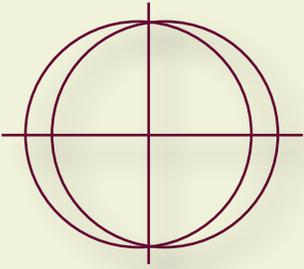


California State University, Dominguez Hills



# Program Effectiveness Assessment Tool

## Performance Indicators

Revised June 2007

Prepared

by

The Office of Institutional Research,  
Assessment, and Planning (IRAP)

In Collaboration

with

The Program Review Panel



California State University  
**Dominguez Hills**

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## Overview of the Program Effectiveness Assessment Tool (PEAT)

With regard to data in the PEAT, the Office of Institutional Research, Assessment, and Planning (IRAP) will provide the same quantitative data set for each program for a six year period of time where available. These data are identified and defined consistently across programs. Data sources for each indicator are identified in brackets and a glossary of data sources is provided in Appendix B. Programs may provide additional data in order to clarify some aspect of the program. Programs also may provide summary statements and interpretations regarding the stability, growth or decline apparent in the data over the six-year period. When available, IRAP will strive to provide comparisons of the program to the respective college, and university figures.

To facilitate an accurate understanding of the data presented it is requested that users consider the following in preparing their quantitative data:

With respect particularly to numerical data, no single piece of data or narrow data set is used as the sole assessment criterion for any program.

When presenting percentages, include the total number from which the percentages were derived. For example, reporting that 50% of graduates from an alumni survey rated the quality of instruction as 'excellent' is less compelling when the data involves 1 of 2 students compared to 50 of 100 students.

When presenting averages, include standard deviations, numbers of students, or at least comparison averages. For example, reporting that graduates rated the quality of advising as 3.5 on a 6 point scale sounds fairly impressive until you learn that there were two students, one of whom gave a rating of '1' and the other a rating of '6' and that the college average on that item is 4.5 and the university average on that item is 5.0.

The data are for fall term only unless otherwise specified as AY (i.e., fall and spring terms).

With regard to qualitative data (PEAT+), the data provided will be varied and that is to be expected. It may be that some aspects of program effectiveness only can be captured by qualitative data. With that in mind, qualitative data also should be collected systematically and reported objectively.

## **Program Effectiveness Assessment Tool (PEAT)** **Quantitative Performance Indicators**

### **Quality: Faculty Indicators**

Assessing faculty encompasses the review of program resources. Faculty indicators can be used to determine whether there is a sufficient number, mix, and quality of faculty to meet the program goals. Examples of such indicators are:

1. AY percentage of sections taught by full-time lecturers and/or tenured/tenure track faculty. *[APDB]*
2. AY success rate of tenured/tenure track faculty searches (if applicable). Success rate = number of appointments divided by the number of searches. *[Academic Affairs Personnel Services – CSUDH]*
3. AY percentage of tenured/tenure track faculty with one or more of the following academic accomplishment(s) during the past academic year: *[Faculty Self-Report – CSUDH]*
  - Research grant proposals submitted
  - Conference presentations made
  - Publications in refereed publications (e.g., journals, books, or chapters)
  - Invited presentations (e.g., professional conferences, keynotes, invited lectures and seminars)
  - Creative works/activities (e.g., play productions, art exhibits)
  - Prestigious awards or honors
4. AY percentage of tenured/tenure faculty who served on one or more of the following standing committees/councils or faculty/MPP level search committees during the past academic year: *[Chairs/Coordinators Self-Report – CSUDH]*
  - College level
  - University level
  - System level
5. Comparison of tenured/tenure track faculty headcount to total faculty headcount. *[CIRS]*

### **Quality: Student Indicators**

Ability of students, as evidenced by the following indicators:

#### **Undergraduate Program Indicators:**

1. First-time freshmen first year continuation rates (percent that return the following fall). *[ERSS]*
2. Upper Division transfers first year continuation rates (percent that return the following fall). *[ERSS]*
3. Percentage of enrolled students (12 units completed) in the major with GPA  $\geq$  3.4 (honors level). *[ERSS]*
4. First-Time freshmen Elapsed Time-To-Degree (Elapsed time-to-degree is the span of years between matriculation and graduation dates). *[ERSS]*
5. Upper Division Transfer Elapsed Time-To-Degree (Elapsed time-to-degree is the span of years between matriculation and graduation dates). *[ERSS]*
6. AY Mean Graduate Writing Examination (GWE) test scores within department/program. *[Testing Office – CSUDH]*

