Appendix D: Required Data Elements

Please note: All data available at this time are included in the following tables. Some data, such as 4.3 Staff by Gender and Race/Ethnicity and 4.4 Full-time Faculty/Staff Turnover 5 Years, have not yet been analyzed or verified due to lack of resources. Some of it may be available by the time of the site visit.

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.1 - Admissions Activities by Level

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
First-Time Freshmen	**Number of Applicants**	22,551	23,691	26,724	30,176	33,352
	Number of Applicants Accepted	8,528	10,551	12,453	13,520	11,173
	Percent of Applicants Accepted	37.8%	44.5%	46.6%	44.8%	33.5%
	Number of Accepted Applicants Actually Enrolled	2,930	3,425	3,668	4,369	3,501
	Percent of Accepted Applicants Actually Enrolled	34.4%	32.5%	29.5%	32.3%	31.3%
New Transfers	**Number of Applicants**	4,511	4,047	4,230	4,179	4,455
	Number of Applicants Accepted	1,352	1,768	1,661	1,623	1,255
	Percent of Applicants Accepted	30.0%	43.7%	39.3%	38.8%	28.2%
	Number of Accepted Applicants Actually Enrolled	790	904	772	826	700
	Percent of Accepted Applicants Actually Enrolled	58.4%	51.1%	46.5%	50.9%	55.8%
New Master's	**Number of Applicants**	843	782	716	790	875
	Number of Applicants Accepted	446	431	432	457	525
	Percent of Applicants Accepted	52.9%	55.1%	60.3%	57.8%	60.0%
	Number of Accepted Applicants Actually Enrolled	254	271	314	331	361
	Percent of Accepted Applicants Actually Enrolled	57.0%	62.9%	72.7%	72.4%	68.8%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.2 - Preparation/Selectivity Levels of Entering Students

	Fall 2004				Fall 2005				Fall 2006				Fall 2007				Fall 2008			
	Mean	Median	25th Pctl	75th Pctl	Mean	Median	25th Pctl	75th Pctl	Mean	Median	25th Pctl	75th Pctl	Mean	Median	25th Pctl	75th Pctl	Mean	Median	25th Pctl	75th Pctl
SAT Reading	587	590	540	640	585	580	540	630	570	570	520	620	570	570	520	620	578	580	530	630
SAT Math	626	630	580	680	619	620	570	670	615	620	560	670	613	620	560	670	622	630	570	680
ACT Composite	25.7	26.0	24.0	28.0	25.6	26.0	23.0	28.0	25.4	25.0	23.0	28.0	25.5	25.0	23.0	28.0	26.1	26.0	24.0	29.0
ACT English	25.2	25.0	22.0	28.0	25.0	25.0	22.0	28.0	24.9	25.0	22.0	28.0	24.9	25.0	22.0	28.0	25.7	26.0	23.0	29.0
ACT Math	26.9	27.0	25.0	29.0	26.5	27.0	24.0	29.0	26.5	27.0	24.0	29.0	26.8	27.0	24.0	29.0	27.4	28.0	25.0	30.0
ACT Reading	26.0	26.0	23.0	29.0	25.9	26.0	23.0	29.0	25.6	26.0	22.0	29.0	25.6	25.0	23.0	29.0	26.4	27.0	23.0	30.0
ACT Science Reasoning	24.8	24.0	22.0	27.0	24.6	24.0	22.0	26.0	24.4	24.0	22.0	26.5	24.7	24.0	22.0	27.0	25.0	25.0	22.0	27.0
High School GPA	3.77	3.79	3.53	4.02	3.73	3.76	3.49	4.00	3.70	3.73	3.44	3.98	3.71	3.72	3.45	4.00	3.78	3.81	3.55	4.03

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.3 - Admissions by Gender

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
First-Time Freshmen	Total Applicants											
		Men	12,067	53.5%	12,546	53.0%	13,856	51.8%	15,944	52.8%	17,503	52.5%
		Women	10,484	46.5%	11,145	47.0%	12,868	48.2%	14,232	47.2%	15,849	47.5%
	Total Admits											
		Men	4,604	54.0%	5,244	49.7%	6,465	51.9%	7,200	53.3%	5,724	51.2%
		Women	3,924	46.0%	5,307	50.3%	5,988	48.1%	6,320	46.7%	5,449	48.8%
	Total Enrolled											
		Men	1,751	59.8%	1,785	52.1%	2,079	56.7%	2,538	58.1%	1,925	55.0%
		Women	1,179	40.2%	1,640	47.9%	1,589	43.3%	1,831	41.9%	1,576	45.0%
New Transfers	Total Applicants											
		Men	2,574	57.1%	2,349	58.0%	2,386	56.4%	2,417	57.8%	2,518	56.5%
		Women	1,937	42.9%	1,698	42.0%	1,844	43.6%	1,762	42.2%	1,937	43.5%
	Total Admits											
		Men	705	52.1%	943	53.3%	860	51.8%	926	57.1%	710	56.6%
		Women	647	47.9%	825	46.7%	801	48.2%	697	42.9%	545	43.4%
	Total Enrolled											
		Men	422	53.4%	503	55.6%	409	53.0%	481	58.2%	409	58.4%
		Women	368	46.6%	401	44.4%	363	47.0%	345	41.8%	291	41.6%
New Master's	Total Applicants											
		Men	448	53.1%	386	49.4%	382	53.4%	393	49.7%	448	51.2%
		Women	395	46.9%	396	50.6%	334	46.6%	397	50.3%	427	48.8%
	Total Admits											
		Men	250	56.1%	220	51.0%	245	56.7%	245	53.6%	289	55.0%
		Women	196	43.9%	211	49.0%	187	43.3%	212	46.4%	236	45.0%
	Total Enrolled											
		Men	144	56.7%	132	48.7%	176	56.1%	180	54.4%	199	55.1%
		Women	110	43.3%	139	51.3%	138	43.9%	151	45.6%	162	44.9%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.4 - Admissions by Race/Ethnicity

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
First-Time Freshmen	Total Applicants											
		Hispanic/Latino	3,390	15.0%	3,957	16.7%	4,134	15.5%	5,310	17.6%	6,114	18.3%
		African American	560	2.5%	659	2.8%	662	2.5%	830	2.8%	947	2.8%
		Native American	153	0.7%	178	0.8%	174	0.7%	214	0.7%	253	0.8%
		Asian American	4,537	20.1%	4,812	20.3%	5,531	20.7%	6,079	20.1%	6,426	19.3%
		White	11,597	51.4%	11,872	50.1%	13,484	50.5%	14,837	49.2%	16,455	49.3%
		Non-Resident Alien	134	0.6%	145	0.6%	303	1.1%	409	1.4%	424	1.3%
		Other/Unknown	2,180	9.7%	2,068	8.7%	2,436	9.1%	2,497	8.3%	2,733	8.2%
	Total Admits											
		Hispanic/Latino	806	9.5%	1,100	10.4%	1,429	11.5%	1,746	12.9%	1,533	13.7%
		African American	104	1.2%	146	1.4%	190	1.5%	206	1.5%	164	1.5%
		Native American	42	0.5%	57	0.5%	66	0.5%	88	0.7%	67	0.6%
		Asian American	1,718	20.1%	2,179	20.7%	2,739	22.0%	2,935	21.7%	2,243	20.1%
		White	4,953	58.1%	6,064	57.5%	6,699	53.8%	7,230	53.5%	6,108	54.7%
		Non-Resident Alien	40	0.5%	51	0.5%	111	0.9%	105	0.8%	94	0.8%
		Other/Unknown	865	10.1%	954	9.0%	1,219	9.8%	1,210	8.9%	964	8.6%
	Total Enrolled											
		Hispanic/Latino	272	9.3%	319	9.3%	379	10.3%	502	11.5%	413	11.8%
		African American	33	1.1%	33	1.0%	51	1.4%	45	1.0%	44	1.3%
		Native American	15	0.5%	31	0.9%	23	0.6%	33	0.8%	27	0.8%
		Asian American	365	12.5%	394	11.5%	448	12.2%	583	13.3%	398	11.4%
		White	1,978	67.5%	2,318	67.7%	2,391	65.2%	2,821	64.6%	2,323	66.4%
		Non-Resident Alien	12	0.4%	17	0.5%	21	0.6%	17	0.4%	19	0.5%
		Other/Unknown	255	8.7%	313	9.1%	355	9.7%	368	8.4%	277	7.9%

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CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.4 - Admissions by Race/Ethnicity

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
New Transfers	Total Applicants											
		Hispanic/Latino	692	15.3%	600	14.8%	672	15.9%	719	17.2%	771	17.3%
		African American	62	1.4%	78	1.9%	64	1.5%	72	1.7%	69	1.5%
		Native American	40	0.9%	42	1.0%	32	0.8%	54	1.3%	40	0.9%
		Asian American	651	14.4%	644	15.9%	566	13.4%	570	13.6%	583	13.1%
		White	2,318	51.4%	2,035	50.3%	2,176	51.4%	2,178	52.1%	2,316	52.0%
		Non-Resident Alien	145	3.2%	127	3.1%	179	4.2%	128	3.1%	176	4.0%
		Other/Unknown	603	13.4%	521	12.9%	541	12.8%	458	11.0%	500	11.2%
	Total Admits											
		Hispanic/Latino	215	15.9%	268	15.2%	280	16.9%	275	16.9%	237	18.9%
		African American	12	0.9%	28	1.6%	17	1.0%	21	1.3%	17	1.4%
		Native American	10	0.7%	21	1.2%	17	1.0%	18	1.1%	13	1.0%
		Asian American	149	11.0%	242	13.7%	174	10.5%	186	11.5%	120	9.6%
		White	710	52.5%	929	52.5%	885	53.3%	896	55.2%	678	54.0%
		Non-Resident Alien	32	2.4%	47	2.7%	48	2.9%	32	2.0%	41	3.3%
		Other/Unknown	224	16.6%	233	13.2%	240	14.4%	195	12.0%	149	11.9%
	Total Enrolled											
		Hispanic/Latino	124	15.7%	140	15.5%	123	15.9%	128	15.5%	124	17.7%
		African American	8	1.0%	13	1.4%	10	1.3%	7	0.8%	7	1.0%
		Native American	6	0.8%	14	1.5%	6	0.8%	12	1.5%	7	1.0%
		Asian American	65	8.2%	78	8.6%	44	5.7%	60	7.3%	54	7.7%
		White	435	55.1%	511	56.5%	454	58.8%	507	61.4%	407	58.1%
		Non-Resident Alien	17	2.2%	23	2.5%	26	3.4%	15	1.8%	24	3.4%
		Other/Unknown	135	17.1%	125	13.8%	109	14.1%	97	11.7%	77	11.0%

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CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 1.4 - Admissions by Race/Ethnicity

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
New Master's	Total Applicants											
		Hispanic/Latino	68	8.1%	74	9.5%	68	9.5%	86	10.9%	85	9.7%
		African American	18	2.1%	13	1.7%	13	1.8%	13	1.6%	10	1.1%
		Native American	6	0.7%	9	1.2%	6	0.8%	10	1.3%	5	0.6%
		Asian American	113	13.4%	136	17.4%	84	11.7%	74	9.4%	128	14.6%
		White	405	48.0%	379	48.5%	401	56.0%	450	57.0%	464	53.0%
		Non-Resident Alien	70	8.3%	35	4.5%	37	5.2%	35	4.4%	47	5.4%
		Other/Unknown	163	19.3%	136	17.4%	107	14.9%	122	15.4%	136	15.5%
	Total Admits											
		Hispanic/Latino	33	7.4%	37	8.6%	38	8.8%	42	9.2%	51	9.7%
		African American	4	0.9%	5	1.2%	8	1.9%	6	1.3%	1	0.2%
		Native American	3	0.7%	6	1.4%	5	1.2%	4	0.9%	2	0.4%
		Asian American	53	11.9%	57	13.2%	49	11.3%	37	8.1%	68	13.0%
		White	242	54.3%	232	53.8%	260	60.2%	285	62.4%	314	59.8%
		Non-Resident Alien	30	6.7%	14	3.2%	6	1.4%	8	1.8%	10	1.9%
		Other/Unknown	81	18.2%	80	18.6%	66	15.3%	75	16.4%	79	15.0%
	Total Enrolled											
		Hispanic/Latino	19	7.5%	23	8.5%	27	8.6%	29	8.8%	38	10.5%
		African American	2	0.8%	3	1.1%	6	1.9%	6	1.8%	0	0.0%
		Native American	2	0.8%	2	0.7%	3	1.0%	4	1.2%	2	0.6%
		Asian American	26	10.2%	31	11.4%	29	9.2%	25	7.6%	41	11.4%
		White	147	57.9%	157	57.9%	202	64.3%	219	66.2%	218	60.4%
		Non-Resident Alien	12	4.7%	6	2.2%	4	1.3%	3	0.9%	7	1.9%
		Other/Unknown	46	18.1%	49	18.1%	43	13.7%	45	13.6%	55	15.2%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 2.1 - Headcount Enrollments by Degree Objective

	Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Total Students	17,582	100.0%	18,475	100.0%	18,722	100.0%	19,777	100.0%	19,471	100.0%
Bachelor's Programs	16,665	94.8%	17,509	94.8%	17,794	95.0%	18,849	95.3%	18,516	95.1%
Credential Programs	148	0.8%	152	0.8%	107	0.6%	132	0.7%	145	0.7%
Master's Programs	746	4.2%	790	4.3%	800	4.3%	768	3.9%	788	4.0%
Non-Degree Post-Bacc	23	0.1%	24	0.1%	21	0.1%	28	0.1%	22	0.1%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 2.2 - Headcount Enrollments by Gender

		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
		Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Total Students											
	Men	9,992	56.8%	10,365	56.1%	10,543	56.3%	11,204	56.7%	10,962	56.3%
	Women	7,590	43.2%	8,110	43.9%	8,179	43.7%	8,573	43.3%	8,509	43.7%
Bachelor's Programs	**Men**	9,524	57.1%	9,898	56.5%	10,065	56.6%	10,718	56.9%	10,452	56.4%
	Women	7,141	42.9%	7,611	43.5%	7,729	43.4%	8,131	43.1%	8,064	43.6%
Credential Programs	**Men**	41	27.7%	42	27.6%	29	27.1%	30	22.7%	43	29.7%
	Women	107	72.3%	110	72.4%	78	72.9%	102	77.3%	102	70.3%
Master's Programs	**Men**	416	55.8%	415	52.5%	441	55.1%	443	57.7%	457	58.0%
	Women	330	44.2%	375	47.5%	359	44.9%	325	42.3%	331	42.0%
Non-Degree Post-Bacc	**Men**	11	47.8%	10	41.7%	8	38.1%	13	46.4%	10	45.5%
	Women	12	52.2%	14	58.3%	13	61.9%	15	53.6%	12	54.5%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 2.3 - Headcount Enrollments by Race/Ethnicity

		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
		Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Total Students											
	Hispanic/Latino	1,690	9.6%	1,810	9.8%	1,920	10.3%	2,111	10.7%	2,200	11.3%
	African American	175	1.0%	209	1.1%	212	1.1%	237	1.2%	212	1.1%
	Native American	133	0.8%	150	0.8%	129	0.7%	162	0.8%	155	0.8%
	Asian American	1,981	11.3%	2,063	11.2%	2,041	10.9%	2,225	11.3%	2,137	11.0%
	White	11,216	63.8%	11,941	64.6%	12,135	64.8%	12,783	64.6%	12,655	65.0%
	Non-Resident Alien	210	1.2%	200	1.1%	225	1.2%	225	1.1%	238	1.2%
	Other/Unknown	2,177	12.4%	2,102	11.4%	2,060	11.0%	2,034	10.3%	1,874	9.6%
Bachelor's Programs	**Hispanic/Latino**	1,605	9.6%	1,723	9.8%	1,851	10.4%	2,037	10.8%	2,104	11.4%
	African American	168	1.0%	203	1.2%	202	1.1%	222	1.2%	204	1.1%
	Native American	122	0.7%	142	0.8%	125	0.7%	154	0.8%	149	0.8%
	Asian American	1,900	11.4%	1,967	11.2%	1,948	10.9%	2,142	11.4%	2,049	11.1%
	White	10,681	64.1%	11,358	64.9%	11,552	64.9%	12,193	64.7%	12,075	65.2%
	Non-Resident Alien	176	1.1%	164	0.9%	192	1.1%	194	1.0%	213	1.2%
	Other/Unknown	2,013	12.1%	1,952	11.1%	1,924	10.8%	1,907	10.1%	1,722	9.3%
Credential Programs	**Hispanic/Latino**	16	10.8%	11	7.2%	8	7.5%	12	9.1%	13	9.0%
	African American	1	0.7%	1	0.7%	1	0.9%	1	0.8%	-	--
	Native American	1	0.7%	2	1.3%	1	0.9%	-	--	1	0.7%
	Asian American	3	2.0%	6	3.9%	1	0.9%	4	3.0%	5	3.4%
	White	103	69.6%	110	72.4%	81	75.7%	100	75.8%	107	73.8%
	Other/Unknown	24	16.2%	22	14.5%	15	14.0%	15	11.4%	19	13.1%
Master's Programs	**Hispanic/Latino**	67	9.0%	73	9.2%	61	7.6%	61	7.9%	82	10.4%
	African American	5	0.7%	5	0.6%	9	1.1%	14	1.8%	8	1.0%
	Native American	9	1.2%	6	0.8%	3	0.4%	8	1.0%	5	0.6%
	Asian American	76	10.2%	90	11.4%	91	11.4%	79	10.3%	82	10.4%
	White	425	57.0%	467	59.1%	496	62.0%	481	62.6%	463	58.8%
	Non-Resident Alien	26	3.5%	23	2.9%	23	2.9%	16	2.1%	18	2.3%
	Other/Unknown	138	18.5%	126	15.9%	117	14.6%	109	14.2%	130	16.5%

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CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 2.3 - Headcount Enrollments by Race/Ethnicity

		Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
		Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent	Headcount	Percent
Non-Degree Post-Bacc	Hispanic/Latino	2	8.7%	3	12.5%	-	--	1	3.6%	1	4.5%
	African American	1	4.3%	-	--	-	--	-	--	-	--
	Native American	1	4.3%	-	--	-	--	-	--	-	--
	Asian American	2	8.7%	-	--	1	4.8%	-	--	1	4.5%
	White	7	30.4%	6	25.0%	6	28.6%	9	32.1%	10	45.5%
	Non-Resident Alien	8	34.8%	13	54.2%	10	47.6%	15	53.6%	7	31.8%
	Other/Unknown	2	8.7%	2	8.3%	4	19.0%	3	10.7%	3	13.6%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 2.4 - Students Receiving Financial Aid
*** Data prior to Fall 2006 is not available ***

		Fall 2006		Fall 2007	
		Headcount	Percent	Headcount	Percent
Bachelor's Programs	**Total Headcount**	17,794	100.0%	18,849	100.0%
	Total Receiving Some Form of Financial Aid or Assistance	8,468	47.6%	8,540	45.3%
	Total Receiving Federal Pell Grant Support	2,562	14.4%	2,739	14.5%
Master's Programs	**Total Headcount**	800	100.0%	768	100.0%
	Total Receiving Some Form of Financial Aid or Assistance	465	58.1%	451	58.7%
	Total Receiving Federal Pell Grant Support	0	0.0%	0	0.0%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.1 - Degrees Granted by Degree-Level Program

			College Year 2003-04	College Year 2004-05	College Year 2005-06	College Year 2006-07	College Year 2007-08
All Degrees							
		Bachelor's	3,672	3,565	3,755	3,670	3,641
		Master's	359	298	347	451	435
Agriculture, Food, and Environmental Science	**Agribusiness**	**Master's**	2	2	1	2	-
	Agricultural Business	**Bachelor's**	224	231	243	211	196
	Agricultural Engineering Technology	**Bachelor's**	-	1	1	-	-
	Agricultural Management	**Bachelor's**	-	-	-	-	1
	Agricultural Science	**Bachelor's**	34	34	41	26	32
	Agricultural Systems Management	**Bachelor's**	21	27	20	21	23
	Agriculture	**Master's**	32	37	41	47	27
	Animal Science	**Bachelor's**	79	97	126	127	107
	BioResource and Agricultural Engineering	**Bachelor's**	15	13	19	17	15
	Crop Science	**Bachelor's**	17	17	5	10	21
	Dairy Science	**Bachelor's**	20	23	30	23	14
	Earth Sciences	**Bachelor's**	10	9	16	14	16
	Environmental Horticultural Science	**Bachelor's**	30	30	36	28	28
	Environmental Management and Protection	**Bachelor's**	1	4	2	9	14
	Food Science	**Bachelor's**	17	16	13	17	7
	Forestry Sciences	**Master's**	-	3	-	4	1
	Forestry and Natural Resources	**Bachelor's**	35	26	37	38	33
	Fruit Science	**Bachelor's**	12	13	5	7	6
	Nutrition	**Bachelor's**	64	72	75	107	115
	Nutritional Science	**Bachelor's**	1	-	-	-	-
	Ornamental Horticulture	**Bachelor's**	-	-	-	1	-
	Plant Protection Science	**Bachelor's**	3	1	1	-	4
	Poultry Industry	**Bachelor's**	-	1	-	-	-
	Recreation, Parks, and Tourism Administration	**Bachelor's**	64	68	78	67	85
	Soil Science	**Bachelor's**	13	8	6	3	6

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.1 - Degrees Granted by Degree-Level Program

			College Year 2003-04	College Year 2004-05	College Year 2005-06	College Year 2006-07	College Year 2007-08
Agriculture, Food, and Environmental Science	**Wine and Viticulture**	**Bachelor's**	-	5	19	14	28
	College Total						
		Bachelor's	660	696	773	740	751
		Master's	34	42	42	53	28
Architecture and Environmental Design							
	Architectural Engineering	**Bachelor's**	31	32	52	61	40
	Architecture	**Bachelor's**	144	143	163	127	173
		Master's	5	5	2	-	-
	City and Regional Planning	**Bachelor's**	27	26	37	30	38
		Master's	28	19	14	16	13
	Construction Management	**Bachelor's**	50	53	79	81	101
	Landscape Architecture	**Bachelor's**	43	32	43	37	46
	College Total						
		Bachelor's	295	286	374	336	398
		Master's	33	24	16	16	13
Education							
	Education	**Master's**	44	35	73	93	66
	College Total						
		Master's	44	35	73	93	66
Engineering							
	Aerospace Engineering	**Bachelor's**	56	36	55	65	63
		Master's	11	6	16	27	16
	Biomedical Engineering	**Bachelor's**	-	-	-	-	6
	Civil Engineering	**Bachelor's**	113	88	181	147	166
	Civil and Environmental Engineering	**Master's**	16	12	10	22	11
	Computer Engineering	**Bachelor's**	79	99	90	76	51

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.1 - Degrees Granted by Degree-Level Program

			College Year 2003-04	College Year 2004-05	College Year 2005-06	College Year 2006-07	College Year 2007-08
Engineering	**Computer Science**	**Bachelor's**	126	89	95	79	80
		Master's	24	14	17	20	23
	Electrical Engineering	**Bachelor's**	106	136	178	158	108
		Master's	24	18	18	27	23
	Engineering	**Master's**	27	26	22	46	42
	Environmental Engineering	**Bachelor's**	18	20	16	24	14
	General Engineering	**Bachelor's**	27	24	15	27	25
	Industrial Engineering	**Bachelor's**	49	38	52	42	43
		Master's	10	4	5	3	8
	Manufacturing Engineering	**Bachelor's**	16	12	11	19	10
	Materials Engineering	**Bachelor's**	20	20	9	23	22
	Mechanical Engineering	**Bachelor's**	143	182	212	157	185
		Master's	14	13	4	3	26
	Software Engineering	**Bachelor's**	1	4	4	19	7
	College Total						
		Bachelor's	754	748	918	836	780
		Master's	126	93	92	148	149
Liberal Arts							
	Art and Design	**Bachelor's**	72	50	47	54	52
	Child Development	**Bachelor's**	51	53	34	42	49
	Child and Family Development	**Bachelor's**	-	-	-	-	1
	Communication Studies	**Bachelor's**	-	41	56	69	55
	English	**Bachelor's**	71	86	77	55	77
		Master's	7	13	15	11	15
	Graphic Communication	**Bachelor's**	76	74	64	73	60

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.1 - Degrees Granted by Degree-Level Program

			College Year 2003-04	College Year 2004-05	College Year 2005-06	College Year 2006-07	College Year 2007-08
Liberal Arts	**History**	**Bachelor's**	56	58	42	55	47
		Master's	-	-	-	-	7
	Human Development	**Bachelor's**	1	1	-	-	-
	Journalism	**Bachelor's**	66	56	49	44	56
	Liberal Studies	**Bachelor's**	115	96	94	100	74
	Modern Languages and Literatures	**Bachelor's**	18	7	22	17	16
	Music	**Bachelor's**	12	8	12	19	8
	Philosophy	**Bachelor's**	10	17	14	14	23
	Political Science	**Bachelor's**	77	72	64	58	54
	Psychology	**Bachelor's**	111	116	98	89	93
		Master's	11	13	17	8	15
	Public Policy	**Master's**	-	-	13	12	16
	Social Sciences	**Bachelor's**	71	82	69	79	72
	Speech Communication	**Bachelor's**	49	26	2	1	-
	Theatre Arts	**Bachelor's**	16	11	18	18	10
	College Total						
		Bachelor's	872	854	762	787	747
		Master's	18	26	45	31	53
Orfalea College of Business							
	Business Administration	**Bachelor's**	615	517	494	557	534
		Master's	43	44	33	45	71
	Economics	**Bachelor's**	43	36	29	35	40
	Industrial Technology	**Bachelor's**	86	86	62	54	43
	Industrial and Technical Studies	**Master's**	32	19	12	16	8
	College Total						
		Bachelor's	744	639	585	646	617
		Master's	75	63	45	61	79

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.1 - Degrees Granted by Degree-Level Program

			College Year 2003-04	College Year 2004-05	College Year 2005-06	College Year 2006-07	College Year 2007-08
Science and Mathematics							
	Biochemistry	**Bachelor's**	42	29	33	35	34
	Biological Sciences	**Bachelor's**	60	70	79	88	101
		Master's	10	5	15	19	5
	Chemistry	**Bachelor's**	10	7	9	27	14
	Ecology and Systematic Biology	**Bachelor's**	26	17	11	19	16
	Kinesiology	**Bachelor's**	114	100	90	75	78
		Master's	15	8	11	14	9
	Mathematics	**Bachelor's**	48	50	37	36	48
		Master's	2	1	8	6	5
	Microbiology	**Bachelor's**	10	20	37	16	27
	Physical Education	**Master's**	-	1	-	-	-
	Physical Science	**Bachelor's**	-	4	2	-	1
	Physics	**Bachelor's**	24	31	35	20	13
	Polymers and Coatings Science	**Master's**	2	-	-	10	4
	Statistics	**Bachelor's**	13	14	10	9	11
	College Total						
		Bachelor's	347	342	343	325	343
		Master's	29	15	34	49	23
Other							
	Accounting	**Master's**	-	-	-	-	24
	Interdisciplinary Studies	**Bachelor's**	-	-	-	-	5
	College Total						
		Bachelor's	-	-	-	-	5
		Master's	-	-	-	-	24

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 3.2 - Cohort Graduation, Retention, and Transfer

	Original Cohort	Exclusions	Adjusted Cohort	Retained After One Year		Graduated Within Six Years	
				N	%	N	%
Fall 2001	3,638	8	3,630	0	0.0%	2,508	69.1%
Fall 2002	3,085	7	3,078	0	0.0%	2,236	72.6%
Fall 2003	3,011	1	3,010	0	0.0%	2,220	73.8%
Fall 2006	3,763	1	3,762	3,382	89.9%	0	0.0%
Fall 2007	4,419	1	4,418	3,941	89.2%	0	0.0%
Fall 2008	3,450	2	3,448	3,150	91.4%	0	0.0%

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.1 - Faculty Composition

		Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
	Gender:					
Full-Time Faculty	**Men**	519	535	528	551	570
	Women	186	191	204	235	254
	Ethnicity:					
	Hispanic/Latino	43	42	42	43	43
	African American	10	12	11	10	13
	Native American	1	1	2	1	2
	Asian American	57	54	48	54	58
	White	566	589	579	623	649
	Non-Resident Alien	-	-	25	27	27
	Other/Unknown	28	28	25	28	32
	Sub-Total	705	726	732	786	824
Part-Time Faculty	**Gender:**					
	Men	285	305	296	302	279
	Women	193	215	211	206	190
	Ethnicity:					
	Hispanic/Latino	23	25	25	28	23
	African American	9	6	4	6	4
	Native American	2	3	2	2	2
	Asian American	27	45	22	25	19
	White	399	416	418	403	393
	Non-Resident Alien	-	-	7	12	5
	Other/Unknown	18	25	29	32	23
	Sub-Total	478	520	507	508	469
TOTAL FACULTY		1,183	1,246	1,239	1,294	1,293

