



COMMITTEE ON ACADEMIC PLANNING AND REVIEW RUBRIC FOR ANNUAL PROGRAM REPORT REVIEW

History: 08-09 CAPR 23 (revised)

NOTE TO CAPR REVIEWER:

Read the Annual Report submitted by the program by visiting the Five-year Reviews and Annual Reports by Department page on the Academic Senate website; 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, and b) addresses the specific elements as parsed out below (questions 1-4).

YEAR: 2015-16

PROGRAM: Criminal Justice

LAST FIVE-YEAR REVIEW: 2014-15

NEXT FIVE-YEAR REVIEW: 2021-22

CAPR REVIEW AND RECOMMENDATION DOCUMENT:

(i.e. 13-14 CAPR 22 on Five-year Reviews and Annual Reports by Department webpage)

1.

Does the Annual Report have a self-study (one page)?

Yes [X] No []

1a.

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 [X] No []

Department hired 1 new faculty to bolster course offerings to address potential gaps in curriculum

Department plans to continue to work with Student Service Center to assist with automation of graduation checklist and Degree Audit Report. Will also examine how to encourage students to declare their majors upon enrolling at CSUEB.

Department continues to support University Role Models program

1b.

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 [X] No []

1c.

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

Offering of 4 elective courses, providing students with increased opportunities to fulfill upper division requirements and graduate in a timely fashion. These courses also update the curriculum by allowing students to learn more current issues in criminal justice.

Growth in numbers of faculty means the department needs more space for faculty and staff. Department moved to SF building, with more office space for faculty. Since last 5 year review, 2 new faculty have joined department, and 2 more are expected to be added in AY 2017-18.

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

2a.

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: Assessment plan not mentioned in 5-year review planning goals.

2b.

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: A rubric for the Oral Communication learning outcome was formulated in Summer, 2015, and 4 classes were assessed using the rubric in Spring 2016. The assessment instruments for each class were oral presentations from individual students, or group projects. A pre- and post-test was used to assess a different learning outcome: Knowledge.

Students scored lower on the Professionalism category assessed as part of the Oral Communication

learning outcome. Improving presentation skills will be the first point of discussion among faculty.

For the Knowledge learning outcome, assessment results and evaluation indicate that insufficient time had been given for students for demonstrating progress. More assessment time is needed, and integration of the knowledge assessment process into the curriculum is in consideration.

3.

Does the Annual Report have numeric data summaries of the program obtained from Institutional Research, Analysis and Decision Support (one page)?

Yes No

Does the Annual Report numeric data summary include:

3a. Student demographics of majors?

Yes No

3b. 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 4. below 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: Updated CRJA Major Program and Updated CRJ Minor