### **Graduate Program Indicators:**

1. First year continuation rates (percent that return the following fall). [ERSS]
2. Percentage of enrolled students (12 units completed) in the program with GPA  $\geq 3.5$ . [ERSS]
3. Average Elapsed Time-To-Degree (Elapsed time-to-degree is the span of years between matriculation and graduation dates). [ERSS]
4. AY Mean Graduate Writing Examination (GWE) test scores (range is 0-12) within department/program. [Testing Office – CSUDH]

*An FTF is an entering freshman that has never matriculated into any college. Includes students enrolled in the fall term who attended for the first time in the prior summer term. Also includes students who entered with advanced standing (college credits earned before graduation from high school). Continuation rate is the percentage, in a given fall term, of first-time freshmen who returned to the institution in a subsequent fall term. For example, the continued to 2nd year rate for fall 1997 first-time freshmen is the percentage of fall 1997 first-time freshmen who returned for fall 1998. The calculation of continuation rate does not include students who returned to the institution after having graduated from the same institution. Time to degree refers to the number of years or academic semesters it takes an average student to obtain a bachelor's or master's degree.*

### **Centrality/Complementariness**

Centrality and complementariness of each program should be judged on its contributions to the objectives of the University; an example of such an indicator would be:

1. Proportion of general education or developmental FTES (taught) over departmental FTES. [APDB]

### **Demand**

An assessment of the demand for a program takes into account the desire of students compared to what the program offers. Demand for the program may be evaluated by the extent the present and projected demand for the program is sufficient. Examples of such an indicator would be:

1. AY FTES taught by the department/program (percent change from the prior year). [CSR]
2. Number of students declaring the department/program major at the time of census (percent change from the prior year). [ERSS]
3. FTES taken by students declaring the department/program major (percent change from the prior year). [ERSS]
4. Mean unit load by the department/program major (percent change from the prior year). [ERSS]

### *Full Time Equivalent Student (FTES)*

*The acronym FTES refers to the term "full-time-equivalent student" enrollment, a calculation used by the state to determine funding levels per student. The California State University and the University of California use "full-time-equivalent," or FTE, to describe units of student workload measure for funding purposes for the systems. Though the terms FTES and FTE are often used interchangeably, it is important to note that FTE enrollment and FTES are determined through entirely different methodologies.*

*Full Time Equivalent Students, FTES, is one of our most important measures and is used to evaluate a variety of things. Census FTES is used as the basis for the funding we receive from the Chancellor's Office. FTES, along with student count, are a measure of the size of our institution. FTES, when paired with course classification and scheduling information, are used to compute facilities entitlement for the campus.*

*For an undergraduate student FTES is the number of units a student is enrolled in divided by 15 (the full-time student load and the load that students are expected to carry in order to graduate in four years). For a graduate student FTES is the number of units a student is enrolled in divided by 12 (terms prior to Fall 2006 were divided by 15). Course FTES is calculated by multiplying the number of students enrolled in a course section by the number of credit hours for the course section and dividing that result by 15. Either*

method generates the same total FTES number.

### **Uniqueness**

A program can be unique because of the subject matter taught, the students served, the instructional methods employed, the achievements of the program, and/or its effect on other institutions or agencies. If acceptable justifications are made, such programs may be maintained at an institution although high costs and/or low enrollments are experienced. Examples of such indicators are:

1. Number of local public universities offering similar programs. Comparison campuses include: Long Beach, Los Angeles, Northridge, Fullerton, UCI, UCLA and Cal Poly Pomona. [*campus website/catalog*]
2. Number of local public universities offering similar program features, options, specialties, and/or concentrations. Comparison campuses include: Long Beach, Los Angeles, Northridge, Fullerton, UCI, UCLA and Cal Poly Pomona. [*campus website/catalog*]

### **Vitality: Application Activity**

Vitality of the program refers to the activities and arrangements for ensuring its continuing effectiveness and efficiency. To maintain its vitality and relevance, a program must plan for the continuous evaluation of its goals, students served, educational experiences offered, educational methods employed, and the use of its resources. This vital principle or force can best be observed by examining the past and present initiatives to ensure the vitality of the faculty, students, and program. Examples of such indicators are:

#### **Undergraduate Program Indicators:**

1. First-time freshman applicant to enrollment yield statistic (percent difference from college yield statistic). [*ERSA*]
2. Upper division transfer applicant to enrollment yield statistic (percent difference from college yield statistic). [*ERSA*]

#### **Graduate Program Indicators:**

1. Applicant to enrollment yield statistic (percent difference from college yield statistic). [*ERSA*]

*An applicant is someone who submitted an application, which may be complete or incomplete. Enrollment occurs when the applicant has been admitted and enrolls in one or more courses.*