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
All Faculty												
		Full-Time Faculty	705	59.6%	726	58.3%	732	59.1%	786	60.7%	824	63.7%
		Part-Time Faculty	478	40.4%	520	41.7%	507	40.9%	508	39.3%	469	36.3%
		Total Faculty	1,183	100.0%	1,246	100.0%	1,239	100.0%	1,294	100.0%	1,293	100.0%
Agriculture, Food, and Environmental Science	**AGB**	**Full-Time Faculty**	15	51.7%	18	64.3%	15	62.5%	16	61.5%	16	69.6%
		Part-Time Faculty	14	48.3%	10	35.7%	9	37.5%	10	38.5%	7	30.4%
		Dept Total	29	100.0%	28	100.0%	24	100.0%	26	100.0%	23	100.0%
	AGED											
		Full-Time Faculty	7	100.0%	6	100.0%	6	85.7%	6	75.0%	7	87.5%
		Part-Time Faculty	-	--	-	--	1	14.3%	2	25.0%	1	12.5%
		Dept Total	7	100.0%	6	100.0%	7	100.0%	8	100.0%	8	100.0%
	ASCI											
		Full-Time Faculty	16	69.6%	17	70.8%	16	88.9%	16	80.0%	16	76.2%
		Part-Time Faculty	7	30.4%	7	29.2%	2	11.1%	4	20.0%	5	23.8%
		Dept Total	23	100.0%	24	100.0%	18	100.0%	20	100.0%	21	100.0%
	BRAE											
		Full-Time Faculty	10	71.4%	10	71.4%	9	75.0%	9	69.2%	11	78.6%
		Part-Time Faculty	4	28.6%	4	28.6%	3	25.0%	4	30.8%	3	21.4%
		Dept Total	14	100.0%	14	100.0%	12	100.0%	13	100.0%	14	100.0%
	CAGR											
		Full-Time Faculty	5	100.0%	5	100.0%	4	100.0%	4	100.0%	4	100.0%
		Dept Total	5	100.0%	5	100.0%	4	100.0%	4	100.0%	4	100.0%
	DSCI											
		Full-Time Faculty	11	68.8%	9	42.9%	8	100.0%	8	88.9%	9	90.0%
		Part-Time Faculty	5	31.3%	12	57.1%	-	--	1	11.1%	1	10.0%
		Dept Total	16	100.0%	21	100.0%	8	100.0%	9	100.0%	10	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Agriculture, Food, and Environmental Science	**ERSC**											
		Full-Time Faculty	7	100.0%	7	100.0%	5	71.4%	5	83.3%	5	71.4%
		Part-Time Faculty	-	--	-	--	2	28.6%	1	16.7%	2	28.6%
		Dept Total	7	100.0%	7	100.0%	7	100.0%	6	100.0%	7	100.0%
	FD&N											
		Full-Time Faculty	11	55.0%	9	60.0%	11	61.1%	12	70.6%	12	63.2%
		Part-Time Faculty	9	45.0%	6	40.0%	7	38.9%	5	29.4%	7	36.8%
		Dept Total	20	100.0%	15	100.0%	18	100.0%	17	100.0%	19	100.0%
	HCS											
		Full-Time Faculty	15	65.2%	15	55.6%	13	52.0%	14	60.9%	13	59.1%
		Part-Time Faculty	8	34.8%	12	44.4%	12	48.0%	9	39.1%	9	40.9%
		Dept Total	23	100.0%	27	100.0%	25	100.0%	23	100.0%	22	100.0%
	MSC											
		Full-Time Faculty	4	80.0%	4	100.0%	1	25.0%	-	--	1	25.0%
		Part-Time Faculty	1	20.0%	-	--	3	75.0%	4	100.0%	3	75.0%
		Dept Total	5	100.0%	4	100.0%	4	100.0%	4	100.0%	4	100.0%
	NRM											
		Full-Time Faculty	13	59.1%	13	59.1%	13	54.2%	16	59.3%	14	58.3%
		Part-Time Faculty	9	40.9%	9	40.9%	11	45.8%	11	40.7%	10	41.7%
		Dept Total	22	100.0%	22	100.0%	24	100.0%	27	100.0%	24	100.0%
Architecture and Environmental Design	**ARCE**											
		Full-Time Faculty	9	52.9%	12	54.5%	10	47.6%	13	56.5%	13	59.1%
		Part-Time Faculty	8	47.1%	10	45.5%	11	52.4%	10	43.5%	9	40.9%
		Dept Total	17	100.0%	22	100.0%	21	100.0%	23	100.0%	22	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Architecture and Environmental Design	**ARCH**											
		Full-Time Faculty	35	76.1%	37	74.0%	37	80.4%	32	64.0%	34	69.4%
		Part-Time Faculty	11	23.9%	13	26.0%	9	19.6%	18	36.0%	15	30.6%
		Dept Total	46	100.0%	50	100.0%	46	100.0%	50	100.0%	49	100.0%
	CAED											
		Full-Time Faculty	2	100.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
		Dept Total	2	100.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
	CM											
		Full-Time Faculty	7	63.6%	9	64.3%	10	71.4%	11	68.8%	11	61.1%
		Part-Time Faculty	4	36.4%	5	35.7%	4	28.6%	5	31.3%	7	38.9%
		Dept Total	11	100.0%	14	100.0%	14	100.0%	16	100.0%	18	100.0%
	CRP											
		Full-Time Faculty	7	38.9%	8	50.0%	9	64.3%	9	56.3%	9	52.9%
		Part-Time Faculty	11	61.1%	8	50.0%	5	35.7%	7	43.8%	8	47.1%
		Dept Total	18	100.0%	16	100.0%	14	100.0%	16	100.0%	17	100.0%
	LA											
		Full-Time Faculty	10	90.9%	9	90.0%	9	90.0%	12	100.0%	14	93.3%
		Part-Time Faculty	1	9.1%	1	10.0%	1	10.0%	-	--	1	6.7%
		Dept Total	11	100.0%	10	100.0%	10	100.0%	12	100.0%	15	100.0%
Education	**CTED**											
		Full-Time Faculty	17	54.8%	19	46.3%	21	52.5%	19	44.2%	17	42.5%
		Part-Time Faculty	14	45.2%	22	53.7%	19	47.5%	24	55.8%	23	57.5%
		Dept Total	31	100.0%	41	100.0%	40	100.0%	43	100.0%	40	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Engineering	AERO											
		Full-Time Faculty	7	41.2%	8	50.0%	9	52.9%	7	35.0%	9	50.0%
		Part-Time Faculty	10	58.8%	8	50.0%	8	47.1%	13	65.0%	9	50.0%
		Dept Total	17	100.0%	16	100.0%	17	100.0%	20	100.0%	18	100.0%
	C&EN											
		Full-Time Faculty	17	56.7%	21	61.8%	19	59.4%	22	53.7%	25	59.5%
		Part-Time Faculty	13	43.3%	13	38.2%	13	40.6%	19	46.3%	17	40.5%
		Dept Total	30	100.0%	34	100.0%	32	100.0%	41	100.0%	42	100.0%
	CENG											
		Full-Time Faculty	4	57.1%	7	58.3%	5	71.4%	4	66.7%	4	80.0%
		Part-Time Faculty	3	42.9%	5	41.7%	2	28.6%	2	33.3%	1	20.0%
		Dept Total	7	100.0%	12	100.0%	7	100.0%	6	100.0%	5	100.0%
	CSC											
		Full-Time Faculty	20	55.6%	19	51.4%	21	58.3%	26	74.3%	25	69.4%
		Part-Time Faculty	16	44.4%	18	48.6%	15	41.7%	9	25.7%	11	30.6%
		Dept Total	36	100.0%	37	100.0%	36	100.0%	35	100.0%	36	100.0%
	EE											
		Full-Time Faculty	23	50.0%	28	65.1%	23	57.5%	24	77.4%	23	67.6%
		Part-Time Faculty	23	50.0%	15	34.9%	17	42.5%	7	22.6%	11	32.4%
		Dept Total	46	100.0%	43	100.0%	40	100.0%	31	100.0%	34	100.0%
	ENGR											
		Full-Time Faculty	-	--	-	--	3	50.0%	8	80.0%	8	66.7%
		Part-Time Faculty	-	--	-	--	3	50.0%	2	20.0%	4	33.3%
		Dept Total	-	--	-	--	6	100.0%	10	100.0%	12	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Engineering	**IME**											
		Full-Time Faculty	12	63.2%	14	63.6%	12	60.0%	14	73.7%	15	65.2%
		Part-Time Faculty	7	36.8%	8	36.4%	8	40.0%	5	26.3%	8	34.8%
		Dept Total	19	100.0%	22	100.0%	20	100.0%	19	100.0%	23	100.0%
	MATE											
		Full-Time Faculty	6	75.0%	5	83.3%	6	100.0%	7	70.0%	6	66.7%
		Part-Time Faculty	2	25.0%	1	16.7%	-	--	3	30.0%	3	33.3%
		Dept Total	8	100.0%	6	100.0%	6	100.0%	10	100.0%	9	100.0%
	MECH											
		Full-Time Faculty	26	76.5%	27	77.1%	31	81.6%	31	79.5%	33	78.6%
		Part-Time Faculty	8	23.5%	8	22.9%	7	18.4%	8	20.5%	9	21.4%
		Dept Total	34	100.0%	35	100.0%	38	100.0%	39	100.0%	42	100.0%
Liberal Arts	**ART**											
		Full-Time Faculty	9	60.0%	11	61.1%	10	58.8%	13	65.0%	15	75.0%
		Part-Time Faculty	6	40.0%	7	38.9%	7	41.2%	7	35.0%	5	25.0%
		Dept Total	15	100.0%	18	100.0%	17	100.0%	20	100.0%	20	100.0%
	CLA											
		Full-Time Faculty	2	100.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
		Dept Total	2	100.0%	2	100.0%	2	100.0%	2	100.0%	2	100.0%
	COMS											
		Full-Time Faculty	13	50.0%	17	65.4%	17	68.0%	20	66.7%	21	91.3%
		Part-Time Faculty	13	50.0%	9	34.6%	8	32.0%	10	33.3%	2	8.7%
		Dept Total	26	100.0%	26	100.0%	25	100.0%	30	100.0%	23	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Liberal Arts	**ENGL**											
		Full-Time Faculty	26	37.7%	26	33.8%	28	34.6%	32	38.1%	29	35.4%
		Part-Time Faculty	43	62.3%	51	66.2%	53	65.4%	52	61.9%	53	64.6%
		Dept Total	69	100.0%	77	100.0%	81	100.0%	84	100.0%	82	100.0%
	ES											
		Full-Time Faculty	4	66.7%	3	60.0%	3	60.0%	5	71.4%	6	100.0%
		Part-Time Faculty	2	33.3%	2	40.0%	2	40.0%	2	28.6%	-	--
		Dept Total	6	100.0%	5	100.0%	5	100.0%	7	100.0%	6	100.0%
	FORL											
		Full-Time Faculty	3	17.6%	4	33.3%	5	27.8%	6	33.3%	7	41.2%
		Part-Time Faculty	14	82.4%	8	66.7%	13	72.2%	12	66.7%	10	58.8%
		Dept Total	17	100.0%	12	100.0%	18	100.0%	18	100.0%	17	100.0%
	GRC											
		Full-Time Faculty	6	60.0%	7	63.6%	8	57.1%	9	64.3%	10	58.8%
		Part-Time Faculty	4	40.0%	4	36.4%	6	42.9%	5	35.7%	7	41.2%
		Dept Total	10	100.0%	11	100.0%	14	100.0%	14	100.0%	17	100.0%
	HIST											
		Full-Time Faculty	13	76.5%	11	68.8%	14	82.4%	13	76.5%	13	68.4%
		Part-Time Faculty	4	23.5%	5	31.3%	3	17.6%	4	23.5%	6	31.6%
		Dept Total	17	100.0%	16	100.0%	17	100.0%	17	100.0%	19	100.0%
	JOUR											
		Full-Time Faculty	5	71.4%	5	55.6%	7	70.0%	7	63.6%	8	72.7%
		Part-Time Faculty	2	28.6%	4	44.4%	3	30.0%	4	36.4%	3	27.3%
		Dept Total	7	100.0%	9	100.0%	10	100.0%	11	100.0%	11	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Liberal Arts	**MU**											
		Full-Time Faculty	8	30.8%	9	36.0%	11	37.9%	11	40.7%	12	48.0%
		Part-Time Faculty	18	69.2%	16	64.0%	18	62.1%	16	59.3%	13	52.0%
		Dept Total	26	100.0%	25	100.0%	29	100.0%	27	100.0%	25	100.0%
	PHIL											
		Full-Time Faculty	11	73.3%	12	66.7%	13	72.2%	14	77.8%	14	77.8%
		Part-Time Faculty	4	26.7%	6	33.3%	5	27.8%	4	22.2%	4	22.2%
		Dept Total	15	100.0%	18	100.0%	18	100.0%	18	100.0%	18	100.0%
	POLS											
		Full-Time Faculty	8	72.7%	9	69.2%	9	56.3%	13	86.7%	13	86.7%
		Part-Time Faculty	3	27.3%	4	30.8%	7	43.8%	2	13.3%	2	13.3%
		Dept Total	11	100.0%	13	100.0%	16	100.0%	15	100.0%	15	100.0%
	PSY											
		Full-Time Faculty	19	61.3%	15	44.1%	17	48.6%	20	50.0%	21	58.3%
		Part-Time Faculty	12	38.7%	19	55.9%	18	51.4%	20	50.0%	15	41.7%
		Dept Total	31	100.0%	34	100.0%	35	100.0%	40	100.0%	36	100.0%
	SLA											
		Full-Time Faculty	2	66.7%	2	33.3%	1	20.0%	2	28.6%	2	40.0%
		Part-Time Faculty	1	33.3%	4	66.7%	4	80.0%	5	71.4%	3	60.0%
		Dept Total	3	100.0%	6	100.0%	5	100.0%	7	100.0%	5	100.0%
	SOCS											
		Full-Time Faculty	11	73.3%	13	81.3%	12	70.6%	11	57.9%	14	73.7%
		Part-Time Faculty	4	26.7%	3	18.8%	5	29.4%	8	42.1%	5	26.3%
		Dept Total	15	100.0%	16	100.0%	17	100.0%	19	100.0%	19	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Liberal Arts	**TH&D**											
		Full-Time Faculty	6	54.5%	5	45.5%	6	60.0%	6	50.0%	7	63.6%
		Part-Time Faculty	5	45.5%	6	54.5%	4	40.0%	6	50.0%	4	36.4%
		Dept Total	11	100.0%	11	100.0%	10	100.0%	12	100.0%	11	100.0%
Orfalea College of Business	**BUSA**											
		Full-Time Faculty	9	40.9%	9	40.9%	13	46.4%	11	50.0%	12	50.0%
		Part-Time Faculty	13	59.1%	13	59.1%	15	53.6%	11	50.0%	12	50.0%
		Dept Total	22	100.0%	22	100.0%	28	100.0%	22	100.0%	24	100.0%
	BUSF											
		Full-Time Faculty	7	77.8%	7	77.8%	5	55.6%	6	85.7%	6	100.0%
		Part-Time Faculty	2	22.2%	2	22.2%	4	44.4%	1	14.3%	-	--
		Dept Total	9	100.0%	9	100.0%	9	100.0%	7	100.0%	6	100.0%
	BUSK											
		Full-Time Faculty	7	70.0%	5	71.4%	5	55.6%	5	50.0%	6	66.7%
		Part-Time Faculty	3	30.0%	2	28.6%	4	44.4%	5	50.0%	3	33.3%
		Dept Total	10	100.0%	7	100.0%	9	100.0%	10	100.0%	9	100.0%
	BUSM											
		Full-Time Faculty	11	61.1%	12	70.6%	13	76.5%	15	83.3%	15	75.0%
		Part-Time Faculty	7	38.9%	5	29.4%	4	23.5%	3	16.7%	5	25.0%
		Dept Total	18	100.0%	17	100.0%	17	100.0%	18	100.0%	20	100.0%
	ECON											
		Full-Time Faculty	6	46.2%	4	26.7%	3	27.3%	10	71.4%	10	83.3%
		Part-Time Faculty	7	53.8%	11	73.3%	8	72.7%	4	28.6%	2	16.7%
		Dept Total	13	100.0%	15	100.0%	11	100.0%	14	100.0%	12	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Orfalea College of Business	**IT**											
		Full-Time Faculty	9	60.0%	7	43.8%	9	56.3%	9	52.9%	8	66.7%
		Part-Time Faculty	6	40.0%	9	56.3%	7	43.8%	8	47.1%	4	33.3%
		Dept Total	15	100.0%	16	100.0%	16	100.0%	17	100.0%	12	100.0%
	OCOB											
		Full-Time Faculty	3	100.0%	2	100.0%	3	100.0%	3	37.5%	3	50.0%
		Part-Time Faculty	-	--	-	--	-	--	5	62.5%	3	50.0%
		Dept Total	3	100.0%	2	100.0%	3	100.0%	8	100.0%	6	100.0%
Science and Mathematics	**BIO**											
		Full-Time Faculty	27	45.8%	28	46.7%	25	39.1%	24	42.1%	25	41.7%
		Part-Time Faculty	32	54.2%	32	53.3%	39	60.9%	33	57.9%	35	58.3%
		Dept Total	59	100.0%	60	100.0%	64	100.0%	57	100.0%	60	100.0%
	CHEM											
		Full-Time Faculty	25	71.4%	26	66.7%	28	73.7%	31	81.6%	32	82.1%
		Part-Time Faculty	10	28.6%	13	33.3%	10	26.3%	7	18.4%	7	17.9%
		Dept Total	35	100.0%	39	100.0%	38	100.0%	38	100.0%	39	100.0%
	CSM											
		Full-Time Faculty	4	100.0%	3	50.0%	4	50.0%	2	28.6%	3	37.5%
		Part-Time Faculty	-	--	3	50.0%	4	50.0%	5	71.4%	5	62.5%
		Dept Total	4	100.0%	6	100.0%	8	100.0%	7	100.0%	8	100.0%
	MATH											
		Full-Time Faculty	33	60.0%	32	51.6%	34	59.6%	36	59.0%	38	62.3%
		Part-Time Faculty	22	40.0%	30	48.4%	23	40.4%	25	41.0%	23	37.7%
		Dept Total	55	100.0%	62	100.0%	57	100.0%	61	100.0%	61	100.0%

(Continued)

CAL POLY WASC 2010 CPR DATA EXHIBITS
Table 4.2 - Faculty Headcount by Department/Program
*** Based on Faculty's 'Primary' Department ***

			Fall 2004		Fall 2005		Fall 2006		Fall 2007		Fall 2008	
			N	%	N	%	N	%	N	%	N	%
Science and Mathematics	**PE**											
		Full-Time Faculty	13	41.9%	13	38.2%	11	34.4%	11	33.3%	13	40.6%
		Part-Time Faculty	18	58.1%	21	61.8%	21	65.6%	22	66.7%	19	59.4%
		Dept Total	31	100.0%	34	100.0%	32	100.0%	33	100.0%	32	100.0%
	PHYS											
		Full-Time Faculty	30	81.1%	29	80.6%	28	65.1%	32	72.7%	35	76.1%
		Part-Time Faculty	7	18.9%	7	19.4%	15	34.9%	12	27.3%	11	23.9%
		Dept Total	37	100.0%	36	100.0%	43	100.0%	44	100.0%	46	100.0%
	STAT											
		Full-Time Faculty	16	94.1%	14	73.7%	16	76.2%	15	75.0%	16	76.2%
		Part-Time Faculty	1	5.9%	5	26.3%	5	23.8%	5	25.0%	5	23.8%
		Dept Total	17	100.0%	19	100.0%	21	100.0%	20	100.0%	21	100.0%
Other	**ALL**											
		Full-Time Faculty	18	78.3%	18	78.3%	15	88.2%	15	78.9%	17	89.5%
		Part-Time Faculty	5	21.7%	5	21.7%	2	11.8%	4	21.1%	2	10.5%
		Dept Total	23	100.0%	23	100.0%	17	100.0%	19	100.0%	19	100.0%
	ICA											
		Full-Time Faculty	25	53.2%	28	59.6%	29	61.7%	30	62.5%	35	67.3%
		Part-Time Faculty	22	46.8%	19	40.4%	18	38.3%	18	37.5%	17	32.7%
		Dept Total	47	100.0%	47	100.0%	47	100.0%	48	100.0%	52	100.0%

CAL POLY WASC 2010 CPR DATA EXHIBITS

Table 5.1a - Sources of Revenue: Public Institutions

Public Institutions	Year 04/05		Year 05/06		Year 06/07		Year 07/08		Year 09/10**	
	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***
Tuition and Fees	61,565,512	23%	73,179,006	26%	71,521,253	23%	80,246,221	26%	n/a	
Government Appropriations										
Federal	-	0%	-	0%	-	0%	-	0%	n/a	
State-Noncapital	126,197,024	46%	130,962,573	46%	143,832,876	47%	152,100,477	50%	n/a	110,289,288
State-Capital	29,182,000	11%	9,176,000	3%	9,410,000	3%	7,367,130	2%	n/a	368,168,732
Local	-	0%	-	0%	-	0%	-	0%	n/a	
Government Grants and Contracts										
Federal	-	0%	-	0%	-	0%		0%	n/a	
Unrestricted	-	0%	-	0%	-	0%	-	0%	n/a	
Restricted	9,569,693	4%	9,280,886	3%	9,885,396	3%	11,374,800	4%	n/a	
State										
Unrestricted	-	0%	-	0%	-	0%	-	0%	n/a	
Restricted	4,906,102	2%	5,232,399	2%	5,239,276	2%	5,736,908	2%	n/a	
Local										
Unrestricted	-	0%	-	0%	-	0%	-	0%	n/a	
Restricted	-	0%	-	0%	-	0%	-	0%	n/a	
Private Gifts, Grants, and Contracts										
Unrestricted-Noncapital	(109,393)	0%	466,246	0%	1,083,678	0%	9,852,345	3%	n/a	
Restricted-Noncapital	3,556,171	1%	3,531,904	1%	7,335,972	3%	1,092,777	1%	n/a	
Unrestricted-Capital	4,535,828	3%	7,447,504	4%	22,014,698	7%	1,437,468	1%	n/a	
Restricted-Capital	-	0%	-	0%	-	0%	-	0%	n/a	
Investment & Endowment Income										
Unrestricted	2,910,409	1%	4,582,287	2%	3,664,463	1%	5,313,386	2%	n/a	
Restricted	1,163,859	0%	9,888,763	3%	849,634	0%	939,925	0%	n/a	
Sales and Service										
Educational Activities	-	0%	-	0%	-	0%	-	0%	n/a	
Auxiliary Enterprises	20,305,920	7%	21,455,049	7%	21,406,758	7%	22,437,038	7%	n/a	
Other Operating Revenue	4,552,778	2%	6,119,489	2%	9,242,944	3%	7,343,561	2%	n/a	
Other Non-Operating Revenue	4,908,497	2%	1,744,759	1%	3,133,338	1%	24,500	0%	n/a	
TOTAL CURRENT FUND REVENUES	273,244,400	100%	283,066,865	100%	308,620,286	100%	305,266,536	100%	n/a	

* Most recent fiscal year for which audited financial statements are available

** We do not budget by line item.

*** Percentage of Total Current Fund Revenues

CAL POLY WASC 2010 CPR DATA EXHIBITS

Table 5.2a - Operating Expenses: Public Institutions

Public Institutions	Year 04/05		Year 05/06		Year 06/07		Year 07/08		Year 09/10**	
	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***	AMOUNT	%***
Education and General										
Instruction	97,245,506	45%	105,176,112	41%	114,387,440	44%	126,652,315	44%	n/a	
Research	-	0%	-	0%	-	0%	-	0%	n/a	
Public Service	93,089	1%	77,781	0%	93,925	0%	95,455	0%	n/a	
Academic Support	22,626,007	10%	26,041,010	10%	27,870,838	11%	28,204,654	10%	n/a	
Student Services	21,880,273	10%	24,228,845	9%	26,218,891	10%	28,569,705	10%	n/a	
Institutional Support	25,707,404	12%	25,365,735	10%	30,912,995	12%	31,865,886	11%	n/a	
Operating & Maintenance of Plant	17,974,000	8%	26,754,545	10%	27,393,630	10%	27,898,806	10%	n/a	
Scholarships & Fellowships From Unrestricted Funds									n/a	
From Restricted Funds	15,933,125	7%	17,032,624	7%	15,577,467	6%	16,856,699	6%	n/a	
Mandatory Transfers	-	0%	-	0%	-	0%	-	0%	n/a	
TOTAL EDUCATIONAL AND GENERAL EXPENDITURES AND MANDATORY TRANSFERS	201,459,404		224,676,652		242,455,186		260,143,520		n/a	
Educational Activities (including Transfers)	-	0%	-	0%	-	0%	-	0%	n/a	
Auxiliary Enterprises (including Transfers)	12,025,330	6%	16,027,837	6%	14,444,452	6%	19,377,047	7%	n/a	
Auxiliary Foundations (including Transfers)	-	0%	-	0%	-	0%	-	0%	n/a	
Interest Expense	2,652,972	1%	11,629,559	5%	2,160,317	1%	2,105,965	1%	n/a	
Other nonoperating expenses	1,591,487	1%	4,274,131	2%	224,606	0%	4,442,545	1%	n/a	
TOTAL CURRENT FUNDS EXPENDITURES AND MANDATORY TRANSFERS	16,269,789		31,931,527		16,829,375		25,925,557		n/a	
Total Current Fund Expenditures and Mandatory Transfers	217,729,193	100%	256,608,179	100%	259,284,561	100%	286,069,077	100%	n/a	
Less Total Current Funds Expenditures and Mandatory Transfers	-	0%	-	0%	-	0%	-	0%	n/a	
Non-Mandatory Transfers	-	0%	-	0%	-	0%	-	0%	n/a	

