**Program Review Self-Study Appendix**

*Office of Academic Programs & Planning*

***Insert Program Name***

*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 and any action plan updates that have been completed.*

**Appendix B: Degree Flowchart & Curriculum Sheet**

*This section should contain program degree requirements as published in the Cal Poly Catalog. Degree flowcharts and curriculum sheets can be downloaded via* [*http://flowcharts.calpoly.edu/mymap.php*](http://flowcharts.calpoly.edu/mymap.php)*.*

**Appendix C: 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 D: 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 for the major, 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 = Developed M = 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 E: Mapping Program Learning Objectives to University Learning Objectives**

*If helpful, use the matrix below to show alignment between the PLOs and ULOs. Please note, it is not the goal to align all PLOs with all ULOs; instead, look for patterns and gaps.*

|  |  | **University Learning Objectives** | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Think critically and creatively | | Communicate effectively | Demonstrate expertise in scholarly discipline & understand discipline in a relation to the larger world of arts, sciences, & technology | Work productively as individuals and in groups | Use knowledge & skills to make a positive contribution to society | Engage in lifelong learning | Make reasoned decisions based on… | | |
|  | …an understanding of ethics | …a respect for diversity | …an awareness of sustainability |
| **PLOs** | *Fill in your programs PLOs* |  | |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |
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|  |  | |  |  |  |  |  |  |  |  |
|  |  | |  |  |  |  |  |  |  |  |
| **GEPLOs\*** | Construct and critique arguments from a logical perspective | GE | |  |  |  |  |  |  |  |  |
| Use appropriate rhetorical strategies to connect with diverse audiences through oral, written, and visual modes of communication | GE | | GE |  |  |  |  |  | GE |  |
| Address real world problems by demonstrating broad disciplinary knowledge, skills, and values in arts, humanities, sciences, and technology | GE | |  | GE |  |  |  |  |  |  |
| Understand the value of a general education in relation to a major course of study |  | |  | GE |  |  | GE |  | GE |  |
| Collaborate with people of different backgrounds, values, and experiences |  | |  |  | GE |  |  |  |  |  |
| Evaluate global and local issues and their impact on society |  | |  |  |  | GE |  |  |  |  |
| Use intention and reflection to develop and improve one’s own learning. | |  |  |  |  |  | GE |  | GE |  |

\*General Education Program Learning Objectives (GEPLOs)

**Appendix F: 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. (Note: sample data provided – must be updated)*



**Appendix G: 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** | **Rank** | **Years at**  **Cal Poly** | **Highest Degree & Institution** | **Specialization(s)** | **Primary Teaching Areas** | **Primary Courses Taught** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
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***Faculty Composition***

*Analyze your department’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 2013-2014** | **AY 2020-2021** |
| **FTE Professors (#)** |  |  |
| **FTE Associate Professors (#)** |  |  |
| **FTE Assistant Professors (#)** |  |  |
| **FTE Faculty Early Retirement Program (#)** |  |  |
| **FTE Tenure-Line Subtotal (#)** |  |  |
| **FTE Lecturer (#)** |  |  |
| **FTE Total (#)** |  |  |
| **Tenure Density (%)** |  |  |

**Appendix H: Faculty Scholarship**

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

**Appendix I: Budget**

***State-Based Revenues & Expenditures***

*Complete the chart below based on state-side funding.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
| Base Budget |  |  |  |  |  |  |
| One-Time Funds |  |  |  |  |  |  |
| **Revenues Total** |  |  |  |  |  |  |
| Salaries & Benefits\* |  |  |  |  |  |  |
| Operating Expenses |  |  |  |  |  |  |
| **Expenditures Total** |  |  |  |  |  |  |
| **Surplus (Deficit)** |  |  |  |  |  |  |
| \*Faculty, staff, and student workers | | |  |  |  |  |

***Other Funding Sources & Expenditures***

*Complete the chart below based on any non-state funding, adding additional rows as needed.*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year** | **2015-16** | **2016-17** | **2017-18** | **2018-19** | **2019-20** | **2020-21** |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Revenues Total** |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| **Expenditures Total** |  |  |  |  |  |  |
| **Surplus (Deficit)** |  |  |  |  |  |  |
|  | | |  |  |  |  |

**Appendix J: 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 K: Persistence & Graduation Rates**

*This section should contain the data provided by APP for first-time first-year (FTFY) and new transfer students (NTR).*

**Appendix L: Graduation, Enrollment, and Dismissal Trends**

*This section should contain the data provided by APP for first-time first-year (FTFY) who graduated, were still enrolled, were dismissed, or were not currently enrolled after six years.*

**Appendix M: High Failure Rate Courses**

*Using the Grade Analysis dashboard, consider the department’s grade distributions by course and section for the most recent academic year. Download the two spreadsheets and include them here (with instructor names removed).*

**Appendix N: Enrolled Student Feedback**

*This section should contain reports or results of feedback obtained from currently enrolled students.*

**Appendix O: Graduate Success**

*Use the table below to summarize findings from the Graduate Status Report. If the department uses any other measures of graduate success, that information may also be presented in addition to any feedback obtained from graduates, alumni, or employers.*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | AY 2013-14 | AY 2014-15 | AY 2015-16 | AY 2016-17 | AY 2017-18 | AY 2018-19 | AY 2019-20 |
| Employed Full-Time (%) |  |  |  |  |  |  |  |
| Employed Part-Time (%) |  |  |  |  |  |  |  |
| Graduate School (%) |  |  |  |  |  |  |  |
| Seeking Employment (%) |  |  |  |  |  |  |  |
| Not Seeking Employment (%) |  |  |  |  |  |  |  |
| Total Responses (#) |  |  |  |  |  |  |  |
| Total Graduates (#) |  |  |  |  |  |  |  |
| Response Rate (%) |  |  |  |  |  |  |  |

**Appendix P: Enrollment Data**

*This section should contain the FTFY and NTR enrollment data provided by APP.*

**Appendix Q: Change of Major Data**

*This section should contain the program's FTFY six-year adjusted cohort data provided by APP.*

**Appendix R: Disaggregated Undergraduate Enrollment Profile**

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

**Appendix S: Acronym Glossary**

*Acronyms used within the self-study template are listed below in alphabetical order.*

***APP*** *- Academic Programs and Planning*

***BLS*** *- Bureau of Labor Statistics*

***DLO*** *- Diversity Learning Objective*

***EDD*** *- Employment Development Department*

***FTEF*** *- Full-time equivalent faculty*

***FTFY*** *- First-time first-year*

***GE*** *- General Education*

***GPA*** *- Grade point average*

***MCA*** *- Multi-criterion admissions*

***NTR*** *- New transfer students*

***PLO*** *- Program Learning Objective*

***SCU*** *- Student-credit-units*

***ULO*** *- University Learning Objective*

***URM*** *- Underrepresented minority*

***WASC*** *- Western Association of Schools and Colleges*