### **Vitality: Persistence and Tracking Measures**

#### **Undergraduate Program Indicators:**

1. First-time freshmen four-year graduation rates (i.e. fall 1996 to fall 2001 cohorts). [*ERSS, ERSD*]
2. First-time freshmen five-year graduation rates (i.e. fall 1995 to fall 2000 cohorts). [*ERSS, ERSD*]
3. First-time freshmen six-year graduation rates (i.e. fall 1994 to fall 1999 cohorts). [*ERSS, ERSD*]
4. Upper division two-year graduation rates (i.e. fall 1998 to fall 2003 cohorts). [*ERSS, ERSD*]
5. Upper division three-year graduation rates (i.e. fall 1997 to fall 2002 cohorts). [*ERSS, ERSD*]
6. Upper division four-year graduation rates (i.e. fall 1996 to fall 2001 cohorts). [*ERSS, ERSD*]
7. First-time freshmen six year tracking (graduates + enrollees) rate (i.e. fall 1994 to fall 1999 cohorts). [*ERSS, ERSD*]
8. Upper division transfer four year tracking (graduates + enrollees) rate (i.e. fall 1996 to fall 2001 cohorts). [*ERSS, ERSD*]

### **Graduate Program Indicators:**

1. Graduate two-year graduation rates (i.e. fall 1998 to fall 2003 cohorts). [ERSS, ERSD]
2. Graduate three-year graduation rates (i.e. fall 1997 to fall 2002 cohorts). [ERSS, ERSD]
3. Post-baccalaureate two-year graduation rates (i.e. fall 1998 to fall 2003 cohorts). [ERSS, ERSD]
4. Post-baccalaureate three-year graduation rates (i.e. fall 1997 to fall 2002 cohorts). [ERSS, ERSD]

*The term persistence (or retention rate) refers to a student's continued enrollment at the University one year or two years after entering. Graduation rates track the number of students who obtain a degree within a certain number of years after enrolling. Graduation rates are calculated by degrees awarded during the college academic year. The six-year observation interval is the rate most often used by federal and other reporting agencies, but it only considers graduation rates for first-time freshman (FTF). Since transfer students typically are not included in these reports, CSUDH has established its own standards. Additionally, CSUDH reviews an upper division transfer student cohort after 2, 3 and 4 years. Four-year programs use degree awarded in 6 years for FTF and degree awarded in 4 years for upper division transfers (UDT). This criterion considers the fact that it takes 4 years (1.5 times), before UDT students achieve a graduation rate comparable to the 6-year rates for FTF.*

### **Fiscal Measures**

Resource indicators can be used to determine whether instructional resources are adequate and/or appropriate to program goals. The program's cost-effectiveness should be discussed in terms of the size and quality of the degree program relative to its costs. Costs are the faculty time required to offer the necessary courses for majors, the support and equipment required for students, and the necessary infrastructure to produce a high quality degree. Program Chair should work with College Resource Manager to gain access to this data. Examples of such indicators are:

1. Cost per FTES. [The Resource Book – CSUDH]
2. Cost per FTEF. [The Resource Book – CSUDH]
3. Percentage of general fund budget spent on operating expenses. [The Resource Book – CSUDH]
4. Average instructional salaries of tenured/tenure track faculty. [The Resource Book – CSUDH]
5. Average instructional salaries of part-time faculty. [The Resource Book – CSUDH]
6. Revenue generated by external sources of revenue (e.g. grants, foundation awards, other types of allocations - percent change from prior year). [Office for Research and Funded Projects – CSUDH]

## **Program Effectiveness Assessment Tool (PEAT+)** **Qualitative Indicators**

In completing this report, please read carefully the following set of questions. Provide thorough, yet concise written responses to each question (identifying responses by question number). In general, 3 to 4 sentences will be adequate, except where otherwise noted. In the event a written response to a question is not possible, please provide a written explanation as to why a response cannot be provided. Respondents are welcome to submit appendices and supporting documentation, as deemed necessary. It is requested that respondents limit their response to no more than 10 to 15 numbered pages. It is also requested that respondents submit a one to two page executive summary in which the major aspects of the program's report are highlighted. Reviewers would like to balance the need for a report that is sufficient in scope so that an accurate picture of the program is presented with the desire not to have volumes of paperwork.

