

Benchmarking and Disaggregated Data Review
Information on Student Achievement
California State University, Stanislaus

Guided by WASC standards and other accreditation documents related to student success, institutions are expected to refine their study and analyses and take action for improving student success. (WASC Standards, 2009, Standard 1, CFR 1.2)

Angel Sanchez and Diana Demetrulias conducted an audit of data at CSU Stanislaus, September 16, 2009. *Audit findings are indicated in bold/italics font.*

Elements for review:

- ✓ Data in the aggregate
Yes. WASC data elements for aggregate data are collected, analyzed, disseminated, discussed, and appropriate actions taken.
- ✓ Data disaggregated by student type
Yes. See following pages for more information.
- ✓ Data disaggregated for institution, program, and degree levels
Yes. See following pages for more information.
- ✓ Internal benchmarks/goals established for evidencing improvement
More progress needed. Internal benchmarks for institution-level data are established and reported to the CSU system as part of its CSU Accountability Report. At the program level, internal benchmarks/goals for achievement of student learning outcomes vary.
- ✓ External benchmark data through comparisons to peer institutions
Good progress. The Office of Institutional Research has refined an earlier version of the Technical Report: Summary of Peer Group Selection (August 2009). Campus consultation is underway, including issues of coordination with requirements of professional accreditation agencies. Peer comparison data for national instruments (e.g., NSSE), when available, are distributed and findings discussed within this context.
- ✓ Explanatory narrative provides context for trend analyses and findings
Yes. Narrative is provided for institutional research reports and trend analyses for key effectiveness indicators.
- ✓ Aggregated and disaggregated findings available in multiple venues, easily accessible, and comprehensible to external audiences
Yes. For institution-wide data, see College Portrait on the website for the Office of Institutional Research and the Office of Assessment and Quality Assurance. Program assessment information appears throughout the University's website.

Undergraduate Student Success

WASC Recommendations: Disaggregated Data for Most Recent Five Years:

1. One-year retention rates (year-to-year attrition)
2. Graduation rates (4, 6, 8 year)
3. Graduation rates after two years of enrollment for upper division transfers
4. Time-to-degree
5. Campus climate surveys

Findings:

Each data set listed above is displayed in the aggregate for the most recent five years. When disaggregated by discipline/major, data are provided for the most recent seven years as part of the formal academic program review process. In cases where the numbers per year are small, data may be aggregated across years (3-, 4- or 5-year blocks).

Items 1-3, retention and graduation rates, and item 5, campus climate surveys, are analyzed and reported in disaggregated form.

Item 2, graduation rates are reported slightly differently: years 4, 5, and 6 for first time freshmen and years 2, 4, 5, and 6 for first-time transfer students.

Item 4, time-to-degree, used to be reported by the CSU system as the average time to graduate (year and month) but is not now reported, relying instead on reporting graduation rates. IPEDS/NCAA (reports on student athletes) also requests 4-, 5-, and 6-year graduation rates from the CSU system, and not time-to-degree.

Four of the five data sets above are disaggregated for each of the following seven undergraduate subgroups as recommended by WASC:

1. *Freshmen, first-time and full-time*
2. *Transfer students, upper division transfers from other institutions of higher education*
3. *Transfer students, upper division from within state community colleges*
4. *Gender*
5. *Ethnicity*
6. *Economic Status (Federal Pell Grant but not subsidized federal loans)*
7. *Discipline/major*

Graduate Student Success (Master's and Doctorate)

WASC Recommendations: Disaggregated Data for Most Recent Five Years:

1. One-year retention rates for master's degree students
2. Graduation rates (4 ,6, and 8 year) for academic master's
3. Graduation rate for "typical number of years" for professional master's
4. Graduation rates (4 ,6, 8, and 10 year) for doctorate
5. Time-to-degree
6. Campus climate surveys

Findings:

Each of the six data sets listed above is displayed in the aggregate for the most recent five years. When disaggregated by discipline/major, data are provided for the most recent seven years as part of the formal academic program review process. In cases where the numbers per year are small, data may be aggregated across years (3-, 4- or, 5-year blocks).

Items 1 and 4, retention rates for master's and doctoral programs, and item 6, climate surveys, are disaggregated, analyzed, and displayed.

Items 2 and 3, graduation rates for academic and professional master's programs, are reported in one combined category, not differentiated by type of master's degree programs. This may be done in future, if deemed important to do so.

Item 5, time-to-degree, used to be reported by the CSU system as the average time to graduate (year and month) but is not now reported, relying instead on reporting graduation rates.

Five of the six data sets above are disaggregated for the following graduate student subgroups as recommended by WASC, with the exception of a combined category for academic and professional master's degree students:

1. *Gender*
2. *Ethnicity*
3. *Degree/Major*
4. *Academic master's (combined with professional master's)*
5. *Professional master's (combined with academic master's)*
6. *Professional doctorate*

WASC Recommendations for Other Indicators of Graduate Student Achievement:

1. Advancement to candidacy
2. Participation in research opportunities
3. Participation in programs to prepare future faculty
4. Scholarship in public venues – publications, presentations
5. Impacts of students in field of study (patents, grants, awards)
6. External Review of culminating experiences (dissertations, thesis, project, comprehensive examinations)
7. Licensures
8. Placement results

Findings:

Item 4, scholarship in public venues, is gathered annually and reported in the aggregate by the Office of Research and Sponsored Program via the Research Compendium.

Item 6, External Review of culminating experiences, is conducted periodically as part of the Graduate Council's Assessment Plan. Some graduate programs also conduct external reviews of their students' culminating experiences as part of their program's assessment activities.

Disaggregation of this information may occur in the future, in accordance with the University's Principles for the Assessment of Student Learning.

Other items are reported variously by departments as appropriate to each discipline and in accordance with expectations for public disclosure; some information is privileged for the purpose of program improvement only. Such information may be contained in academic program reviews, program assessment reports, disciplinary/professional accreditation reports, among other possible venues. Findings generally are reported in the aggregate. Disaggregation of this information may occur in the future, in accordance with the University's Principles for the Assessment of Student Learning.