* Most recent fiscal year for which audited financial statements are available

** We do not budget by line item.

*** Percentage of Total Current Fund Expenditures and Mandatory Transfers

Cal Poly WASC 2010 CPR DATA EXHIBITS

Table 5.3a - Public Institutions Assets and Liabilities

Public Institutions	Year 04/05		Year 05/06		Year 06/07		Year 07/08*	
	AMOUNT	%**	AMOUNT	%**	AMOUNT	%**	AMOUNT	%**
Assets								
Cash	7,650,966	2%	4,541,539	1%	233,010	0%	17,644	0%
Investments	71,181,494	15%	83,466,172	10%	79,416,663	9%	76,165,669	9%
Current Accounts Receivable, net	11,407,042	2%	15,249,922	2%	10,706,579	1%	9,310,968	1%
Prepaid Expenses	2,386,406	1%	4,442,808	1%	554,649	0%	859,814	0%
Noncurrent Accounts Receivable, net	57,370,631	12%	43,590,456	5%	28,421,299	3%	15,206,330	2%
Noncurrent Student Receivable, net	5,680,780	1%	5,457,652	1%	4,648,446	1%	5,323,391	1%
Endowment Investments	3,603,522	0%	3,620,958	-1%	3,631,078	0%	3,670,283	0%
Other Long-Term Investments	7,738,356	2%	293,555,121	37%	225,516,040	27%	98,662,912	12%
Capital Assets, net	300,591,379	65%	347,024,231	44%	491,904,597	59%	627,303,410	75%
TOTAL ASSETS	467,610,576	100%	800,948,859	100%	845,032,361	100%	836,520,421	100%
Liabilities								
Accounts Payable	15,764,905	14%	21,437,171	5%	36,151,775	8%	21,899,877	5%
Accrued Salaries and Benefits Payable	11,565,636	10%	11,915,062	3%	13,809,797	3%	15,754,786	4%
Accrued Compensat4d Absences-current portion	4,150,913	4%	4,372,057	1%	4,506,060	1%	4,978,934	1%
Deferred Revenue	11,134,678	10%	12,338,071	3%	12,693,623	3%	16,443,829	4%
Capitalized Lease Obligations-current portion	2,316	0%	71,092	0%	33,500	0%	12,857	0%
Long Term Debt Obligations-current portion	1,306,589	1%	1,372,161	0%	1,341,411	0%	1,150,000	0%
Other Liabilities-Current	2,204,892	2%	5,064,729	1%	3,575,280	1%	3,221,183	1%
Long-Term								
Accrued Compensating Absences, net of current portion	4,329,038	4%	4,920,787	1%	5,373,895	1%	5,459,008	1%
Grants Refundable	6,147,496	5%	6,080,374	1%	5,879,580	1%	6,216,206	1%
Capitalized Lease Obligations, net of current portion	-	0%	38,516	0%	12,857	0%	-	0%
Long-Term Dept Obligations-net of current portion	53,468,572	48%	366,556,185	84%	364,836,236	81%	363,307,697	83%
Other Liabilities	-	0%	-	0%	-	0%	13,196	0%
Deposits Held for Others-Agency								
Student Organizations	1,906,383	2%	2,157,175	0%	102,562	0%	1,217,583	0%
Auxiliary Foundations	-	0%	-	0%	-	0%	-	0%
TOTAL LIABILITIES	111,981,418	100%	436,323,380	100%	448,316,576	100%	439,675,156	100%

* Most recent fiscal year for which audited financial statements are available

** Percentage of Total Assets/Liabilities as appropriate

Cal Poly WASC 2010 CPR DATA EXHIBITS

Table 5.4 - Capital Valuations

	Year 03/04	Year 04/05	Year 05/06	Year 06/07	Year 07/08*
	Amount	Amount	Amount	Amount	Amount
Land					
Beginning Book Value	4,545,634	4,545,634	4,545,634	4,545,634	4,545,634
Additions	-		-	-	-
Deductions	-		-	-	-
Ending Book Value	4,545,634	4,545,634	4,545,634	4,545,634	4,545,634
Buildings and Building Improvements					
Beginning Book Value	260,927,979	307,645,693	308,633,751	315,363,771	372,287,537
Additions	9,963,972	1,966,270	6,730,020	56,923,766	8,110,037
Deductions	36,753,742	(978,212)	-	-	-
Ending Book Value	307,645,693	308,633,751	315,363,771	372,287,537	380,397,574
Construction In Progress**					
Beginning Book Value	41,503,464	17,828,629	26,312,966	79,786,525	173,972,667
Additions	13,617,757	17,846,747	57,870,655	117,534,357	144,879,486
Deductions	(37,292,592)	(9,362,410)	(4,397,096)	(23,348,215)	(4,166,005)
Ending Book Value	17,828,629	26,312,966	79,786,525	173,972,667	314,686,148
Improvements Other than Buildings					
Beginning Book Value	7,483,432	7,506,615	7,629,020	7,655,142	9,271,976
Additions	23,183	147,576	26,122	1,616,834	178,571
Deductions	-	(25,171)	-	-	-
Ending Book Value	7,506,615	7,629,020	7,655,142	9,271,976	9,450,547
Infrastructure					
Beginning Book Value	58,299,193	59,018,868	72,653,297	73,441,188	76,121,016
Additions	719,675	13,742,195	787,891	2,679,828	847,934
Deductions	-	(107,766)	-	-	-
Ending Book Value	59,018,868	72,653,297	73,441,188	76,121,016	76,968,950
Equipment					
Beginning Book Value	50,209,844	51,041,448	50,917,930	51,134,839	55,909,650
Additions	3,689,388	2,406,592	4,780,047	6,797,990	4,858,043
Deductions	(2,857,784)	(2,530,110)	(4,563,138)	(2,023,179)	(2,018,940)
Ending Book Value	51,041,448	50,917,930	51,134,839	55,909,650	58,748,753

Cal Poly WASC 2010 CPR DATA EXHIBITS

Table 5.4 - Capital Valuations

	Year 03/04	Year 04/05	Year 05/06	Year 06/07	Year 07/08*
	Amount	Amount	Amount	Amount	Amount
Library Books					
Beginning Book Value	15,017,778	15,085,722	15,711,915	15,802,579	15,732,095
Additions	226,944	684,317	306,297	94,812	476,173
Deductions	(159,000)	(58,124)	(215,633)	(165,296)	(479,903)
Ending Book Value	15,085,722	15,711,915	15,802,579	15,732,095	15,728,365
Intangible Assets					
Beginning Book Value	5,207,824	9,503,145	11,821,566	8,428,236	9,115,556
Additions	4,498,845	2,722,015	339,242	719,750	131,962
Deductions	(203,524)	(403,594)	(3,732,572)	(32,430)	(2,091,401)
Ending Book Value	9,503,145	11,821,566	8,428,236	9,115,556	7,156,117

* Most recent fiscal year for which audited financial statements are available.

Construction work in Progress is comprised of the following projects:

Poly Canyon Village - construction of a 2,700 bed apartments and parking structures. Source from issuance of revenue bonds.

Construction Innovation Center - construction of a new 46,000 square foot building and 165,000 square foot renovation of the College of Architecture and Environmental Design building. State funded capital project.

Center for Science - construction of a 185,800 square foot building to replace the University's Science building. State funded capital project.

CAL POLY WASC 2010 CPR DATA EXHIBITS

Table 5.5 - Endowment Values and Performance

	Market Value of Endowment	Percent of Market Value as Quasi-Endowment	Yield	Current Fund Income from Endowment	Net Transfers In/Out of Endowment	Total Annual Return on Investments
Year 03/04	$ 2,863,336	0%	n/a	$ 4,376	$ -	n/a
Year 04/05	$ 3,420,417	0%	n/a	$ 84,638	$ -	n/a
Year 05/06	$ 3,437,853	0%	n/a	$ 138,908	$ -	n/a
Year 06/07	$ 3,447,973	0%	n/a	$ 185,158	$ -	n/a
Year 07/08	$ 3,487,179	0%	n/a	$ 210,931	$ -	n/a

We have no quasi-endowments. Our endowments earn interest from the CSU Investment Pool which is based on average daily balance, there is no yield or annual return. The earnings are use to fund restricted scholarships.

Fiscal Services Policy is to never spend the original principal balance of the Endowment as these funds are held in perpetuity .

CAL POLY WASC 2010 CPR DATA EXHIBITS

Table 6.1 - Key Undergraduate Educational Operations Ratios

	Year 1	Year 2	Year 3	Year 4	Year 5
Admissions	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Admit/Apply (FTF)	37.8%	44.5%	46.6%	44.8%	33.5%
Enroll/Apply (FTF)	13.0%	14.5%	13.7%	14.5%	10.5%
Enroll/Admit (FTF)	34.4%	32.5%	29.5%	32.3%	31.3%
Retention	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
1st Year Freshmen Retention (fall to fall)	91.3%	90.8%	89.9%	89.2%	91.4%
	Fall 1999	Fall 2000	Fall 2001	Fall 2002	Fall 2003
Freshmen 6-year Completion to Graduation	69.9%	68.6%	69.1%	72.6%	73.8%
Instruction (Undergraduate)	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
FTE Student / FTE Faculty Ratio (UG & Grad)	n/a	19.2 : 1	19.0 : 1	19.4 : 1	18.8 : 1
Classes with 1-9 Students (Lectures only)	n/a	n/a	n/a	n/a	4.1%
Classes with 10-20 Students (Lectures only)	n/a	n/a	n/a	n/a	14.0%
Classes with 21-35 Students (Lectures only)	n/a	n/a	n/a	n/a	45.3%
Classes with 36-50 Students (Lectures only)	n/a	n/a	n/a	n/a	25.1%
Classes with 50+ Students (Lectures only)	n/a	n/a	n/a	n/a	11.4%
Average Credit Load per Student (UG)	14.38	14.20	14.15	14.10	14.27
Average GPA	2.87	2.87	n/a	n/a	2.86

CAL POLY WASC 2010 CPR DATA EXHIBITS

Table 6.2 - Key Asset and Maintenance Ratios

	Year 03/04	Year 04/05	Year 05/06	Year 06/07	Year 07/08*
Total Faculty Headcount	1183	1246	1239	1294	1293
Faculty 59 and Older	252	266	272	278	283
Faculty 59+ / Total Faculty	21.3%	21.3%	22.0%	21.5%	21.9%
Operating & Maintenance (O & M) Expenditures ($)	178,534,343	167,552,279	180,889,483	199,484,089	215,388,015
Total Education & General (E&G) Expenditures ($)	23,332,992	29,999,330	42,782,382	41,838,082	47,275,853
O & M / E & G	13.1%	17.9%	23.7%	21.0%	21.9%
Total Equipment Expenditures	3,689,388	2,406,592	4,780,047	6,797,990	4,858,043
Total Book value of Equipment ($)	15,433,034	14,036,401	15,161,469	17,044,519	17,623,348
Expenditures / Book Value	23.9%	17.1%	31.5%	39.9%	27.6%

* Most recent fiscal year for which audited financial statements are available

CAL POLY 2010 CPR DATA EXHIBITS

Table 6.3 - Key Financial Ratios

	Year 04/05	Year 05/06	Year 06/07	Year 07/08*
Return on Net Assets				
Change in Net Assets / total net Assets at the beginning of fiscal year	12.4%	2.5%	8.8%	0.0%
Net Income Ratio				
Change in Unrestricted Net Assets / Total Unrestricted Revenues	2.8%	4.2%	5.3%	0.0%
Operating Income Ration				
Operating Income / Total Expenses	103.3%	101.5%	95.5%	92.1%
Viability Ratio				
Expendable Net Assets / Long Term Debt	228.5%	116.4%	130.2%	120.4%
Instructional Expense per Student	$5,930	$5,982	$6,378	$6,717
Net Tuition per Student	$3,754	$4,162	$3,988	$4,256

* Most recent fiscal year for which audited financial statements are available

CAL POLY

Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Program, Degree	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?		Other than GPA, what data shows graduate achieved program LOs?																							Who uses data/evidence for purposes of program/college/institutional improvement?										Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?									
	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
College of Agriculture, Food, and Environmental Sciences																																																																																		
Agribusiness, MS		X				X							X			X			X	X							X								X	X	X						X													X					X																		
Agricultural Business, BS			X										X			X			X	X		X	X					X																														X					X																		
Agricultural Science, BS	X					X		X	X	X		X			X			X		X		X	X		X		X						X									X	X				X										X					X			X	X	X	X	X	X	X	X	X	X	X
Agricultural Systems Management, BS	X				X		X	X	X	X		X			X			X		X		X	X		X			X	X	X			X		X				X			X	X	X	X	X					X				X			X			X	X	X	X	X		X	X					
Agriculture, MS Agricultural Education (AGED) Specialization	X					X			X			X			X			X		X		X	X	X	X		X		X		X				X						X	X				X			X							X					X			X	X	X	X	X	X	X	X	X	X	X
Agriculture, MS Animal Science Specialization		X			X	X	X	X		X				X		X			X		X			X		X		X							X		X																	X		X						X																		
Agriculture, MS Crop Science (CRSC) Specialization	X		X		X						X			X	X				X		X					X								X	X	X	X			X	X														X					X				X	X											
Agriculture, MS Dairy Products Technology (DPT) Specialization	X				X									X	X				X		X			X	X		X									X		X	X	X															X		X	X					X	X																		
Agriculture, MS Environmental Horticulture Science (EHS) Specialization	X		X		X						X			X	X				X		X					X								X	X	X	X			X	X														X					X				X	X																		
Agriculture, MS Food Science and Nutrition Specialization		X												X			X			X					X			X							X		X						X													X					X				X	X																		
Agriculture, MS Irrigation Specialization		X												X			X				X					X			X							X		X						X													X																		

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Program, Degree	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?	
	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No
Agriculture, MS Plant Protection Science (PPSC) Specialization	X		X		X						X			X	X			X		X	
Agriculture, MS Soil Science (SS) Specialization	X				X		X		X	X				X	X			X		X	
Animal Science, BS	X					X	X		X	X	X			X	X			X		X	
BioResource and Agricultural Engineering, BS	X				X		X	X	X	X		X			X			X		X	
Crop Science, BS	X			X		X			X		X			X		X			X	X	
Dairy Science, BS	X					X			X	X				X	X			X			X
Earth Sciences, BS	X					X		X	X	X				X	X			X		X	
Environmental Horticultural Science, BS	X			X		X			X		X			X		X			X	X	
Environmental Management and Protection, BS	X				X				X	X	X			X	X			X		X	
Food Science, BS	X					X			X		X	X				X			X	X	
Forestry and Natural Resources, BS	X				X				X	X	X	X			X			X		X	
Forestry Science, MS	X				X				X	X	X			X	X			X			
Fruit Science, BS	X			X		X			X		X			X		X			X	X	
Nutrition, BS	X					X		X	X			X			X			X		X	
Recreation, Parks, & Tourism Administration, B.S.	X					X			X	X		X			X			X		X	
Soil Science, BS	X					X		X	X	X				X	X			X		X	

Program, Degree	Other than GPA, what data shows graduate achieved program LOs?																				
	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other
Agriculture, MS Plant Protection Science (PPSC) Specialization					X			X						X	X	X	X				X
Agriculture, MS Soil Science (SS) Specialization					X			X				X			X		X				
Animal Science, BS	X	X	X	X							X	X						X		X	
BioResource and Agricultural Engineering, BS	X	X		X			X	X	X	X		X		X			X			X	
Crop Science, BS	X	X		X			X	X	X	X				X							X
Dairy Science, BS	X	X	X	X	X		X	X	X					X	X	X	X			X	
Earth Sciences, BS	X	X																			
Environmental Horticultural Science, BS	X	X		X			X	X	X	X				X							X
Environmental Management and Protection, BS	X	X		X			X	X	X	X		X		X			X				X
Food Science, BS	X	X					X	X				X					X				
Forestry and Natural Resources, BS	X	X		X			X	X	X	X		X		X			X		X	X	X
Forestry Science, MS					X			X						X	X		X	X		X	X
Fruit Science, BS	X	X		X			X	X	X	X				X							X
Nutrition, BS	X	X					X	X						X							X
Recreation, Parks, & Tourism Administration, B.S.		X		X			X	X	X			X									
Soil Science, BS	X	X			X																

Program, Degree	Who uses data/evidence for purposes of program/college/institutional improvement?													Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?							
	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
Agriculture, MS Plant Protection Science (PPSC) Specialization	X				X	X			X					X					X	X					X	X	
Agriculture, MS Soil Science (SS) Specialization	X	X		X	X										X				X	X	X	X	X				
Animal Science, BS	X	X	X	X	X	X								X				X		X	X	X	X	X	X	X	
BioResource and Agricultural Engineering, BS	X	X	X	X	X									X					X	X	X	X	X		X	X	
Crop Science, BS	X				X	X										X		X		X	X	X	X		X	X	
Dairy Science, BS	X	X		X	X	X								X					X	X	X	X	X	X	X	X	X
Earth Sciences, BS	X	X		X	X	X								X					X	X	X					X	X
Environmental Horticultural Science, BS	X				X	X										X		X		X	X	X	X		X	X	
Environmental Management and Protection, BS	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X
Food Science, BS		X			X								X	X	X				X		X					X	
Forestry and Natural Resources, BS	X	X	X	X	X	X	X	X	X	X	X	X	X	X					X	X	X	X	X	X	X	X	X
Forestry Science, MS	X	X	X	X	X	X	X	X	X	X	X	X	X			X			X	X	X	X	X	X	X	X	X
Fruit Science, BS	X				X	X										X		X		X	X	X	X		X	X	
Nutrition, BS	X	X							X			X		X			X	X		X	X	X	X	X	X	X	X
Recreation, Parks, & Tourism Administration, B.S.	X	X			X								X		X					X	X	X	X		X	X	X
Soil Science, BS	X	X		X	X	X								X					X	X	X					X	X

