TO: Planning for Distinction Instructional Committee  
FROM: The Committee on Academic Planning and Review (CAPR)  
SUBJECT: Comments for Planning for Distinction Instructional Criteria

CAPR was asked to provide comments regarding instructional and/or support criteria. CAPR members were provided with the links to both criteria and asked to provide comments/input to the committee chair so they could be forwarded to the appropriate committee.

Comments received from CAPR center around the topic of student learning assessment. CAPR currently requires programs to submit an annual report which includes progress on assessment of student learning outcomes. This information is necessary in a number of areas including progress toward a program’s five year review, program accreditation, and on a broader scale, university accreditation through WASC.

Annual reports are due each spring and it appears onerous for programs to complete both an annual report and the Planning for Distinction criteria documents. CAPR requests that PDF consider including the attached CAPR annual report program assessment template into the PDF instructional criteria. While assessment is touched on in Criterion 3.II, and 3.II.13 (p. 15-16), only a total of 200 and 100 words in each section are allowed which does not provide enough room for adequate, detailed assessment reporting.

By including such template information, the Planning for Distinction Instructional Program Report would satisfy both CAPR and PFD needs in one document, reducing program workload by producing one, not two documents. In addition, by combining this information into one report, we would further satisfy needs in our WASC accreditation narrative report, which is due in Spring 2014. This report will require us to report on our student learning assessment processes and results. The annual reports for 2013 are our last opportunity to collect this information from all of our programs.

CAPR is very thankful for the efforts of the Planning for Distinction committees. Outcomes from the program prioritization process will help inform CAPR how best to retool its review processes in the future to better serve our university programs.
CSU East Bay CAPR Annual Report: Assessment Plan and Results

College: ________________________________
Department: ____________________________
Program: _______________________________

1. Overview of Annual Assessment Project(s)

1a. Assessment Process Overview: Provide a brief overview of the intended plan to assess the program this year

1b. Implementation and Modifications: Did the actual assessment process deviate from what was intended? If so, please describe any modification to your assessment process and why it occurred.

2. Student Learning Outcome Assessment Project: Answer questions according to the individual SLO assessed this year. If you assessed an additional SLO, report in the next chart below.

2a. Which Student Learning Outcome was measured this year?

2b. What assessment instrument(s) were used to measure this SLO?

2c. Describe the participants sampled to assess this SLO: discuss sample/participant and population size for this SLO. For example, what type of students, which courses, how decisions were made to include certain participants.

2d. Describe the assessment design methodology: For example, was this SLO assessed with rubrics applied to student work, with exit surveys to graduating students, etc.?

2e. Assessment Results & Analysis of this SLO: Provide a summary of how the data were analyzed and
highlight important findings from the data collected.

2f. Use of Assessment Results of this SLO: Think about all the different ways the results were or will be used. For example, to recommend changes to course content/topics covered, course sequence, addition/deletion of courses in program, student support services, revisions to program SLO’s, assessment instruments, academic programmatic changes, assessment plan changes, etc. Please provide a clear and detailed description of how the assessment results were or will be used.

Some programs assess multiple SLOs each year. If your program assessed an additional SLO, report the process for that individual SLO below. If you need additional SLO charts, please cut & paste the empty chart as many times as needed.

3. How do your assessment activities connect with your program’s strategic plan?

4. Overall, if this year’s program assessment evidence indicates that new resources are needed in order to improve and support student learning, please discuss here.

5. Other information, assessment or reflective activities not captured above.

6. Has someone in your program completed, submitted or published a manuscript which uses or describes assessment activities in your program? Please provide citation or discuss.