

Questions Asked (and Answered) at CAPE Sessions

General:

What is the date of the most recent data?

The most recent data come from the AY 17-18.

Why is the university number a median rather than mean?

We have some outlier programs which would drag up the mean and make comparisons less meaningful. The median number is more useful in this situation.

What do I do if my data seem wrong?

Please contact us and we will dig into how it was generated. It may be that what you see is a function of the decisions about what counts, or it may be that we have miscalculated somewhere.

How do we answer the question about gathering data for minors?

Most programs do not systematically chase down employment data for minors. You may want to add the data from your major surveys instead, and include a note that this is what you have done.

Do we do reports on closed programs? How do we know that program is closed or not?

Closed programs should have a tilde next to them (~). We are providing data on these ONLY because some programs have changed their names and reference numbers, and in those cases, you should see one set of numbers trending downward and the other trending upward. If your program has two sets of data because of this PLEASE COMBINE THEM. But otherwise, you do not have to do a self-study on a close program.

What if I already know I want to suspend a program?

Just check the "suspend" box: no need for anything else. But please okay this with your faculty first.

How is "transform" to be understood? What are the expectations in terms of timeline for programs that are identified as belonging to the category "transform"?

"Transform" does not mean tweak, or do even more of the same. It's an opportunity to make significant changes to a program that is not operating effectively in its current form. Programs rated "transform" as their final category will be given a timeline to further develop their plan and to begin to put that plan into effect by taking appropriate and timely curricular steps. A "transform" program that does not abide by this timeline will have its status reconsidered.

What if the employment statistics part is not very helpful?

Some parts of this may be more useful than others. If you have additional data from your own surveys please feel free to include it.

What if my program has improved recently and this isn't reflected in the data?

Tell us! The narrative piece allows you to include anything you think the evaluators need to know.

What if the method of calculating certain data makes my program look unjustifiably weak?

Tell us on the narrative piece. We have tried to design this process so that no program is disadvantaged, but a single template is bound to have advantages and disadvantages. Explain what else you think evaluators you should know.

Can you provide us with an example like the APR program?

Probably not an example of a specific program, because that would only be helpful to similar programs, but we are working on providing you with more examples of what to write in the narrative pieces.

Question about the rubric: can the terms be less subjective: strong, solid, limited or low?

We have built in a little flexibility on the rubric, because of the narrative piece that asks evaluators to consider other factors. As a result, the descriptors have room for subjectivity, rather than numerical cut-offs.

What is this going to mean for the APR process in future?

It's too soon to know. There are discussions taking place at CPE about how to revise the APR process going forward. We're part of that conversation, but it's in the early stages. Nevertheless, we did try to incorporate into the CAPE template all of the elements CPE considers important.

Definitions:

What is the difference between retention and persistence?

Retention refers to whether or not students are still with us, from one fall to the next. Persistence also includes those who have graduated, so it's a better measure of success. Students are also counted in this measure if they are part of the cohort, i.e., if they are first-time students in fall. For some programs, this data measures only a fraction of their students, but bear in mind persistence is a percentage rather than a raw number.

Can we get a glossary?

We now have a Data Dictionary, available on the CAPE resources website, which explains all acronyms, unfamiliar terms, and methods of calculation.

Calculations:

Is the median SCHP department or program? How is this calculated?

These numbers are by program and refer to the number of departmental hours taken by students in that program. This does mean that we are double-counting double majors and majors and minors, but we are aware of this. See the Data Dictionary for further details on this.

Are SCHP raw numbers? Or are they weighted in the same way they are weighted for performance funding? Are grad hours weighted differently?

The numbers are raw and unweighted. They are hours taken rather than hours earned (so Fs count).

How is the average number of years to graduation calculated?

This is calculated by identifying program graduates and their entrance year into WKU as a degree-seeking student. It does not correlate to time between declaring a degree and graduating with that degree.

Are SCHP year-round or just fall and spring?

Just fall and spring. Faculty are usually compensated separately for courses in J-term and summer.

How will JUMP programs be counted?

SCHs for JUMP will show up as undergraduate hours until the students move into the graduate school. If a significant portion of your students are JUMP students in the undergraduate part of their program, please let us know in the narrative piece.

The Cost Piece:

Should department heads be considered 1/3 of a full-time faculty member?

We are counting all faculty who teach as one faculty member, regardless of administration, course releases, one-semester sabbaticals. If a faculty member taught one course in a year, they are counted.

Are part time faculty calculated into the cost?

No, we are only counting full time tenure eligible and full-time non-tenure-eligible faculty. However, SCH generated by part-time faculty are counted in the total SCHP—just not in the cost piece.

For the cost piece, can we bundle together programs by CIP code?

No, sorry. CIP codes identify a field of study, but this can be quite broad, and different programs can share the same CIP code across departments and even colleges. You can, however, bundle different programs within your department that utilize largely-common set of courses and instructors. But only for the cost calculation – separate self-studies are still needed.

What if my major and minor are too tightly interwoven to figure out who is teaching what?

Since it is hard to distinguish between heavily overlapping majors and minors, you can bundle these together for the cost piece only. You will still need separate self-studies for each program.

Can you explain again exactly how to calculate the cost piece?

For each program, whether major, minor, or certificate, give a good faith estimate of how many tenure-eligible faculty members do all of their teaching for that program. This doesn't have to be a whole number—you could have 3.75 tenure-eligible faculty teaching for that program, for example—as long as your total number of faculty in the department matches that actual number of faculty in the department. Multiply that program number by the average salary in your department for tenure-eligible faculty (provided). Then do the same for non-tenure eligible faculty, and add the two numbers together. Finally, divide that number by the number of SCH generated by the program (or programs, if you are bundling a major and minor together). This is your approximate salary cost per SCH.

Process:

With the CAPE committee be directed to consider programs high in terms of overall university programs, or for similar programs?

Similar programs in the sense that we will compare majors with majors and minors with minors, but the university average refers to all programs of a particular type, so we're not just comparing, say, BS degrees with other BS degrees.

Is every item weighted equally?

At this point, yes. By the time the CAPE committee is given its charge, it may become necessary to weight one or more items more heavily, but as of now, the plan is to weight them equally.

With both reviewers on the CAPE committee be outside the college, how can the CAPE committee understand everything?

We plan to use the APR process as our model for the CAPE committee, and that process has been effective in having non-experts in a particular discipline review a program. However, the first evaluation occurs at the college level, and we expect that this review will carry some weight. Nevertheless, please be mindful that you are writing for reviewers outside of your discipline.

Will there be a real hearing for suspended programs, or just a 100 word box to fill out?

We are currently envisioning face-to-face hearings.

Is “enhance” really “enhance” and if so where will the money come from?

Given that we’re committed to reallocating resources to areas that really need them, and resources are finite, we expect that the number of programs eventually identified for enhancement will be relatively few in number. But it also means that this recommendation will come with a firm commitment to put the necessary resources behind the enhancement. Redistributing faculty lines that become vacant is one way that this will likely occur.

Can you describe the make-up of the CAPE committee again?

Currently we are looking at the following for a total of 16 voting members:

- Two tenured faculty (non-department heads) from each college and one or two library faculty, nominated by university senate and deans
- The chair of graduate council (or designee)
- The chair of the senate (or designee)
- The chair of UCC (or designee)
- Three to four staff members (nominated by provost)
- Advisory members from the community.

Help! There’s a computer glitch!

We can’t so far replicate this. If you find one, let us know as soon as possible.