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Program, Degree	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?	
	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No
Wine and Viticulture, BS			X											X	X			X		X	
College of Architectural and Environmental Design																					
Architectural Engineering, BS	X					X	X	X	X			X			X			X			
Architecture, BArch.	X				X			X	X	X	X	X			X			X		X	
Architecture, MS	X					X			X		X			X	X			X			X
City & Regional Planning, BS			X		X				X			X					X	X		X	
City & Regional Planning, MCRP			X		X				X			X					X	X		X	
Construction Management, BS	X				X				X	X		X			X			X		X	
Landscape Architecture, BLA	X								X	X	X	X					X	X		X	
Transportation Planning, MCRP/MS Engineering			X		X									X		X		X		X	
Orfalea College of Business																					
Accounting, MS - Taxation	X					X	X		X	X	X	X			X				X	X	
Business Administration, BS	X					X	X	X	X	X	X	X			X				X	X	
Business Admin, BS - Finance	X				X				X			X			X			X		X	
Business Admin, BS - Economics	X				X				X	X		X			X			X			X
Business & Technology, MS	X					X	X		X	X	X	X			X				X	X	

Program, Degree	Other than GPA, what data shows graduate achieved program LOs?																				
	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other
Wine and Viticulture, BS	X	X															X		X	X	
College of Architectural and Environmental Design																					
Architectural Engineering, BS	X			X	X		X	X	X											X	X
Architecture, BArch.	X	X	X				X			X				X							
Architecture, MS	X					X						X			X			X			
City & Regional Planning, BS	X	X	X				X		X				X				X		X		
City & Regional Planning, MCRP	X		X				X		X				X		X	X	X		X		
Construction Management, BS	X	X					X	X	X			X		X			X			X	
Landscape Architecture, BLA	X	X	X		X	X	X	X	X	X	X	X		X			X	X	X	X	
Transportation Planning, MCRP/MS Engineering	X		X				X						X		X	X	X		X		
Orfalea College of Business																					
Accounting, MS - Taxation	X			X	X		X			X				X					X	X	
Business Administration, BS	X	X		X	X		X	X	X	X				X			X	X	X	X	X
Business Admin, BS - Finance	X	X	X		X		X	X	X	X								X	X	X	
Business Admin, BS - Economics		X			X																
Business & Technology, MS			X	X	X		X					X			X	X	X			X	

Program, Degree	Who uses data/evidence for purposes of program/college/institutional improvement?													Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?							
	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
Wine and Viticulture, BS													X			X		X			X	X	X		X		
College of Architectural and Environmental Design																											
Architectural Engineering, BS	X	X	X	X	X									X					X	X	X	X			X	X	
Architecture, BArch.	X	X	X	X	X				X			X		X				X		X		X	X		X	X	
Architecture, MS	X				X				X			X		X					X		X	X	X				X
City & Regional Planning, BS	X	X	X	X	X										X			X			X	X	X	X	X	X	
City & Regional Planning, MCRP	X	X	X	X	X										X			X			X	X	X	X	X	X	
Construction Management, BS	X	X	X	X	X			X	X					X				X		X	X	X	X	X	X	X	X
Landscape Architecture, BLA		X		X	X				X					X					X	X	X	X	X	X	X	X	X
Transportation Planning, MCRP/MS Engineering	X			X	X										X			X			X	X	X	X	X	X	
Orfalea College of Business																											
Accounting, MS - Taxation	X	X	X		X	X	X		X		X			X					X	X	X	X	X	X	X	X	X
Business Administration, BS	X	X	X	X	X	X	X		X		X			X				X		X	X	X	X	X	X	X	X
Business Admin, BS - Finance		X	X		X	X	X			X				X					X	X	X	X	X		X	X	X
Business Admin, BS - Economics	X	X	X	X	X	X	X	X	X	X	X	X		X					X		X	X	X	X	X		
Business & Technology, MS	X		X		X	X	X		X		X			X					X	X	X	X	X	X	X	X	X

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Program, Degree	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?	
	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No
Industrial Technology, BS	X				X		X	X	X	X	X	X			X				X	X	
Business Administration, MBA (also includes the MBA side & degree of the Engineering Management Program (EMP)	X					X	X		X	X	X	X			X				X	X	
College of Engineering																					
Aerospace Engineering, BS	X					X	X	X	X	X	X	X			X			X		X	
Aerospace Engineering, MS	X				X				X	X		X		X	X			X		X	
Biomedical Engineering, BS	X					X	X		X	X		X			X			X		X	
Biomedical Engineering MS	X				X				X					X	X			X			X
Civil Engineering, BS	X						X					X			X			X		X	
Civil and Environmental Engineering, MS	X						X						X			X			X	X	
Computer Engineering, BS	X				X		X	X	X		X	X			X			X		X	
Computer Science, BS	X					X	X	X	X	X	X	X			X			X			
Computer Science / MS	X				X				X					X	X			X			X
Electrical Engineering, BS	X				X			X	X	X		X			X			X		X	
Electrical Engineering, MS	X				X			X	X	X		X			X			X		X	
Engineering / MS	X				X				X					X	X			X			X
Environmental Engineering, BS	X						X					X			X			X		X	
General Engineering, BS			X			X	X		X	X		X			X			X		X	
Industrial Engineering, B.S.	X				X		X	X	X	X	X	X			X			X		X	
Industrial Engineering, MS	X				X		X	X	X	X				X	X			X			X

Program, Degree	Other than GPA, what data shows graduate achieved program LOs?																				
	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other
Industrial Technology, BS	X	X			X		X	X	X					X			X			X	
Business Administration, MBA (also includes the MBA side & degree of the Engineering Management Program (EMP)	X			X	X		X													X	
College of Engineering																					
Aerospace Engineering, BS	X	X	X	X		X	X	X	X					X						X	
Aerospace Engineering, MS	X		X				X	X	X					X	X	X				X	
Biomedical Engineering, BS	X	X		X	X		X		X										X	X	X
Biomedical Engineering MS	X		X				X	X	X			X		X	X	X		X		X	
Civil Engineering, BS	X	X		X	X		X	X	X	X											
Civil and Environmental Engineering, MS														X	X	X					
Computer Engineering, BS	X	X		X	X		X	X	X		X									X	
Computer Science, BS	X	X		X			X	X	X											X	
Computer Science / MS	X		X				X	X	X		X	X		X	X	X		X		X	
Electrical Engineering, BS	X	X	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X	X
Electrical Engineering, MS	X	X	X	X	X		X	X	X	X	X	X		X	X	X		X	X	X	X
Engineering / MS	X		X				X	X	X		X	X		X	X	X		X		X	
Environmental Engineering, BS	X			X			X	X	X	X											
General Engineering, BS		X					X	X	X			X		X							
Industrial Engineering, B.S.	X	X		X	X		X	X	X					X			X			X	
Industrial Engineering, MS	X						X	X	X						X	X	X		X		

Program, Degree	Who uses data/evidence for purposes of program/college/institutional improvement?													Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?							
	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
Industrial Technology, BS	X	X			X	X	X		X		X						X		X	X	X	X	X	X	X	X	X
Business Administration, MBA (also includes the MBA side & degree of the Engineering Management Program (EMP)	X	X	X		X	X	X		X		X			X					X	X	X	X	X	X	X	X	X
College of Engineering																											
Aerospace Engineering, BS	X	X	X	X	X	X			X			X		X					X	X	X	X	X	X	X	X	X
Aerospace Engineering, MS	X	X	X	X	X	X			X			X				X	X		X	X	X	X	X	X	X	X	
Biomedical Engineering, BS	X	X	X	X	X	X								X					X	X	X	X	X	X	X	X	X
Biomedical Engineering MS	X	X	X	X	X	X			X			X				X	X			X	X	X	X	X	X	X	
Civil Engineering, BS	X	X	X	X		X								X					X	X	X	X	X	X	X	X	
Civil and Environmental Engineering, MS						X					X	X							X								
Computer Engineering, BS	X	X	X	X	X		X		X	X		X		X					X	X	X	X	X	X	X	X	X
Computer Science, BS	X	X	X	X	X	X			X	X		X		X					X	X	X	X	X	X	X	X	
Computer Science / MS	X	X	X	X	X	X			X			X				X	X	X		X	X	X	X	X	X	X	
Electrical Engineering, BS	X	X	X	X	X				X	X				X				X		X	X	X	X	X	X	X	X
Electrical Engineering, MS	X	X	X	X	X					X	X			X				X		X	X	X	X	X	X	X	X
Engineering / MS	X	X	X	X	X	X			X			X				X	X	X		X	X	X	X	X	X	X	
Environmental Engineering, BS	X	X	X	X		X								X					X	X	X	X	X	X	X	X	
General Engineering, BS	X	X		X	X				X			X		X					X	X	X	X	X	X	X	X	X
Industrial Engineering, B.S.	X	X	X	X	X	X			X			X		X				X		X	X	X	X	X	X	X	X
Industrial Engineering, MS	X	X	X	X	X	X			X			X	X				X	X		X	X	X	X	X	X	X	

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Program, Degree	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?	
	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No
Manufacturing Engineering, B.S.	X				X		X	X	X	X	X	X			X			X		X	
Materials Engineering, BS	X					X	X					X			X			X			X
Mechanical Engineering, BS	X					X		X	X	X	X	X			X			X		X	
Mechanical Engineering, MS			X											X							X
Software Engineering, BS	X					X	X	X	X	X	X	X			X			X			
College of Liberal Arts																					
Art & Design, BFA	X				X			X	X	X		X			X			X		X	
Child Development, BS	X					X					X			X	X			X		X	
Communication Studies, BA	X					X			X					X		X		X			X
English BA	X					X		X	X	X				X	X			X			X
English MA	X					X		X	X	X				X		X			X		X
Ethnic Studies, BA			X						X		X	X			X			X			X
Graphic Communication, BS	X				X				X			X			X			X		X	
History, BA	X					X			X	X	X			X			X		X	X	
History, M.A.		X												X		X			X		X
Journalism, B.S.			X			X		X		X			X			X			X	X	
Modern Languages and Literatures, B.A.	X			X				X	X	X	X			X		X			X	X	
Music, B.A.	X							X	X		X	X			X			X			X
Philosophy, B.A.	X							X	X					X			X	X		X	
Political Science, B.A.	X				X			X		X				X	X			X		X	
Psychology, B.S.	X					X					X			X	X			X		X	
Public Policy, MPP	X					X		X	X	X				X	X			X		X	
Social Sciences B.S.	X					X				X				X	X			X		X	

Program, Degree	Other than GPA, what data shows graduate achieved program LOs?																				
	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other
Manufacturing Engineering, B.S.	X	X		X	X		X	X	X					X			X			X	
Materials Engineering, BS		X	X	X			X	X												X	
Mechanical Engineering, BS	X	X	X	X	X		X	X	X	X				X						X	
Mechanical Engineering, MS			X		X										X						
Software Engineering, BS	X	X		X			X	X	X											X	
College of Liberal Arts																					
Art & Design, BFA		X	X			X	X	X	X								X		X	X	
Child Development, BS		X		X			X	X												X	X
Communication Studies, BA					X		X	X													
English BA		X		X			X	X									X				
English MA					X		X													X	
Ethnic Studies, BA		X																			X
Graphic Communication, BS	X	X							X											X	X
History, BA	X	X																			
History, M.A.																					X
Journalism, B.S.	X	X																			X
Modern Languages and Literatures, B.A.		X		X								X									
Music, B.A.		X	X		X	X															
Philosophy, B.A.		X			X			X												X	
Political Science, B.A.	X	X					X												X	X	
Psychology, B.S.		X		X			X	X				X								X	X
Public Policy, MPP	X				X			X								X			X	X	
Social Sciences B.S.					X		X														

Program, Degree	Who uses data/evidence for purposes of program/college/institutional improvement?													Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?							
	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
Manufacturing Engineering, B.S.	X	X	X	X	X	X			X			X		X				X		X	X	X	X	X	X	X	X
Materials Engineering, BS	X	X	X	X	X		X							X				X		X	X	X	X		X	X	
Mechanical Engineering, BS	X	X		X	X	X			X					X					X	X	X	X	X	X	X	X	X
Mechanical Engineering, MS		X		X	X		X		X							X			X	X	X	X	X	X	X	X	X
Software Engineering, BS	X	X	X	X	X	X			X	X		X		X					X	X	X	X	X	X	X	X	
College of Liberal Arts																											
Art & Design, BFA		X												X				X		X	X	X	X		X	X	
Child Development, BS		X	X		X	X										X			X	X	X	X			X		
Communication Studies, BA		X			X									X				X		X	X	X				X	
English BA		X			X	X							X	X					X	X	X	X	X	X	X		
English MA		X			X	X							X			X			X	X	X	X	X	X	X		
Ethnic Studies, BA	X		X		X											X				X			X	X	X		
Graphic Communication, BS	X	X		X	X								X	X				X		X	X		X	X	X	X	
History, BA		X				X			X			X	X	X					X	X	X	X	X	X	X	X	X
History, M.A.													X		X				X	X	X		X		X	X	X
Journalism, B.S.	X	X			X											X		X									
Modern Languages and Literatures, B.A.	X				X											X			X								
Music, B.A.	X	X	X	X	X			X	X			X				X			X	X	X	X	X		X	x	
Philosophy, B.A.	X	X	X		X	X		X	X			X		X					X	X	X	X	X	X	X	X	X
Political Science, B.A.		X	X	X	X										X			X		X	X	X	X		X	X	
Psychology, B.S.		X	X			X														X	X	X			X	X	
Public Policy, MPP		X	X	X	X											X		X		X	X	X	X	X	X	X	
Social Sciences B.S.		X												X					X	X			X		X		

Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with accreditation standards / requirements?			Program LOs aligned with college LOs?			Have program LOs been aligned with university LOs?		Faculty interested in course objectives development workshop?		Other than GPA, what data shows graduate achieved program LOs?																					Who uses data/evidence for purposes of program/college/institutional improvement?													Does program have assessment plan to collect data for all program learning goals in one program review cycle?				Considered ePortfolio or outcome mgmt. systems?		How are findings used?							
Program, Degree	Yes	No	Under Development	Under revision	All Course Syllabi	Some Course Syllabi	Catalog	Department Website	Internal dept documents	New course/curric. Proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No	Capstone Courses	Senior Project	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure Exam	Student Focus Groups	Student Interviews	Case Study	Placement Rates	Graduate Thesis	Graduate Project	Exit Interviews	Peer assessment of work	Internship Review	Advisory Board Feedback	Other	Dept. Assess. Faculty	Dept. - Entire Faculty	Dept. Assessment Comm.	Dept. Curriculum Comm.	Dept. Chair/Head	College Assess. Comm.	College Curriculum Comm.	College Staff	College Administrator(s)	Acad. Senate Curric. Comm.	Univ. Acad. Assess. Council	Univ. Administrator(s)	Other	Yes	No	Under Development	Under revision	Yes	No	Improve assess. process	Curriculum improvement	Examine curriculum content	Examine skill development in curric.	Change in pedagogy	Stimulate faculty discussion	Re-examine program LO's	Engage students
Theatre, B.A.	X							X	X	X	X			X	X			X		X		X	X	X	X			X	X				X							X			X				X	X	X		X				X			X			X	X	X	X	X	X	X	X	X
College of Science & Mathematics																																																																					
Biological Sciences, BS	X										X			X	X			X		X		X	X		X			X	X						X								X	X	X	X	X	X										X		X		X	X	X	X	X	X	X	X
Biological Sciences, MS	X										X			X	X			X		X		X	X			X									X	X	X						X		X	X	X	X										X		X		X	X	X	X	X	X	X	X
Ed.D.	X						X	X				X			X			X			X					X		X						X		X	X					X	X			X	X				X				X			X		X		X	X	X			X	X	
Education, MA (specialization in Special Education)	X				X				X		X	X			X				X		X	X				X	X	X									X				X	X													X	X				X		X	X	X	X	X	X	X	X
Educational Leadership & Administration, MA	X				X				X	X		X			X			X		X		X		X	X	X	X	X	X	X			X		X	X		X			X		X	X	X	X	X	X	X	X	X	X	X	X		X				X		X	X	X	X	X	X	X	X
Kinesiology, BS				X					X					X			X		X	X					X																	X	X	X	X		X	X									X	X			X								
Kinesiology, MS		X												X			X		X	X									X														X	X	X		X	X									X	X			X								
Liberal Studies, BA	X					X	X	X		X		X					X	X			X	X	X					X	X		X							X					X	X			X								X		X						X			X			
Liberal Studies, BS	X					X	X	X		X		X					X	X			X	X	X					X	X		X							X					X	X			X								X		X						X			X			X
Microbiology B.S.	X										X			X	X			X		X		X	X		X			X	X						X								X	X	X	X	X	X										X		X		X	X	X	X	X	X	X	X
Mathematics, BS	X								X					X			X	X			X	X	X		X	X																	X	X	X	X	X	X									X				X	X		X	X		X		
Mathematics, MS	X								X					X			X		X		X																					X	X				X								X		X				X						X		
Physics, BA	X							X	X					X			X	X		X			X	X	X			X	X									X				X	X		X	X	X	X									X			X		X	X	X	X	X	X	X	
Physics, BS	X							X	X					X			X	X		X			X	X	X			X	X									X				X	X		X	X	X	X									X			X		X	X	X	X	X	X	X	
Preliminary Multiple Subject Credential	X				X							X			X				X		X	X			X			X	X	X			X								X		X	X			X	X			X				X	X				X		X	X	X		X	X		X
Single Subject Teaching Credential	X				X				X	X	X	X					X	X			X			X	X	X	X	X		X	X										X	X		X			X			X	X			X		X				X		X	X	X	X	X	X	X	X
Statistics, BS	X							X	X	X				X	X			X			X	X	X	X	X			X																X		X	X	X								X				X		X	X	X	X	X	X	X	