### **Curriculum**

- 1) To what extent has the program met its annual goals and objectives? *Program quality.*
- 2) Describe how the program has maintained currency (when necessary) with respect to curricular changes and course offerings in the field. *Curricular quality.*
- 3) Discuss the demand for the program from a student's perspective. *Program quality.*
- 4) If the program is subject to voluntary accreditation, has it sought accreditation? If so, what were the outcomes? If the program has not sought accreditation, why not? *Program quality.*
- 5) Indicate how relevant the program is to the University's and/or College's mission and academic plan. *Program quality and viability.*
- 6) Please describe the unique and/or diverse aspect(s) of the program. *Program quality.*
- 7) In what ways does the program serve other academic programs, including GE? *Program centrality and complementariness.*

### **Teaching and Learning**

- 8) Identify and describe any strategies that have been employed over the past three years to improve the quality of instruction in the program. *Curricular quality.*
- 9) Program SFR is x.xx [*Academic Planning Data Base*]. Explain how the SFR has an impact on program effectiveness. *Program quality.*
- 10) Program average class size [*Academic Planning Data Base*]. Explain how average class size has an impact on program effectiveness. *Program quality.*

## Faculty

- 11) How well qualified are program faculty? For example, discuss the overall reputation of the program in the field locally/regionally, statewide, nationally, and internationally. *Faculty quality.*

## Students

- 12) Describe the program's progress achieved in the use of student learning outcome indicators that reflect program quality and effectiveness (See Appendix A for a more detailed explanation). *Program quality.*

- 13) The average GPA [ERSS] of students taking courses campus-wide is x.xx and in the program is x.xx. Please discuss any differences. *Student quality.*

The average pass rate (credit/no credit) of students taking courses campus wide is x.xx% and in the program is x.xx%. Please discuss any differences. *Student quality.*

- 14) Provide information regarding program graduates' (2 years out) success in: *Program quality.*
- Enrolling in graduate, post-baccalaureate or credential/certificate program
  - Becoming employed in a field related to the program
  - Any other indicator of graduate success

## Service and Outreach Activities

- 15) Describe how the program serves our surrounding community. *Program centrality and complementarity.*

## Other

- 16) In what way(s) has the program responded to: *Program quality.*
- Recommendations from external evaluators (other than accreditation bodies)?
  - Changes in nature of the discipline?
  - Changes in technologies relevant to the discipline?
  - Exit interview?
  - Alumni survey?

- 17) Describe the extent to which cost/budget issues have had an impact on the program. *Quality of instruction.*

Please answer the following questions on separate sheets of paper (not to exceed 2 pages) if needed.

- 18) Provide any additional evidence relevant to program quality and effectiveness.

- 19) Is there any additional information that the program would like to provide; or any other thoughts it would like to share regarding the program?

## **Appendix A:**

### **Student Learning Outcomes**

Student learning outcomes focus on what students learn, most often addressing two questions: What does the University want students to know by the time they finish a course or degree? What does it want students to be able to do with what they know by the time they finish a course or degree? Faculty members design outcomes at the program and course levels by discussing what they believe is essential to student learning in their disciplines. CSUDH has determined a set of 10 essential elements of learning outcome assessment to provide evidence of student learning outcomes achievement.

- 1) Program and University mission relationship clearly stated and relative.
- 2) Program-level, student centered and measurable objectives/outcomes.
- 3) Linkage clear between course and program outcomes; course level outcomes are student centered and measurable.
- 4) Program level assessment description clear; evidence present of measurement of achievement of program level outcomes.
- 5) Program level assessment results summarized; evidence present of student learning as identified in program level outcomes.
- 6) Conclusions stated clearly; justification for action present.
- 7) Description of action taken is clear and relevant to program level outcomes; revision of outcomes and/or assessment(s) identified or indicated as warranted.
- 8) If action taken, evidence present of improvement in student learning and/or program quality.
- 9) Description is clear of how outcomes assessment is used consistently.
- 10) Evidence is presented of ongoing program quality maintenance and/or improvement.

Each program's progress in achieving these 10 essential elements is monitored and assessed annually by the University Student Learning Outcome Assessment Committee (USLOAC).

## **Appendix B:**

### **Glossary of Data Sources**

**APDB** – Academic Planning Data Base

**CIRS** – Campus Information Retrieval Service (Sacramento)

**CSR** – Course Summary Roster

**ERSA** – Enrollment Reporting Services Applications

**ERSD** – Enrollment Reporting Services Degrees

**ERSS** – Enrollment Reporting Services Student

**FRS** – Financial Reporting Services

**USLOAC** – University Student Learning Outcome Assessment Committee

**The Resource Book** – CIRS, APDB & FRS