showing the number of student applications, number of students admitted, the percentage of students admitted, the number of new enrollments, and the percentage of new enrollments. Percentage of students admitted is equal to the number of students admitted divided by the number of students who applied. Percentage of students enrolled is equal to the number of students enrolled divided by the number of students admitted. Please provide a separate table for each degree program and option (if applicable). Please provide additional information regarding any self-support programs. Self-support information may take the form of a narrative.

Data Resource Guide – Table 8:

This report generates two admission trends graphs (headcount and percentage) related to total applicants, admit count, and enrollment count.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Applicants, Admits, and Enrollments: Fall 03 – Fall 14.”

Gender: For PARC reports, the selection should read “Gender.”

Ethnicity: For PARC reports, do not make any selections.

Select Student Level: Choose “Graduate” only.

From the drop down menus:

Select College.

Select Department.

Select Program.

 Selecting “Department Total” will yield data for the total number of graduate students in the department even if there are multiple majors in the department. For department data summary by individual program, select the appropriate program.

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 8

Name of “Degree: Option”

Graduate Program Applications, Admissions, and New Enrollment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Fall Term | # Applied | #Admitted | % Admitted | # Enrolled | % Enrolled |
| 2014 |  |  |  |  |  |
| 2013 |  |  |  |  |  |
| 2012 |  |  |  |  |  |
| 2011 |  |  |  |  |  |
| 2010 |  |  |  |  |  |

**Table 9 Headcount of Graduate Majors for the “Name of Degree: Option”**

Instructions: For each graduate degree program provide a table showing the number of majors for the past five academic years. Provide additional, separate tables for each degree option and for self-support degrees/options if applicable.

Data Resource Guide – Table 9:

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Enrollment Trends.”

Select “Headcount & FTES Trend Graph Fall 03-Fall 14.”

From the drop down menus:

Select College.

Select Department.

Select Student Level: “Graduate”

Select Program:

 Note 1: Selecting “Program” yields the total headcount and FTES department data summary for Graduate. This yields the total number of majors in the department, even if there are multiple majors in the department.

 Note 2: For data yield by individual program, select the program from the drop down menu.

Ethnicity: For PARC reports, the selection should read “Total Ethnicity.”

Gender: For PARC reports, the selection should read “Total Gender.”

Select Finish.

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 9

Headcount of Graduate Majors for the “Name of Degree: Option”

|  |  |
| --- | --- |
| Fall Term | # of Declared Graduate Majors  |
| 2015 |  |
| 2014 |  |
| 2012 |  |
| 2011 |  |
| 2010 |  |

**Table 10 Graduate Student Graduation Rates**

Instructions: For each graduate degree program, provide a table showing the four year graduate student graduation rate. Provide separate tables for each degree option. Provide separate, additional tables for each self-support degree program and option. Provide date for the last five cohorts for which data are available.

Data Resource Guide – Table 10:

This report generates a table by graduate student cohort graduation, retention and persistence headcount for years 1-6, sortable by gender, ethnicity, college, department, and program. This report displays six tables, one each for 1-6 years of retention and graduation. Use the column labeled **“*Grad Rates within College*”** for each of the years you are reporting. The “initial cohort count” is the number of graduate students in the graduate student cohort count.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Graduation, Retention, & Persistence.”

Select “Graduate Graduation, Retention & Persistence: Fall 03 – Fall 13.”

From the drop down menus:

Ethnicity: For PARC reports, the selection should read “Total Ethnicity.”

Gender: For PARC reports, the selection should read “Total Gender.”

Select College.

Select Department.

Select Program:

 Note 1: Selecting “Program” yields the total headcount and FTES department data summary for Graduate. This yields the total number of majors in the department, even if there are multiple majors in the department.

 Note 2: For data yield by individual program, select the program from the drop down menu.

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 10

Name of the “Degree: Option”

Graduate Student Graduation Rates

|  |  |  |
| --- | --- | --- |
| Fall Term | Initial CohortCount | Year(s) after Admission (Percent Graduated) |
| 1-year | 2-year | 3-year | 4-year |
| 2014 |  |  |  |  |  |
| 2013 |  |  |  |  |  |
| 2012 |  |  |  |  |  |
| 2011 |  |  |  |  |  |
| 2010 |  |  |  |  |  |
| 2009 |  |  |  |  |  |
| 2008 |  |  |  |  |  |

**Table 11 Graduate Degrees Granted**

Instructions: Provide a table showing, for the past five years, for each graduate degree program, the number degrees granted. Provide additional tables for options. Provide separate, additional tables for each self-support program and/or option.

Data Resource Guide – Table 11:

This report generates a table by cohort year that displays the Bachelor, Masters, and Doctorate degrees awarded by Academic Year and Degree Type, by Program, Gender and Ethnicity.

Go to the link <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Degrees Awarded.”

Select “Degree by Academic Year and Degree Type, by Program, Gender and Ethnicity”

From the drop down menus:

Select College.

Select Department.

 Note: At this time the data available is by department only. Data is not available by program.

Ethnicity: For PARC reports, the selection should read “Ethnicity.”

Gender: For PARC reports, the selection should read “Gender.”

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 11

Graduate Degrees Granted for the “Name of Degree: Option”

|  |  |
| --- | --- |
| Academic Year | Degrees Awarded |
| 2015-2016 |  |
| 2014-2015 |  |
| 2013-2014 |  |
| 2012-2013 |  |
| 2011-2012 |  |

**Appendix E**

**Personnel**

**Table 12 Faculty and Instruction**

Instructions: For the five most recent Fall terms, provide the headcount of the departments tenured and tenure-track faculty by rank.

Data Resource Guide – Table 12:

Go to <http://daf.csulb.edu/offices/univ_svcs/institutionalresearch/>.

Select “Faculty & Staff.”

Select “Tenured and Tenure-Track Headcount: Fall 05 – Fall 14.”

From the drop down menus:

Select College.

Select Department.

 Note: At this time the data available is by department only. Data is not available by program.

Ethnicity: For PARC reports, the selection should read “Ethnicity.”

Gender: For PARC reports, the selection should read “Gender.”

You can read off the numbers for the previous five years there. Ten years of data are displayed.

Table 12

Name of the “Department”

Tenured / Tenure-track Faculty Headcount

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Headcount | Fall 2014 | Fall2013 | Fall2012 | Fall2011 | Fall2010 | Fall2009 | Fall2008 |
| Full Professor - Tenured |  |  |  |  |  |  |  |
| Associate Professor - Tenured |  |  |  |  |  |  |  |
| Assistant Professor - Probationary |  |  |  |  |  |  |  |
| Assistant Professor - Tenured |  |  |  |  |  |  |  |
| Other |  |  |  |  |  |  |  |
| Associate Professor - Probationary |  |  |  |  |  |  |  |
| Full Professor - Probationary |  |  |  |  |  |  |  |
| Total |  |  |  |  |  |  |  |