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

Student Affairs Division Programs	Have formal program LOs (learning outcomes) been developed?				Where are the program LOs published?							Program LOs aligned with CAS or WASC accreditation standards / requirements?			Program LOs aligned with division LOs?			Program LOs aligned with university LOs?		Staff interest in LO develop. workshop?		Data/evidence being used to demonstrate student participants have achieved stated program LOs?															Who uses data/evidence for program improvement?										How are findings used?								
	Yes	No	Under Development	Under revision	All in program/Workshop Outlines	Some in Program/Workshop Outlines	Catalog/Brochure	Dept. web page	Internal dept documents	New program proposals	Other	Yes	No	Does not apply	Yes	No	Does not apply	Yes	No	Yes	No	Public Performance/exhibit	Embedded Questions	Comp. Assess. Exam	Embedded Questions	Portfolio Review	Student Survey	Alumni Survey	Employer Survey	Licensure/Certification Exam	Student Focus Groups	Student Interviews	Case Study	Exit Interviews	Internship Review	Advisory Board Feedback	Peer Assessment of Student Work	Other	Dept. Staff assigned to Assessment	Entire Dept. Staff	Dept. Assessment Comm.	Dept. Program Committee	Dept. Director/Head	Student Affairs Council	Division Staff	Division Administrator(s)	University Acad. Assessment Council	University Administrator(s)	Other	Improve assess. process	Curriculum improvement	Examine curric. content coverage	Examine skill development in curric.	Change in pedagogy	Stimulate staff discussion on student learning	Re-examine program LO's	Engage students in their own learning
Student Academic Services																																																								
Academic Skills Center	X				X		X	X	X			X			X			X		X						X											X	X		X	X							X	X	X	X	X	X	X	X
Advising	X				X				X			X			X			X		X			X			X											X	X		X	X							X	X	X	X		X	X	X
Career Services	X							X	X			X			X			X		X						X										X		X			X	X	X	X	X				X	X	X	X		X	X	X
Educational Opportunity Program: First Year Seminars	X				X		X	X	X			X			X			X		X			X			X											X	X		X	X	X	X	X				X	X	X	X	X	X	X	X
Instructional Student Assistant Training	X				X		X	X	X			X			X			X		X			X			X											X	X		X	X							X	X	X	X	X	X	X	X
Office of Student Rights & Responsibilities	X							X				X			X			X			X		X																		X							X	X					X	
Study Sessions	X				X		X	X	X			X			X			X		X			X			X										X	X	X		X	X						X	X	X	X	X		X	X	X
Supplemental Workshops in Science and Math	X				X		X	X	X			X			X			X		X			X			X										X	X	X		X	X						X	X	X		X		X	X	X
Upward Bound Summer Program	X				X			X	X			X			X			X		X			X			X										X	X	X		X	X		X	X			X	X	X	X	X	X	X	X	X
Student Affairs Division																																																								
Student Life and Leadership	X							X	X	X		X						X		X		X				X				X	X								X																	X

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Data Exhibit 7.1: Inventory of Educational Effectiveness Indicators AY 2008-09

	Have formal program Los (learning outcomes) been developed?				Where are the program LOs published?					Have program LOs been aligned with university LOs?		What data/evidence is being used to demonstrate that programs participants achieved stated program LOs?						Who uses data/evidence?					Does program have an assessment plan to collect data for all program learning goals?				How are findings used?						
Other Programs	**Yes**	**No**	**Under Development**	**Under revision**	**Programming materials**	**Program Web Page**	**Internal documents**	**Event Publications**	**Other**	**Yes**	**No**	**Student Survey**	**Student Interviews**	**Alumni Surveys**	**Learning Inventory**	**Student Focus Groups**	**Other**	**Event Planners**	**Program Staff**	**Program Director**	**Academic Programs Office**	**Other**	**Yes**	**No**	**Under Development**	**Under revision**	**Improve assessment process**	**Program improvement**	**Examine program content**	**Examine development in program**	**Stimulate staff discussion on student learning**	**Re-examine program learning outcomes**	**Engage students' in their own learning**
Honors			X																X	X	X				X			X	X	X	X	X	X
International Education and Programs	X				X	X	X	X		X		X	X		X	X	X	X	X	X					X		X	X	X	X	X	X	X

Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certificated program	Prof'l, special, state[1], or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency and selected by program faculty	For one indicator, provide 3 years' trend data. Insert hyperlink in cell for graph if desired.
Aerospace Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors, Faculty. Direct assessment of senior design, senior project. IAB evaluation of senior projects. Graduate writing requirement. Senior portfolio. Grad school stats.	(Computer Skills) Graduation senior surveys indicated need to improve programming skills, which resulted in a curriculum change - bringing programming into a required major course.
Architectural Engineering, BS	ABET - EAC	2008-2009	(1) Need broader interdisciplinary experience and better student understanding of ethics and professional responsibility. (2) Classrooms, laboratories and associated equipment are outdated and in need of maintenance and repair.	An ability to apply knowledge of mathematics, science and engineering to building structures and materials.	ARCE!A1
Architecture, BArch	NAAB	2004-2004	(1) 12.29 Comprehensive Design. (2) Financial strain, college based fees not a viable long-term solution. (3) Recruitment and retention of faculty. (4) Inadequate advising services. (5) Limited range of opportunities for on-campus studios/instructors for fourth year.	Pass rates for Architect Registration Exam	ARCH!A1
Art and Design, BFA	NASAD	2006-2007	(1) Development of five year plan from revised mission statement and goals/objectives. (2) Remediate health and safety issues. (3) Hiring plan for faculty in two key areas.	Graduation rates	ART!A1
BioResource and Agricultural Engineering, BS	ABET - EAC	2008-2009	(1) Institutional support and financial resources (student approved fees/Irrigation Training Research Center) that provide funds for facilities and equipment in jeopardy of being lost. Currently vacant staff position be covered by faculty who already have heavy teaching/advising load. (2) Professional and ethical responsibility is covered and assessed somewhat loosely. (3) Better documentation of efforts to encourage life-long learning behaviors in students.	Fundamentals of Engineering Exam	BRAE!A1
College of Business ● **Business Administration, BS** ● **Economics, BS** ● **Business Administration, MBA** ● **Accounting Taxation, MSA - Tax** ● **Industrial Technology, BS** ● **Business and Technology, MS** (Program suspended due to low enrollment)	AACSB AACSB/ATMAE AACSB/ATMAE	2008-2009 2008-2009(AACSB) 2009-2010 (ATMAE) 2008-2009(AACSB) 2009-2010 (ATMAE)	(1) Must have a clear and published Mission. (2) Must have broad learning goals identified by each program. (3) Must specify relative emphasis on teaching, intellectual contributions, and service. (4) College's activities must be consistent with Mission. (5) Should demonstrate continuous efforts to achieve demographic diversity. (6) A formal periodic review process should exist for reappointment, promotion, and tenure decisions that will produce results consistent with the school's mission and objectives. Within the total criteria used for evaluation, attention should be given to course development, effective teaching, and instructional innovations. Provide guidance on the types of publications and other forms of scholarly activity that will be valued by the college in light of its new mission. (7) Refinements to the degree level objectives and must be reflective of the mission statement. (8) The school should state additional requirements for completion of the undergraduate business degree consistent with its mission Majors or specializations should be consistent with the institutional mission and the availability of resources. For MBA Program only please include: (9)Define the learning goals for each master's level general management programs - includes both conceptual and operational definitions. (10) Show that students meet all of the learning goals for master's level general management programs. Or, if assessment demonstrates that learning goals are not being met, describe efforts that have been instituted to eliminate the discrepancy. (11) Report on the process and end result of the revision of the MBA degree including the process that will be used for implementing the revision.	ETS Major Field Test in discipline Embedded Assessment Embedded Assessment N/A	BUS!A1 ACCT - TAX'!A1 IT!A1 N/A
Construction Management, BS	ACCE	Spring 2008	(1) Faculty salaries are not comparable with other institutions/industries. (2) a viable faculty mentoring program is not functioning in all cases. (3) Industry Advisory Committee should meet two times per year.	Median starting salaries for graduates	CM!A1

Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certificated program	Prof'l, special, state[1], or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency and selected by program faculty	For one indicator, provide 3 years' trend data. Insert hyperlink in cell for graph if desired.
City and Regional Planning, BS	PAB	2004-2005	(1) Both undergraduate and graduate program faculty to student ratio exceeds PAB guidelines. PAB recommends hiring additional staff member for each program. (2) Increase resources and decrease teaching loads as needed for junior faculty to increase academic output and dissemination. (3)Continuing Education criterion is not met as programs need to expand their educational outreach to professionals and the public. (4) Recruitment and composition criterion for students remains a challenge as we have no control over undergraduate admissions and graduate admissions results in our ability to offer funds to students of color. (5) Financial instructional resources partially met criterion with additional advancement efforts recommended.	Diversity of student body	CRP!A1
Civil Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors, Alumni, Faculty. Direct assessment of Senior/Final Exam, Capstone/Senior project and via FE Exam.	(Math/Computer) On FE Exam, data over 5 years (measured twice / year) indicated only average performance on math skills and below average on computer skills. CE introduced a new required course in numerical methods.
Computer Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors, Alumni, Faculty. Direct assessment via Senior Exam /Final Exam, Capstone/Senior project	(Team Skills) Measured by a variety of instruments: Senior Exam (F06) 98%, Senior Exam (W07) 94%, Senior Survey (Sp07) 75%, Senior Survey (Sp08) 94%. Indicate reasonable abilities, after creation of a new capstone experience with team projects.
Computer Science, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Faculty. Direct assessment of Senior project and student work	(Ethics) Senior survey question 'How well are you prepared to understand contemporary legal, social and ethical issues in computing?' Responses from 2003 to 2008: 3.87, 3.81, 3.75, 3.89, 3.89, 3.97 (scale 1 low - 5 best). Data shows improvement after creation of new required course on ethical responsibilities.
School of Education **• Agricultural Specialist, BS** **• Administrative Services** **• Educational Specialist** **• Pupil Personnel Services** **• Multiple Subject Teaching** **• Single Subject Teaching**	NCATE/CCTC		Accreditation with stipulations June 1998, stipulations removed March 1999	School of Education candidates in teaching/practicum experience for initial and advanced credential programs.	SOE!A1
Electrical Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors. Direct assessment of Senior/Final Exam, Capstone/Senior project.	(Math) Results of Senior Exam in Math area for W06, F 06, F 07, W 08 were 60%, 71%, 60%, 74% respectively. Poorer math skills were observed in many venues. STAT 350 was added and the differential equations course was changed to add linear algebra topics.
Environmental Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors, Alumni, Faculty. Direct assessment of Senior/Final Exam, Capstone/Senior project	(Communications) Employer Survey 2004, & 2006, Ranked low in performance and high in importance. On alumni surveys in W 07 and W 08, written communication skills were ranked at 50% and 60%. Report writing was ranked at 4/5 on a senior survey in W 08.
Forestry and Natural Resources, BS	SAF	2003-2004	(1) Improvement of orientation and advising materials. (2) Maintain/enhance Quality while striving to meet CSU requirement. (3) Improvement of Senior Project procedures. (4) Improvement of graduation rates. (5) Establish program learning student learning outcomes. (6) Improvement of change of major policies. (7) Seek to cross list between FNR and REC.	Progress to graduation.	FNR!A1

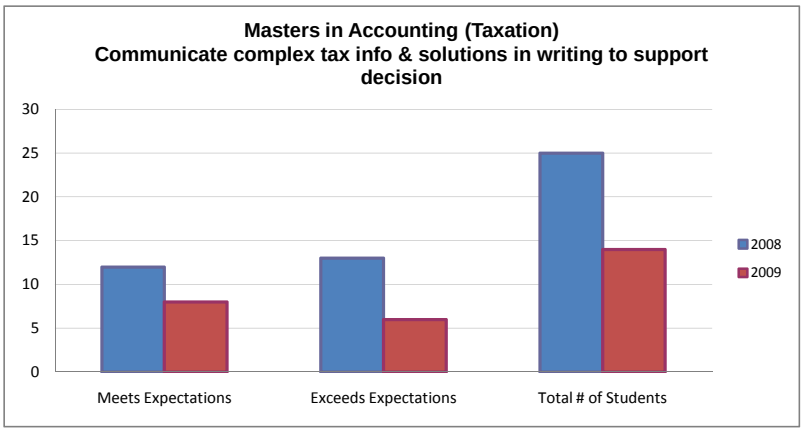
Inventory of Concurrent Accreditation and Key Performance Indicators

Name of accredited or certificated program	Prof'l, special, state[1], or programmatic accreditation agency for this program	Date of most recent accreditation action by agency	Summary ("bullet points") of key issues for continuing institutional attention identified in agency action letter or report	One performance indicator accepted by the agency and selected by program faculty	For one indicator, provide 3 years' trend data. Insert hyperlink in cell for graph if desired.
Graphic Communication, BS	ACCGC	2002-2003	(1) Develop programmatic outcomes assessment matrix that defines the curriculum. (2) Establish procedures to close assessment loop through advisory board validation and graduate/employer surveys. (3) Establish a common format for department syllabi.	Graduate placement	GRC!A1
Industrial Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Alumni. Direct assessment of Senior/Final Exam, Capstone/Senior project	(Math/Probability & Stats) Students scored 72%, 62% 58% and 59% for questions addressing math skills on a senior exam, in W 07, Sp 07, F 08, Sp 08. Students ranked math skills at 4.36, 4.23 and 4.33 (out of 5) in W 07, Sp 07, and W 08, on a senior survey. A required statistics course was changed to reduce curricular overlap and the prerequisite chain was adjusted.
Landscape Architecture, BS	ASLA - LAAB	July 2008	(1) Evaluate current advising structure and consider alternatives for dispersing work load. (2) Examine student/faculty ratios and their relationship to ability of program to meet objectives. (3) Assess support for all faculty to assure success in their professional development. (4) Address all areas of instructional facilities to ensure faculty, students and staff have access to the facilities and equipment necessary for conducting professional studies.	Degrees awarded	LA!A1
Manufacturing Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Alumni. Direct assessment of Senior/Final Exam, Capstone/Senior project	(Math/Probability & Stats) Students scored 70%, 77% 50% and 61% for questions addressing math skills on a senior exam, in W 07, Sp 07, F 08, Sp 08. Students ranked math skills at 3.67 and 3.56 (out of 5) in W 07, Sp 07, and W 08, on a senior survey. A required statistics course was changed to reduce curricular overlap and the prerequisite chain was adjusted.
Materials Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer. Direct assessment of Capstone/Senior project	(Ethics & Communications) Employer Survey 2004, & 2006, Ranked low in performance and high in important.
Mechanical Engineering, BS	ABET - EAC	2002-2003	Confidential, according to ABET requirements	Surveys: Senior, Employer, Industry Advisors, Alumni, Faculty. Direct assessment of Senior/Final Exam, Capstone/Senior project, embedded exam and homework questions	(Math) Students' scores on the Fundamentals in Engineering exam varied from 0.98 to 1.12 (ratio with respect to national average). Faculty are making efforts to reinforce skills throughout major courses.
Nutrition, BS with Dietetics Internship	ADA/CADE	2004-2005	Completions of core competencies in three standards are set by CADE. New standards/competencies for next review cycle.	Internship acceptance rate and National Registered Dietician exam passage.	FSN!A1
Music, BA	NASM	2008-2009 (reaccreditation pending)	(1) Facilities expansion/improvement is the primary challenge. (2) Adequate funding for maintenance/replacement of aging instruments. (3) Adequate offerings from overall GE program to help facilitate student graduation rates in a reasonable time-frame.	Mid-point exam indicator evaluates progress for majors in for key areas: Theory, Musicianship, Performance and Piano Proficiency	MU!A1
Recreation, Parks and Tourism Administration, BS	NRPA	2004-2006	(1) Inadequate resources for program - increase 5 to 7 full-time faculty since 2005. (2) Coordinator release time inadequate - increase 25%-50% in 2009, reclassify ad Department Head. (3) Lacking ethnic diversity among faculty. (4) One have-time office staff person inadequate - increase to 3/4 time in 2009.	Ongoing evaluation and development of the student advisory process including academic advising and professional and career advising.	REC!A1
Software Engineering, BS	ABET - EAC	2008-2009	Confidential, according to ABET requirements	Surveys: Employer, Faculty. Direct assessment of capstone.	(Ethics) Employer Survey 2004, & 2006, Ranked low in performance and high in importance. In questions regarding intellectual property issues, students met expectations in an embedded question in CSC 402, but failed to meet expectations on questions in CSC 300 in F 07 and in Sp 08.

[1] Within the WASC region only

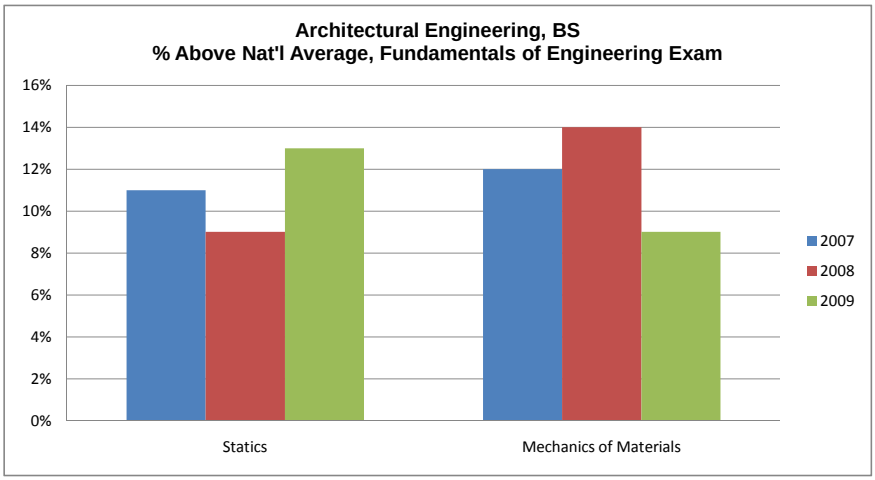
MSA - Masters in Accounting (Taxation)
KPI - Learning Objective 5.2: Communicate complex tax information and solutions in writing to support decision making.

