

Rubric for CAPR Annual Report Review

NOTE TO CAPR REVIEWER: Read the Annual Report submitted by the program. Go to the CAPR documents section at : <http://www20.csueastbay.edu/faculty/senate/committees/capr/documents.html> and find the CAPR document that pertains to the last five year review e.g. 08-09 CAPR 42. Read this document and identify the main issues raised by CAPR with respect to the five year plan and the goals set for this project in the intervening five years to the next program review. Report back on the program and the degree to which the Annual Report a) addresses the five year planning horizon as appropriate, b) addresses the specific elements 1-4 below as parsed out from the instructions in 08-09 CAPR 23 (revised)

Rubric for assessing and reporting on program Annual Reports (developed from 08-09 CAPR 23 (revised) report description)

Program: *Education Specialist Mild/Moderate (MM) and Moderate-Severe (MS) Disabilities Credential and Master Degree Programs in Special Education*

Last Five-Year Review: *2010-2011*

Next Five-Year Review: *2015-2016*

CAPR Review and Recommendation Document (on Senate CAPR Docs webpage): *10-11 CAPR 7*

1. Does the Annual Report have a self-study (one page)? Yes No

1.a Does the Annual Report record progress with departmental planning and review? – does it describe progress toward the program’s defined goals, any problems reaching its goals, any revisions to goals, and any new initiatives taken with respect to goals? Yes No

Key points:

For the most part, the report does not describe progress toward the programs’ defined goals. (There is a very short section on revisions of program goals.) According to the CAPR document, what is missing from the last five-year review is a list of goals and objectives, and one of the tasks for program coordinators and faculty this year is to define goals and objectives for the next five years.

1.b Does the Annual Report provide information on the program’s assessment processes? – does it provide information indicating the results of the program’s assessment efforts and/or efforts to further develop its assessment efforts? Yes No

Key points:

Signature assignments and a rubric system are used to assess student competency in knowledge, skills, and disposition. The assignments are distributed across a sequence of core courses. The report briefly discusses the results of the assessment efforts. It states that “there is a need for summative assessments that better differentiate levels of competency among program completers.”

1.c Does the Annual Report detail progress on fulfilling programmatic needs? – does it record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc? Yes No

Key points:

The report mentions significant curricular changes as a result of revised credential standards from the CA Commission on Teaching Credentialing. Both credential programs moved from a two-tiered preliminary/advanced configuration to single level preliminary programs. Two of the five tenured faculty retired in 2009-2010.

2. Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)? Yes No

Please identify whether the following information is identifiable:

- Which student learning outcome was assessed Yes No
- What assessment instrument(s) were used to measure this SLO Yes No
- What participants were sampled to assess this SLO Yes No
- What assessment results were obtained, highlighting important findings from the data collected Yes No
- How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed Yes No

2.a Does the Annual Report contain a reflection upon progress made and changes with respect to the student learning outcomes assessment plan that is reported on in the five-year review self-study? Yes No

Key points:

The report makes no reference to the student learning outcomes assessment plan described in the last five-year review.

2.b Does the Annual Report describe any changes made to the assessment plan in the preceding 12 months, summarize activities carried out to implement the assessment plan by the program in the preceding 12 months, and summarize the results of any SLO assessed in the preceding 12 months? Yes No

Key points:

Changes in the assessment program were implemented to align with the new Preliminary Education Specialist standards.

3. Does the Annual Report have a numeric data summaries of the program obtained from Planning and Institutional Research (one page)? Yes No

Does the Annual Report numeric data summary include:

- 3.a Student demographics of majors? Yes No
- 3.b Student level of majors? Yes No
- 3.c Faculty and academic allocation? Yes No
- 3.d Course data? Yes No
- 3.e One or two pages of supplemental information, as appendices, in the form of graphical presentation (e.g., line graphs), tables, and pertinent discussion which summarize the data of the last several (3-5) years to make changes and trends more apparent (note, this is suggested i.e. optional)? Yes No (see below 4. for details if Yes).

4. In addition to the required elements of the Annual Report (1-3 above), does the Annual Report include any elements that were not requested? Yes No

Comments: