**Program Review Graduate Self-Study Appendix**

*Office of Academic Programs & Planning*

*Note:*

*In some cases, it may be more useful to put information, graphs or charts from the appendix directly into the body of the self-study. Items included within the self-study do not need to be duplicated within the appendix. For the sake of clarity, a note should be written within blank appendix sections to alert reviewers that the information can be found within the self-study document.*

**Appendix A: Strategic Plan & Action Plan from Last Program Review**

*This section should contain the department's strategic plan (if one exists) and the most recent action plan from the last program review cycle.*

**Appendix B: Peer and Aspirational Programs Comparative Analysis**

*For reference, it may be useful to include a side-by-side comparison of courses offered in the program against those offered in peer and/or aspirational programs, highlighting areas of overlap and/or distinction.*

**Appendix C: Mapping Major Curriculum to the Program Learning Objectives (PLOs)**

#### *Following the example below, fill in the PLOs across the top of the matrix. Along the left side fill in required courses, as well as other required events or experiences (e.g. internships, licensure exams, etc.) as appropriate. Evaluate the degree to which each course addresses each PLO using:*

#### *(I) Introduced – the concept or skill is presented for the first time or in a general way, possibly in a survey or foundation course.*

#### *(D) Developed – the concept or skill is intentionally built on or reinforced in a new context as students are given opportunities for practice.*

#### *(M) Mastered – the concept or skill is sufficiently practiced, possibly in the senior project or other capstone experience, and students can demonstrate mastery at a level appropriate to the degree.*

|  |  | **Program Learning Objectives** |
| --- | --- | --- |
|  | **Key:I = Introduced D = DevelopedM = Mastered** | Define and explain fundamental biological concepts and principles in oral and written form | Exhibit correct use biological instrumentation and proper laboratory techniques | Explain and apply the scientific method including designing and conducting experiments and testing hypotheses | Critically analyze how science relates to current problems in the modern world | Demonstrate ethical conduct in scientific activities |
| **Course** | *BIO 101 Intro to Biology* | *I* |  | *I* | *I* |  |
| *BIO 201 Biology Special Topics* | *D* | *I* | *D* | *D* | I |
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**Appendix D: Faculty Profile & Faculty Composition**

***Faculty Profile***

*Fill in the information below for all faculty teaching in the program, whether lecturers or professors. In the 'Faculty Name' column, provide a link to an online CV or faculty bio page, adding additional rows as needed.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Faculty Name** | **Appointment** | **Years at****Cal Poly** | **Highest Degree & Institution** | **Specialization(s)** | **Primary Teaching Areas** | **Primary Courses Taught** |
|  |  |  |  |  |  |  |
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***Faculty Composition***

*Analyze your program’s faculty profile by full-time-equivalent (FTE) faculty position. FTE for each position will be the sum of individual appointment time bases (e.g., 1.0, 0.5, etc.). Provide data for the first and last years of the period under review. If data for the first year of the period under review is not available, provide data for another point in time that is reasonably separated from the last academic year. Tenure density is calculated as tenure-line FTE divided by total FTE.*

|  |  |  |
| --- | --- | --- |
|  | **AY 2011-12** | **AY 2017-18** |
| **FTE Professors (#)** |   |   |
| **FTE Associate Professors (#)** |  |   |
| **FTE Assistant Professors (#)** |  |   |
| **FTE Faculty Early Retirement Program (#)** |  |  |
| **FTE Tenure-Line Subtotal (#)** |  |  |
| **FTE Lecturer (#)** |   |   |
| **FTE Total (#)** |  |  |
| **Tenure Density (%)** |  |  |

**Appendix E: Faculty Scholarship**

*This section should contain details on faculty scholarly achievements over the period under review.*

**Appendix F: Program-Level Assessment**

*If the program had a long-term, comprehensive assessment plan for the period under review, include it below. Following the assessment plan, include annual assessment reports that were submitted to APP during the period under review.*

**Appendix G: High Failure Rate Courses**

*This section should contain the department's grade distributions by course and section (with instructor names removed) from the Grade Analysis dashboard.*

**Appendix H: Student-Credit-Unit (SCU) Production Profile**

*Fill in the table below using SCU data from the Student Credit Unit Production Profile. Double click on the table to access and alter cells.*



**Appendix I: Disaggregated Undergraduate Enrollment Profile**

*This section should contain the undergraduate enrollment profile disaggregated by gender, underrepresented minority (URM), and Pell status.*