	2008	2009
Does Not Meet Expectations	0	0
Meets Expectations	12	8
Exceeds Expectations	13	6
Total # of Students	25	14



Architectural Engineering, BS
KPI - Percent Above National Average on Fundamentals of Engineering Exam

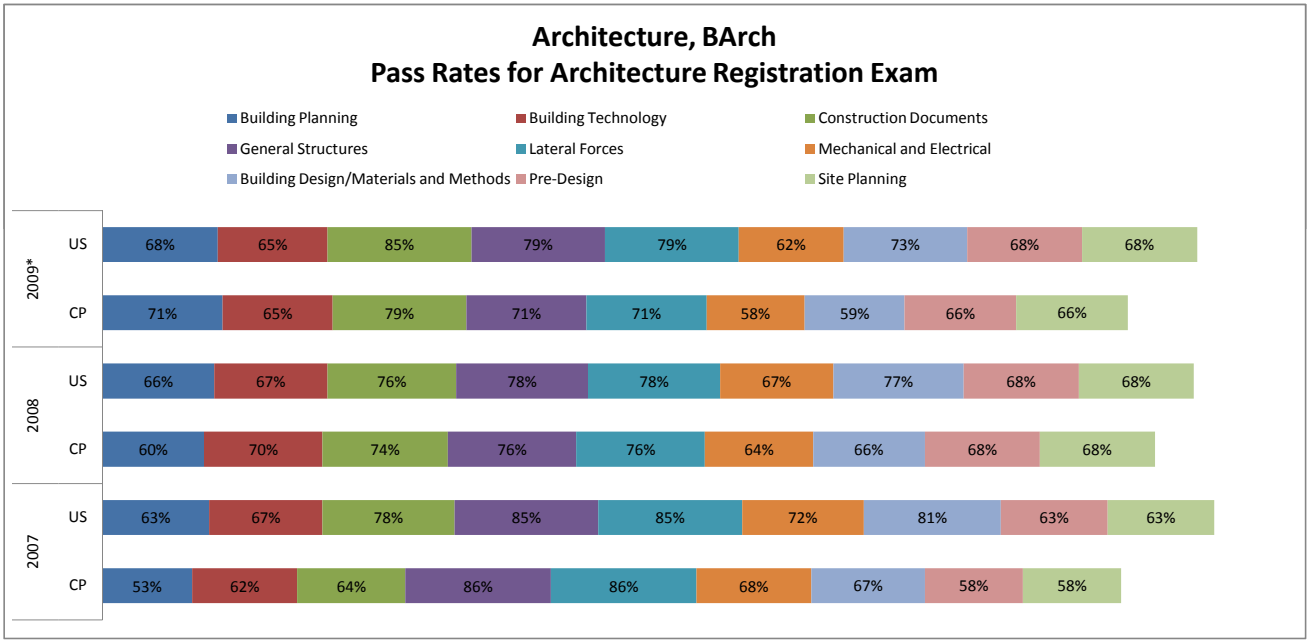
	2007	2008	2009
Statics	11%	9%	13%
Mechanics of Materials	12%	14%	9%



Architechture
KPI - Pass Rates for Architect Registration Exam

Division	2007		2008		2009*		Average	
	CP	US	CP	US	CP	US	CP	US
Building Planning	53%	63%	60%	66%	71%	68%	**61%**	**66%**
Building Technology	62%	67%	70%	67%	65%	65%	**66%**	**66%**
Construction Documents	64%	78%	74%	76%	79%	85%	**72%**	**80%**
General Structures	71%	73%	67%	73%	71%	74%	**70%**	**73%**
Lateral Forces	86%	85%	76%	78%	71%	79%	**78%**	**81%**
Mechanical and Electrical	68%	72%	64%	67%	58%	62%	**63%**	**67%**
Building Design / Materials and Methods	67%	81%	66%	77%	59%	73%	**64%**	**77%**
Pre-Design	67%	83%	76%	83%	70%	76%	**71%**	**81%**
Site Planning	58%	63%	68%	68%	66%	68%	**64%**	**66%**
Building Design and Construction Systems	N/A	N/A	0%	36%	45%	46%	**23%**	**41%**
Building Systems	N/A	N/A	67%	55%	67%	55%	**67%**	**55%**
Construction Documents and Services	N/A	N/A	33%	52%	54%	64%	**44%**	**58%**
Programming Planning and Practice	N/A	N/A	33%	44%	18%	58%	**26%**	**51%**
Schematic Design	N/A	N/A	50%	63%	71%	57%	**61%**	**60%**
Site Planning and Design	N/A	N/A	50%	45%	69%	63%	**60%**	**54%**
Structural Systems	N/A	N/A	0%	60%	86%	54%	**43%**	**57%**

*** January thru June**



Art and Design, BA
KPI - Six Year Graduation Rate

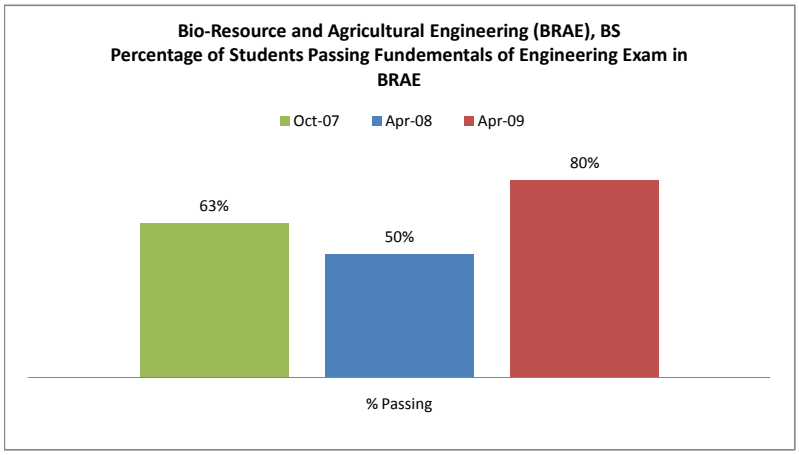
ART AND DESIGN PROGRAM PROFILE
Persistence Information - Six-Year Rates

08:04 Tuesday, November 24, 2009

	Fall 1998	Fall 1999	Fall 2000	Fall 2001	Fall 2002
Original cohort	28	30	27	24	15
Exclusions	0	0	0	0	0
Revised cohort	28	30	27	24	15
Six-Year graduation rate of revised rohort	75.0%	83.3%	81.5%	75.0%	100.0%
Revised cohort still enrolled after six years	0.0%	3.3%	3.7%	4.2%	0.0%
No major change	28	28	26	23	15
Six-Year graduation rate of those with no major change	75.0%	82.1%	80.8%	78.3%	100.0%
Those with no major change still enrolled after six years	0.0%	3.6%	3.8%	0.0%	0.0%
Changed out (Exports)	0	2	1	1	0
Six-Year graduation rate of exports	--	100.0%	100.0%	0.0%	--
Exports still enrolled after six years	--	0.0%	0.0%	100.0%	--
Changed in (Imports)	6	5	10	10	7
Six-Year graduation rate of imports	100.0%	60.0%	80.0%	90.0%	71.4%
Imports still enrolled after six years	0.0%	20.0%	20.0%	10.0%	14.3%
ADJUSTED COHORT (Revised+Imports-Exports)	**34**	**33**	**36**	**33**	**22**
SIX-YEAR GRADUATION RATE OF ADJUSTED COHORT	**79.4%**	**78.8%**	**80.6%**	**81.8%**	**90.9%**
ADJUSTED COHORT STILL ENROLLED AFTER SIX YEARS	**0.0%**	**6.1%**	**8.3%**	**3.0%**	**4.5%**

Bio-Resource and Agricultural Engineering, BS
KPI - Percentage of students passing Fundamentals of Engineering Exam in BRAE

	Oct-07	Apr-08	Apr-09
No. Examinees	8	12	15
No. Passing	5	6	12
% Passing	63%	50%	80%



ETS-MFT DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES

Test: Business Administration

16-Jun-09

TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	2	99
185-189	7	94
180-184	7	89
175-179	16	78
170-174	19	65
165-169	23	49
160-164	24	33
155-159	9	28
150-154	17	16
145-149	11	9
140-144	3	7
135-139	5	4
130-134	2	3
125-129	4	0
120-124	0	0
	Mean	Standard Deviation
Total Test Scaled Score	163	12

Students responding to less than 50% of the questions:	1
Students in frequency distribution:	149
Students tested:	150

ETS-MFT DEPARTMENTAL SUMMARY OF TOTAL TEST AND SUBSCORES

Test: Business Administration

27-May-08

TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	1	99
185-189	7	89
180-184	7	79
175-179	10	66
170-174	10	62
165-169	11	37
160-164	7	27
155-159	9	15
150-154	4	10
145-149	2	7
140-144	4	1
135-139	0	1
130-134	0	1
125-129	1	0
120-124	0	0
	Mean	Standard Deviation
Total Test Scaled Score	168	13

Students responding to less than 50% of the questions:	0
Students in frequency distribution:	73
Students tested:	73

Test: Masters in Business Administration (MBA)

16-Jun-09

TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
300	0	100
295-299	0	100
290-294	2	99
285-289	7	94
280-284	7	89
275-279	16	78
270-274	19	65
265-269	**23**	**49**
260-264	24	33
255-259	**9**	28
250-254	**17**	16
245-249	11	9
240-244	3	7
235-239	5	4
230-234	2	3
225-229	4	0
220-224	0	0
	Mean	Standard Deviation
Total Test Scaled Score	266	11

Students responding to less than 50% of the questions:	0
Students in frequency distribution:	39
Students tested:	39

Test: Masters in Business Administration (MBA)

11-Jun-08

TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
300	0	100
295-299	0	100
290-294	1	99
285-289	7	89
280-284	7	79
275-279	10	66
270-274	10	62
265-269	**11**	**37**
260-264	7	27
255-259	9	15
250-254	4	10
245-249	2	7
240-244	4	1
235-239	0	1
230-234	0	1
225-229	1	0
220-224	0	0
	Mean	Standard Deviation
Total Test Scaled Score	265	11

Students responding to less than 50% of the questions:	0
Students in frequency distribution:	44
Students tested:	44

Test: Economics

May 29, 2009

TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	6	78
175-179	0	78
170-174	3	67
165-169	**8**	**37**
160-164	3	26
155-159	3	15
150-154	2	7
145-149	1	4
140-144	1	0
135-139	0	0
130-134	0	0
125-129	0	0
120-124	0	0
	Mean	Standard Deviation
Total Test Scaled Score	167	11

Students responding to less than 50% of the questions:	1
Students in frequency distribution:	27
Students tested:	**27**

Test: Economics

9-Jan-09

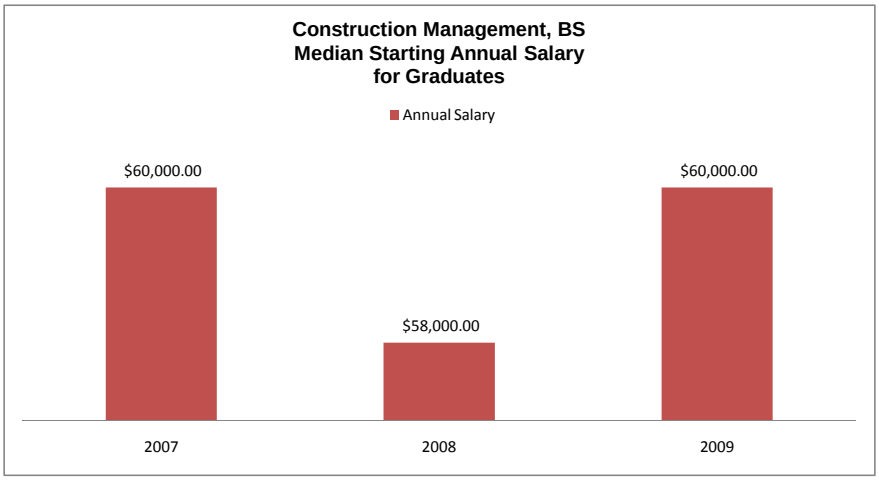
TOTAL TEST

Scaled Score Range	Number in Range	Percent Below
200	0	100
195-199	0	100
190-194	0	100
185-189	0	100
180-184	0	100
175-179	0	100
170-174	1	94
165-169	2	83
160-164	1	78
155-159	6	44
150-154	**2**	**33**
145-149	1	28
140-144	3	11
135-139	0	11
130-134	2	0
125-129	0	0
120-124	0	0
	Mean	Standard Deviation
Total Test Scaled Score	153	12

Students responding to less than 50% of the questions:	0
Students in frequency distribution:	18
Students tested:	**18**

Construction Management, BS
KPI - Median Starting Salaries for Graduates

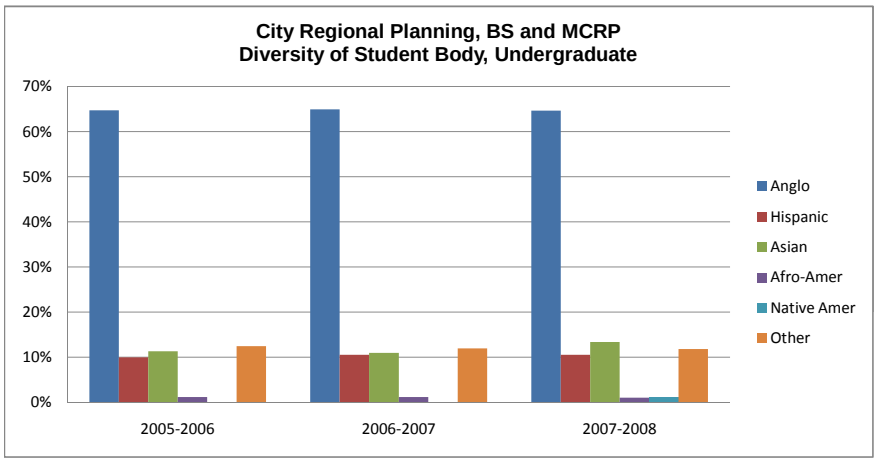
Year Graduated	Annual Salary
2007	$ 60,000.00
2008	$ 58,000.00
2009	$ 60,000.00

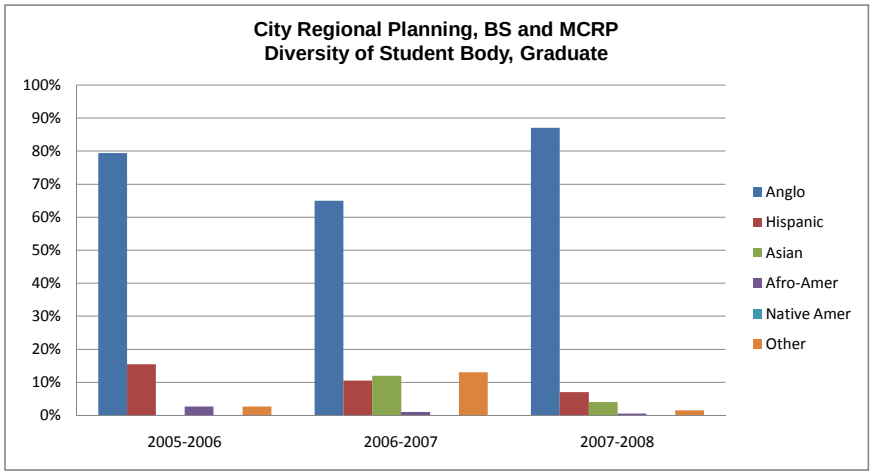


City Regional Planning, PS and MCRP
KPI - Diversity of Student Body

CRP Diversity, Undergraduate			
	2005-2006	2006-2007	2007-2008
Anglo	65%	65%	65%
Hispanic	10%	11%	11%
Asian	11%	11%	13%
Afro-Amer	1%	1%	1%
Native Amer	<1.00%	0%	1%
Other	12%	12%	12%

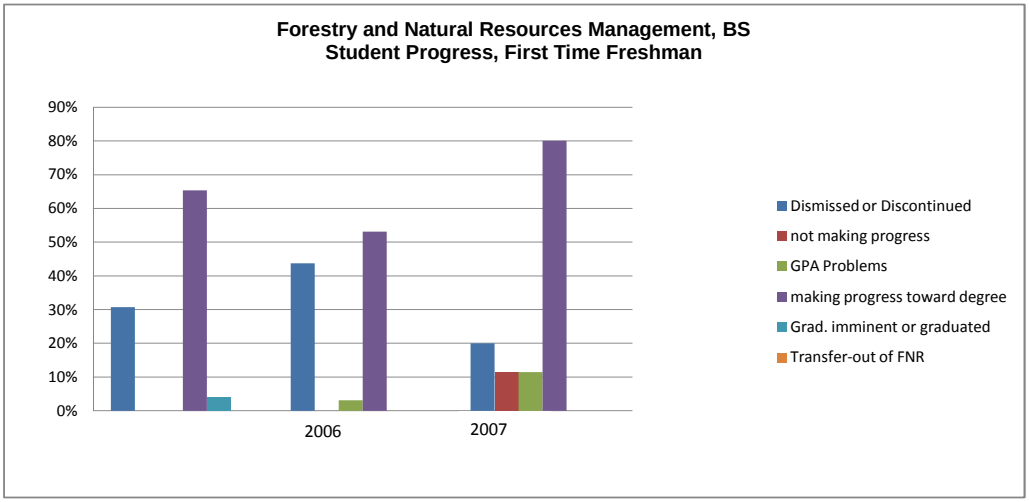
CRP Diversity, Graduate			
	2005-2006	2006-2007	2007-2008
Anglo	79%	65%	87%
Hispanic	15%	11%	7%
Asian	0%	12%	4%
Afro-Amer	3%	1%	1%
Native Amer	0%	0%	0%
Other	3%	13%	2%

