

Academic Program Review

Table 1: Guidelines for Analysis and Reflection of Program Data (See page 6 in the guidelines)

Data on Enrolled Students	Location of Data and Data definitions	<i>SUGGESTED guiding questions for the self-study report that provide a sense of what the expectation is for the analysis and reflection of data. NOTE: The questions are suggestions. It is not necessary to address all of them.</i>
<ol style="list-style-type: none"> <li>1. Six Year Graduation Rates</li> <li>2. Detailed Analysis of Six Year Graduation Rate</li> <li>3. Four Year Graduation Rates</li> <li>4. Five Year Graduation Rates</li> </ol>	<p><a href="#">Tables 2, 5, 8, and 9</a> in the First-Time Freshman Graduation, Retention, and Attrition Analysis report on the <a href="#">IP&amp;A website</a>.  <b>Note:</b> Definitions begin on page 3 of the above mentioned report under the heading "Definitions and Scope of Analysis." Tables begin on page 13.)</p>	<ol style="list-style-type: none"> <li>1. Review the definitions of "six, five and four year graduation rates". Compare the five year averages of the graduation rates for the program to the college and university averages.</li> <li>2. What are some of the plausible explanations for the programs' graduation rate data? What additional evidence is available to support these explanations? Are there aspects of student success the department intends to explore?</li> <li>3. What steps has the department instituted since the last program review to enhance student success to graduation? What does the department plan to continue to do and to do differently to support student success to graduation?</li> <li>4. Does the department plan to set a target for an acceptable five year graduation rate?</li> </ol>
<ol style="list-style-type: none"> <li>1. Six Year Drop out rates</li> <li>2. Detailed Analysis of Six Year Drop out Rate</li> </ol>	<p><a href="#">Tables 3 and 4</a></p>	<ol style="list-style-type: none"> <li>1. Review the definition of "six year drop out rate". Compare the five year average of the drop out rates for the program to the college and university averages.</li> <li>2. What are some of the plausible explanations for the programs' drop out rate data? What additional evidence is available to support these explanations?</li> <li>3. Has the department identified predictors for student success? If so, describe them.</li> </ol>
<p>Six Year Graduation Rate by Gender, Ethnic Origin and Avenue of Admission</p>	<p><a href="#">Table 10</a></p>	<ol style="list-style-type: none"> <li>1. Compare the five year averages of the six year graduation rates by gender, ethnic origin and avenue of admission for the program to the college and university averages.</li> <li>2.             <ol style="list-style-type: none"> <li>a. What are some of the plausible explanations for the graduation rate data by gender, ethnic origin and avenue of admission?</li> <li>b. What additional evidence is available to support these explanations? (NSSE and YFCY data may be useful here.) . Are there aspects of student success, based on this data, which the department intends to explore? Explain.</li> </ol> </li> <li>3. What steps has the department instituted since the last program review to enhance student success <i>for all students</i>? What does the department plan to continue doing to support the success <i>for all students</i>? What will the department consider doing differently to support the success <i>for all students</i>?</li> </ol>
<p>Enrolled Undergraduates</p>	<ol style="list-style-type: none"> <li>1. <a href="#">Fact Book for 2007–2008</a></li> <li>2. Program Data report supplied by IP&amp;A in January</li> <li>3. Other data collected by the department may be included.</li> </ol>	<ol style="list-style-type: none"> <li>1. Compare and contrast the enrollment information for undergraduates since 2003.</li> <li>2. How does this information corroborate or refute "commonly held ideas" by faculty in the department about enrollment in the program since the last program review?</li> <li>3. Describe the factors that affect enrollment in the program.</li> <li>4. Is there a five plan for enrollment? Please describe it.</li> </ol> <p><i>For programs undergoing their first program review:</i> Compare the projected enrollment in the plans for the program to the actual enrollment.</p>

