

PPR-Accreditation Document Cross-walk

Academic units requesting to substitute an accreditation report in lieu of PPR self-study are encouraged to provide a cross-walk between the accreditation report materials and the required elements of the self-study. For each element of the self-study, please identify whether it is included in the accreditation documents and where it can be found by including the accreditation report section(s) and page(s). Please refer to the [PPR Guideline and Procedures](#) (pgs. 6-12) for a detailed overview of the elements required for each self-study topic.

If there are required topics or elements that are not in the accreditation documents, please indicate in the 'Comment' section how you will provide supplemental materials that address them, or explanations for why you choose not to include them in the submission. Please submit any supplemental materials with the cross-walk in addition to the accreditation report. Please note that all documents (including the cross-walk) will be submitted to the Provost for review prior to the culmination meeting.

| CSUF Program Performance Review | Program Accreditation Report | | | Comment |
|---|--|----------------------|-------|---|
| Self-Study Topics and Elements | Mark if included in accreditation report materials | Accreditation Report | | Please use this section to indicate what supplemental materials will be provided if the element is <u>not</u> in the accreditation materials. |
| | | Section Title | Pg(s) | |
| I. Department/Program Mission, Goals and Environment | | | | |
| A. Mission and goals | <input type="checkbox"/> | | | |
| B. Changes and trends in discipline | <input type="checkbox"/> | | | |
| C. Unit's priorities for the future | <input type="checkbox"/> | | | |
| D. (if applicable) Special Session self-support programs' alignment with department/program mission, goals and priorities | <input type="checkbox"/> | | | |
| II. Department/Program Description and Analysis | | | | |
| A. Curricular changes in existing programs, new programs developed since last program review | <input type="checkbox"/> | | | |
| B. Degree program structure (i.e., required courses, number of units of electives) | <input type="checkbox"/> | | | |
| C. Over enrollment, under enrollment, retention, graduation rates for majors, time to degree | <input type="checkbox"/> | | | |
| D. Unit enrollment trends since last program review; for graduate programs, discuss whether there is sufficient enrollment to constitute a community of scholars to conduct the program | <input type="checkbox"/> | | | |
| E. Plans for curricular changes in short- and long-term | <input type="checkbox"/> | | | |
| F. (if applicable) Information on Special Sessions Self-Support programs | <input type="checkbox"/> | | | |

| CSUF Program Performance Review | Program Accreditation Report | | | Comment <i>Please use this section to indicate what supplemental materials will be provided if the element is <u>not</u> in the accreditation materials.</i> |
|--|--|----------------------|-------|--|
| Self-Study Topics and Elements | Mark if included in accreditation report materials | Accreditation Report | | |
| | | Section Title | Pg(s) | |
| III. Documentation of Student Academic Achievement and Assessment of Student Learning Outcomes | | | | |
| A. Department/program assessment plans and structure | <input type="checkbox"/> | | | |
| B. Student learning outcomes (SLOs) for each degree program | <input type="checkbox"/> | | | |
| C. Use of assessment results to improve teaching and learning practices | <input type="checkbox"/> | | | |
| D. Other quality indicators identified by department/program as evidence of effectiveness/success other than student learning outcomes | <input type="checkbox"/> | | | |
| E. Assessment of student learning for courses and programs offered via technology or at off-campus sites | <input type="checkbox"/> | | | |
| IV. Faculty | | | | |
| A. Changes since last program review in full-time equivalent faculty (FTEF) allocated to the department/program | <input type="checkbox"/> | | | |
| B. Priorities for additional faculty positions | <input type="checkbox"/> | | | |
| C. Role of full-time or part-time faculty and student assistants in the program/department's curriculum and academic offerings | <input type="checkbox"/> | | | |
| D. (if applicable) Information on instructor participation in Special Sessions self-support programs offered by the department/program | <input type="checkbox"/> | | | |
| V. Student Support and Advising | | | | |
| A. Department advisement of majors, minors, and graduate students | <input type="checkbox"/> | | | |
| B. Opportunities for students to participate in departmental honors programs, undergraduate or graduate research, collaborative research with faculty, service learning, internships, etc. | <input type="checkbox"/> | | | |

| CSUF Program Performance Review | Program Accreditation Report | | | Comment |
|--|--|----------------------|-------|---|
| Self-Study Topics and Elements | Mark if included in accreditation report materials | Accreditation Report | | Please use this section to indicate what supplemental materials will be provided if the element is <u>not</u> in the accreditation materials. |
| | | Section Title | Pg(s) | |
| VI. Resources and Facilities | | | | |
| A. State support and non-state resources received by the program/department during the last seven years | <input type="checkbox"/> | | | |
| B. Special facilities/equipment used by the program/department such as laboratories, computers, large classrooms, or performance spaces. | <input type="checkbox"/> | | | |
| C. Current library resources for the program/department, priorities for acquisitions over the next seven years and specialized needs | <input type="checkbox"/> | | | |
| VII. Long-Term Plans | | | | |
| A. Unit's long-term plan | <input type="checkbox"/> | | | |
| B. Long-term plans' implementation of the University's mission, goals and strategies and the unit's goals | <input type="checkbox"/> | | | |
| C. Evidence to be used to measure the unit's results in pursuit of its goals, and how evidence is to be collected and analyzed | <input type="checkbox"/> | | | |
| D. Long-term budget plan in association with the goals and strategies and their effectiveness indicators | <input type="checkbox"/> | | | |
| VIII. Appendices Connected to the Self-Study (Required Data) | | | | |
| 1. Undergraduate Degree Programs | <input type="checkbox"/> | | | |
| 2. Graduate Degree Programs | <input type="checkbox"/> | | | |
| 3. Faculty | <input type="checkbox"/> | | | |
| 4. Resources | <input type="checkbox"/> | | | |
| 5. Long-Term Planning | <input type="checkbox"/> | | | |
| 6. <i>Curriculum Vitae</i> of faculty (which should include recent scholarly/creative activity and any research funding) | <input type="checkbox"/> | | | |