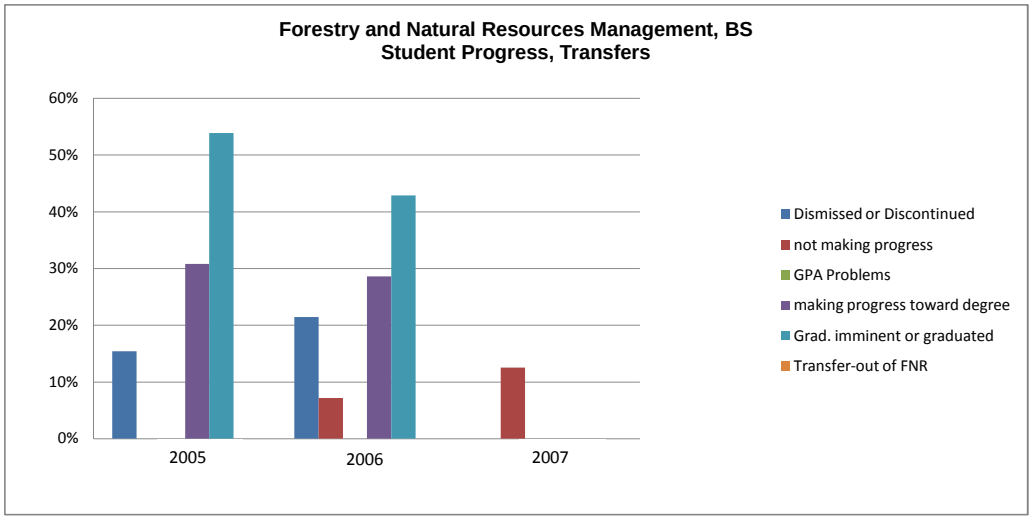




Forestry and Natural Resources Management
Student Progress

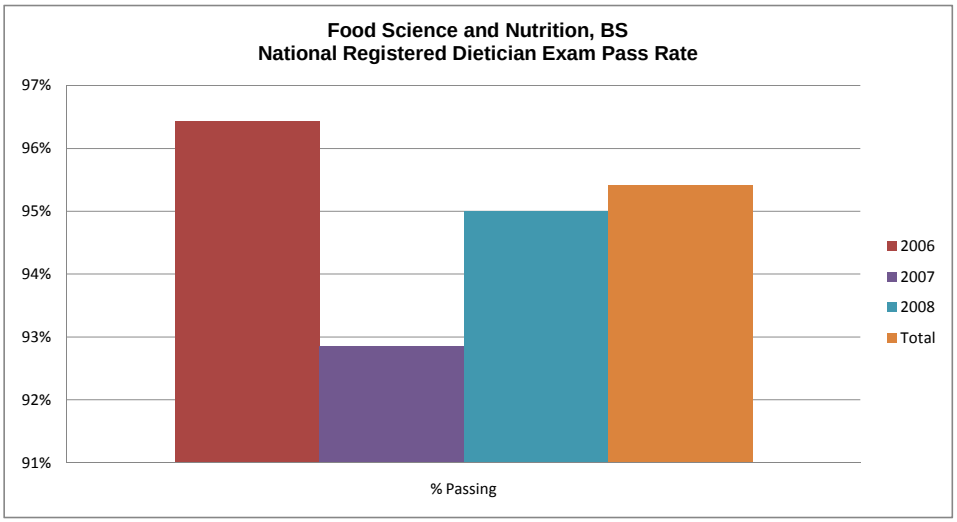
Student Status & Cohort	2005		2006		2007	
	1st year	Transfer	1st Year	Transfer	First Year	Transfer
Dismissed or Discontinued	31%	15%	44%	21%	20%	0.0%
not making progress	0%	0%	0%	7%	11%	13%
GPA Problems	0%	0%	3%	0%	11%	0%
making progress toward degree	65%	31%	53%	29%	80%	0%
Grad. imminent or graduated	4%	54%	0%	43%	0%	0%
Transfer-out of FNR	0%	0%	0%	0%	0%	0%





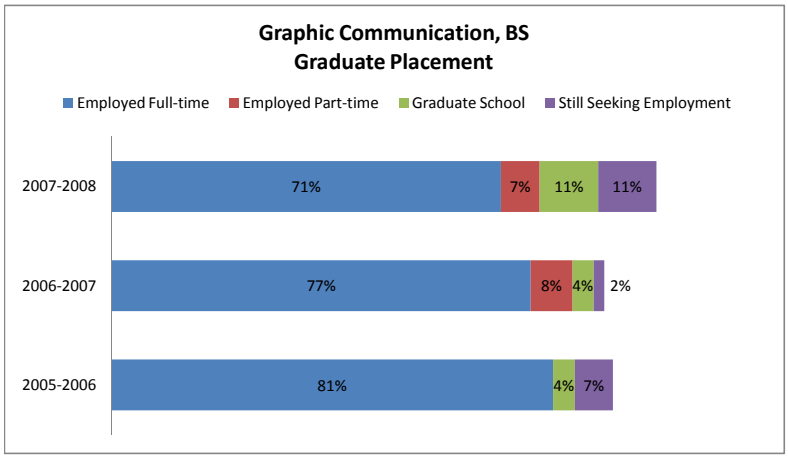
Food Science and Nutrition, BS
KPI - National Registered Dietician Exam Pass Rates

Test Date	Total # First-Time Test Takers	# Passing	% Passing
2004	21	20	95%
2005	26	25	96%
2006	28	27	96%
2007	14	13	93%
2008	20	19	95%
Total	**109**	**104**	**95%**



Graphic Communication, BS
KPI - Graduation Rates

Graduate Status Report	2005-2006	2006-2007	2007-2008
Employed Full-Time	81%	77%	71%
Employed Part-Time	0%	8%	7%
Graduate School	4%	4%	11%
Still Seeking Employment	7%	2%	11%
Not Seeking Employment	0%	0%	0%

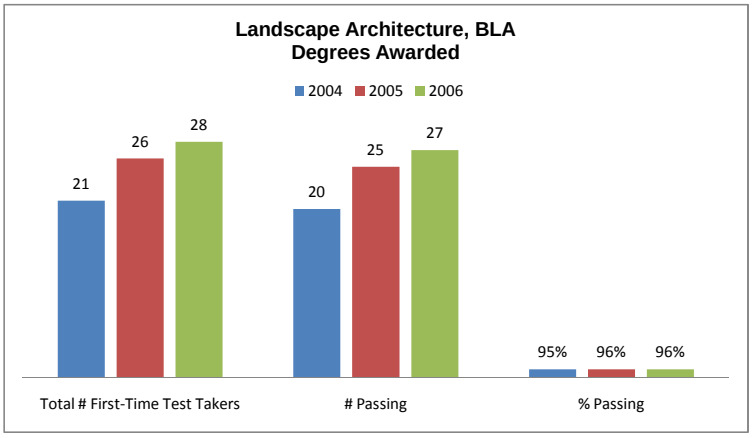


Industrial Technology, BS

2009 ATMAE	(Embedded Assessment)
Program Name	Bachelor of Science in Industrial Technology
Date	Sept. 27, 2009
Learning Objective	1: Demonstrate general knowledge within their area of interest in Industrial Technology.
Interpretation and Conclusions from Results	**1. ATMAE Certified Manufacturing Specialist Exam** **Six out of 15 students passed the exam (passing score: 50%)** This exam consisted of 180 multiple choice questions from 16 different areas of manufacturing such as casting, forging, and industrial materials. Not all these areas are covered in our IT, nor in any other IT program. To a large extent, this explains low performance of students in this exam. Lack of motivation on part of some students has also influenced the results, since students often take the exam late in their last quarter of residence at Cal Poly. **2. ATMAE Certified Technology Manager Exam** **20 out of 23 students passed this exam (passing score: 50%)** This exam consists of 180 multiple choice questions from 22 different areas of industrial management such as facility planning, ergonomics, management, safety, production planning and so forth. Twenty out of 23 students passed the exam. To a large extent, the high ratio of success can be attributed to better alignment of the exam's content with the IT curriculum.
2008 NAIT Exam	(Embedded Assessment)
Program Name	Bachelor of Science in Industrial Technology
Date	August 12, 2008
Learning Objective	1: Demonstrate general knowledge within their area of interest in Industrial Technology.
Interpretation and Conclusions from Results	NAIT considers a score 50% or better as passing. On average, the Orfalea College **Industrial Technology students scored at a 50% or better on all subject areas.** Overall, it seems that we are doing what NAIT is expecting of IT programs. However, there were a few subject areas that were below 50% Nontraditional Machining may need some additional attention. **Our students scored a 15% on the chemical subcategory;** however, this was weighted by only one question. **Manufacturing Casting Processes may need some attention. For the overall subject area, our students scored a 44%.** This subject area was weighted with 10 questions. In the subcategories, our students scored **35% on nomenclature, 52% on Expendable-Mold Casting, and 59% on Permanent-Use Casting**. We are not too worried about casting processes. These scores may be lower because we have deliberately pulled this subject out of the curriculum – The IT faculty feel that this is very seldom used in contemporary manufacturing. Supervisor Management section needs attention; our students had

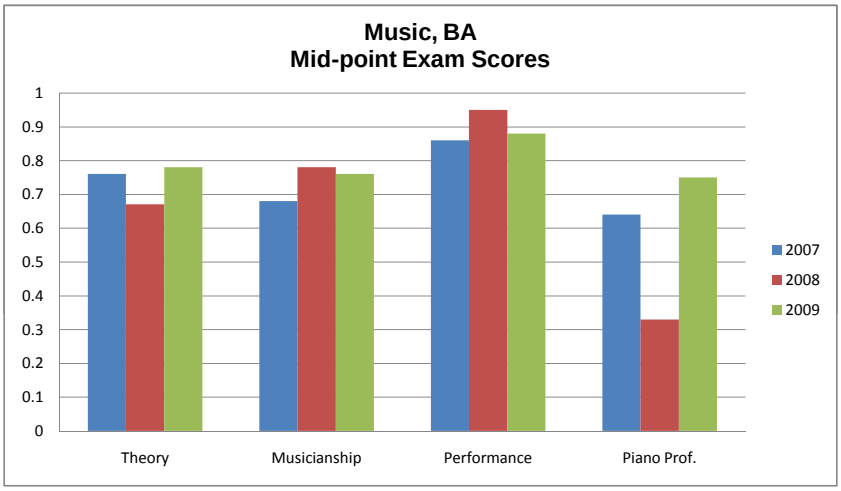
Landscape Architecture, BLA
KPI - Degrees Awarded

Academic Year	Males	Females	Total
2007	19	18	37
2008	23	23	46
2009	28	22	50



Music, BA
KPI - Mid-point Exam Scores

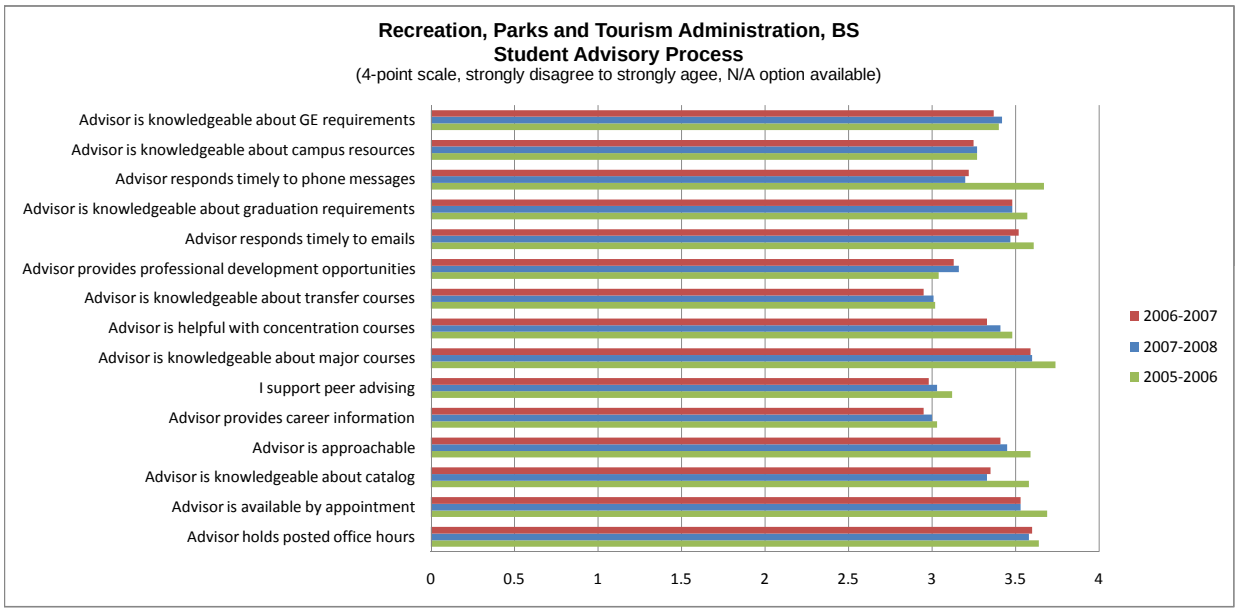
	Number	Pass	Fail	No-Show
2007				
Theory	21	76%	14%	10%
Musicianship	22	68%	23%	9%
Performance	22	86%	14%	NA
Piano Prof.	22	64%	36%	NA
2008				
Theory	21	67%	19%	14%
Musicianship	23	78%	9%	13%
Performance	19	95%	5%	NA
Piano Prof.	24	33%	67%	NA
2009				
Theory	18	78%	17%	5%
Musicianship	17	76%	18%	6%
Performance	16	88%	12%	NA
Piano Prof.	16	75%	25%	NA



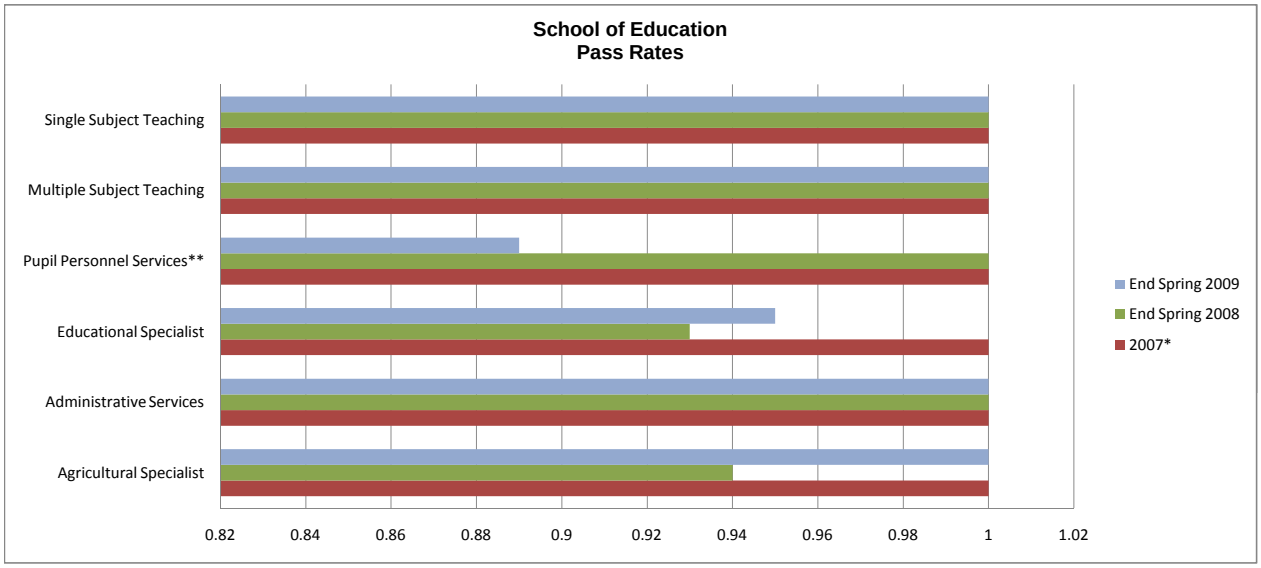
Recreation, Parks and Tourism Administration, BS
KPI - Student Advisory Process

Item	2007-2008	2006-2007	2005-2006	2004-2005
Advisor holds posted office hours	3.58	3.60	3.64	3.63
Advisor is available by appointment	3.53	3.53	3.69	3.43
Advisor is knowledgeable about catalog	3.33	3.35	3.58	3.41
Advisor is approachable	3.45	3.41	3.59	3.58
Advisor provides career information	3.00	2.95	3.03	3.22
I support peer advising	3.03	2.98	3.12	3.17
Advisor is knowledgeable about major courses	3.6	3.59	3.74	3.55
Advisor is helpful with concentration courses	3.41	3.33	3.48	3.48
Advisor is knowledgeable about transfer courses	3.01	2.95	3.02	3.29
Advisor provides professional development opportunities	3.16	3.13	3.04	3.29
Advisor responds timely to emails	3.47	3.52	3.61	3.46
Advisor is knowledgeable about graduation requirements	3.48	3.48	3.57	3.42
Advisor responds timely to phone messages	3.20	3.22	3.67	3.33
Advisor is knowledgeable about campus resources	3.27	3.25	3.27	3.24
Advisor is knowledgeable about GE requirements	3.42	3.37	3.40	3.45

(4-point scale strongly disagree to strongly agree; N/A option available)



School of Education
KPI - Pass Rates

Program/Credential	2007*		End Spring 2008			End Spring 2009		
	# Enrolled	% Passed	# Enrolled	# Passed	% Passed	# Enrolled	# Passed	% Passed
Agricultural Specialist	40	100%	17	16	94%	18	18	100%
Administrative Services	43	100%	15	15	100%	29	29	100%
Educational Specialist	20	100%	14	13	93%	19	18	95%
Pupil Personnel Services**	58	100%	7	7	100%	18	16***	89%
Multiple Subject Teaching	88	100%	86	86	100%	86	86	100%
Single Subject Teaching	50	100%	72	72	100%	83	83	100%

*Totals from previous report
**2007 # enrolled represents same candidates enrolling in course 3 times/3 quarters; PPS on hiatus beginning Fall 200
***2 candidates set to graduate Dec 2009