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Bachelor's Degrees Awarded	<ol style="list-style-type: none"> <li><a href="#">Fact Book for 2007-2008</a></li> <li>Program Data report supplied by IP&amp;A</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast the degree awarded information for undergraduates since 2003.</li> <li>How does this information corroborate or refute "commonly held ideas" by faculty in the department about the number of degrees awarded since the last program review?</li> <li>Does the department track student progress on senior project? What steps has the department taken since the last program review to enhance completion of the senior project?</li> </ol>
<b>Data on First Year Students</b>	<b>Location of Data and Data definitions</b>	<b><i>SUGGESTED guiding questions for the self-study report</i></b>
<ol style="list-style-type: none"> <li>One Year Retention Rates</li> <li>Detailed Analysis of One Year Retention Rates</li> <li>One Year Retention Rate with Demographic Analysis</li> </ol>	<a href="#">Tables 6, 7 and 11</a>	<ol style="list-style-type: none"> <li>Review definition of "one year retention rate"</li> <li>Compare five year average of the retention rates for the program to the college and university averages.</li> <li>What are some of the plausible explanations for the retention data? What additional evidence is available to support these explanations? Are there aspects of student success, based on this data that the department intends to explore?</li> <li>What steps has the department instituted since the last program review to enhance retention of first year students? What does the department plan to continue to do or to do differently to enhance retention of first year students?</li> </ol>
Additional Information on First Year Students Information (admissions enrollment, demographics, H.S. scores)	<ol style="list-style-type: none"> <li><a href="#">Fact Book for 2007-2008</a></li> <li>Program Data report supplied by IP&amp;A in January.</li> <li>Other data collected by the department may be included.</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast the first year student information since 2003 (if useful, to the college and/or institutional totals).</li> <li>How does this information corroborate or refute commonly held ideas about these students?</li> <li>How is this information useful in understanding the results of assessment data?</li> <li>What steps has the department instituted since the last program review to enhance retention of first year students? What does the department plan to continue to do or to do differently to enhance retention of first year students?</li> <li>Are there aspects of student success, based on this data that the department intends to explore? Explain.</li> </ol>
Institutional Data from the YFCY survey	<ol style="list-style-type: none"> <li>Provided by Academic Programs</li> <li>Disaggregated by college</li> </ol>	<ol style="list-style-type: none"> <li>How does this data refute or corroborate commonly held ideas about Cal Poly first year female and male students?</li> <li>How does the comparative data with other institutions refute or corroborate commonly held ideas about the distinctiveness of the Cal Poly educational experience?</li> <li>Are there aspects of student success, based on this data that the department intends to explore? Explain.</li> </ol>
<b>Data on Transfer Students</b>	<b>Location of Data and Data definitions</b>	<b><i>SUGGESTED guiding questions for the self-study report</i></b>
Transfer Student Information (admissions enrollment, demographics, H.S. scores)	<ol style="list-style-type: none"> <li><a href="#">Fact Book for 2007-2008</a></li> <li>Program Data report supplied by IP&amp;A</li> </ol>	<ol style="list-style-type: none"> <li>Compare and contrast the information about transfer students since 2003. (If useful, to the college and/or institutional totals).</li> <li>How does this information corroborate or refute commonly held ideas about these students?</li> <li>How is this information useful in understanding the results of assessment data?</li> <li>What steps has the department instituted since the last program review to enhance transfer student success?</li> <li>What will the department continue to do to enhance transfer student success?</li> </ol>

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		<ol style="list-style-type: none"> <li>6. What will the department consider doing differently to enhance transfer student success?</li> <li>7. Are there aspects of student success, based on this data that the department intends to explore? Explain.</li> </ol>
<b>Data Comparing First Year Students to Seniors</b>	<b>Location of Data and Data definitions</b>	<b><i>SUGGESTED guiding questions for the self-study report</i></b>
<p>National Survey of Student Engagement (NSSE) and Faculty Survey of Student Engagement (FSSE) data by category:</p> <ul style="list-style-type: none"> <li>• Academic Challenge and Related Items</li> <li>• Practical Competence</li> <li>• General Education</li> <li>• Integrative Learning</li> <li>• Active/Collaborative Learning</li> <li>• Student-Faculty Interactions</li> <li>• Enriching Educational Experiences</li> <li>• Enhancing Cultural Competence</li> </ul>	<ol style="list-style-type: none"> <li>1. Provided by Academic Programs</li> <li>2. Disaggregated by College</li> </ol>	<ol style="list-style-type: none"> <li>1. How does this data refute or corroborate commonly held ideas about Cal Poly students?</li> <li>2. How does the comparative data with other institutions refute or corroborate commonly held ideas about the distinctiveness of the Cal Poly educational experience?</li> <li>3. Are there aspects of student success, based on this data that the department intends to explore? Explain.</li> </ol>
<b>Type of Data on Graduate Students</b>	<b>Location of Data and Data definitions</b>	<b><i>Suggested guiding questions for the self-study report</i></b>
Graduate Student Information (enrollment, demographics, degrees awarded)	<ol style="list-style-type: none"> <li>1. <a href="#">Fact Book for 2007-2008</a></li> <li>2. Program Data report supplied by IP&amp;A</li> </ol>	<p><b><i>If graduate degree program is also being reviewed:</i></b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast the information on graduate students since 2003. (If useful, to the college and/or institutional totals).</li> <li>2. How does this information corroborate or refute commonly held ideas about these students?</li> <li>3. <ol style="list-style-type: none"> <li>a. What are the factors that influence graduate student enrollment? Is there a five year plan for enrollment?</li> <li>b. If this is the first review of this program, compare the original enrollment projections to the actual enrollment.</li> </ol> </li> <li>4. What are the factors that influence time to graduation?</li> <li>5. What steps has the department instituted since the last program review to enhance graduate student success? What will the department continue to do to enhance graduate student success? What will the department consider doing differently to enhance graduate student success?</li> <li>6. What would the department like to see the college or institution do to support graduate student success?</li> <li>7. Are there aspects of student success, based on this data that the department intends to explore? Explain.</li> </ol>

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		<i>If graduate degree is not being reviewed at the same time as the undergraduate program:</i> Since the last program review, what have been the positive benefits to the undergraduate program of the graduate program?
<b>Additional Types of Data</b>	<b>Location of Data and Data definitions</b>	<b><i>Suggested guiding questions for the self-study report</i></b>
Data collected by department		1. Where possible, align information with the relevant category and questions above 2. Does the department have a system for tracking progress of enrolled students in the program?
Assessment data	See self-study guidelines	Where possible align analysis of assessment data with relevant category and questions above.
Institutional student profile	<a href="#">Polyview</a> :	Compare and contrast program data to institutional data.
College information	<a href="#">Infobrief</a> – Enrollment/Admissions	Compare and contrast program data to college data.
Faculty Data	Will be supplied to the department in November from Acad. Prog.	TBD
SCU production	Will be supplied in January	TBD