CALIFORNIA STATE UNIVERSITY, EAST BAY

TO: The Academic Senate

FROM: Committee on Academic Planning & Review (CAPR)

SUBJECT: Changes to 08-09 CAPR 23 to reflect a) a revision of the data list required for five-year reviews and annual reports b) a revision of the instructions to programs concerning Annual Report preparation, and inclusion of CAPR's rubric for member assessment and reporting on Annual Reports to the committee and the Academic Senate

PURPOSE: Approval of the proposed amendments to the contents of 08-09 CAPR 23 (revised)

ACTION
REQUESTED: That the Academic Senate approve the proposed amendments to 08-09 CAPR 23 (revised) listed in this document.

BACKGROUND

a) a revision of the data list required for five-year reviews and annual reports

On November 5, 2010, a meeting was held between Senate Chair Dianne Rush-Woods, CAPR Chair Michael Lee, Glen Perry and Linda Dalton from PEMSA to discuss data provided by Planning and Institutional Research (PIR) for the purpose of assessing program trends with respect to student numbers, faculty teaching loads, student-faculty ratios and so forth as part of the program five-year review process.

The attendees systematically went through the spreadsheets generated by PIR, cross-checking them against the list of data sets CAPR policies and procedures for five-year reviews (08-09 CAPR 23 (revised)) requires from programs and examining a) if these data sets were present and b) if not, could they be made available and c) if so, are they actually useful to the strategic planning and program review process? The document 08-09 CAPR 23 (revised) calls for the following data sets as listed in section

VI. Required CAPR Five-Year Review Data

a) Student demographics of majors, minors, and options:
- number and % of undergraduates and graduates by ethnicity and sex
- number and % of certificate students by ethnicity and sex (if applicable)
- number and % of first-time freshmen by ethnicity and sex
- number and % of new transfer students by ethnicity and sex
b) Student level of majors, minors, and options :
- headcount of undergraduates, graduates, and certificate students (if applicable)
- number and % of part-time undergraduates, graduates, and certificate students (if applicable)
- number and % of full-time undergraduates, graduates, and certificate students (if applicable)
- SCU's of undergraduates, graduates, and certificate students (if applicable)
- FTES of undergraduates, graduates, and certificate students (if applicable)
c) Faculty & academic allocation
- headcount and % of total of full-time faculty and part-time faculty
- headcount and % of total of tenure-track and lecturer faculty
- number of FTF
- SFR of tenure-track faculty, lecturer faculty, and total faculty
d) Course data
- Number of classes, % of total classes, and average class size of lower division and upper division courses taught by tenure track faculty
- Number of classes, % of total classes, and average class size of lower division and upper division courses taught by lecturers
- Number of classes and average class size of all courses

Following ongoing consultation with Linda Dalton, the above list needs to be replaced with the following in order to correctly represent what PEMSA and PIR can generate with the data management and human resources capabilities available for the medium term. It has been suggested by CAPR members that, subject to staffing capabilities, CAPR should enter into a longer-term discussion with program Chairs/Directors and PEMSA and PIR to determine what data could be processed out of the institutional databases available and what format that data delivery could take to help in the development of five-year reviews and effective strategic planning. CAPR will address this issue once Linda Dalton informs the Chair that PIR has the capability to program and deliver new, enhanced institutional data sets.

VI. Required CAPR Five-Year Review Data

a) **Student demographics of majors[1] for the most recent Fall term[2]:**
   - headcount and percentage[3] of students by ethnic group and sex for undergraduates, post-baccalaureate (which include certificate students if applicable[4]), and graduate students.

b) **Student level of majors for the past five Fall terms:**
   - headcount of undergraduates, post-baccalaureate (which include certificate students if applicable), and graduate students
   Student level of majors for the most recent past Fall:
   - headcount and percentage of students by full-time/part-time status for undergraduates, post-baccalaureate (which include certificate students if applicable), and graduate students.

c) **Faculty data for the past five Fall terms:**
   - headcount and percentage of total of full-time faculty and part-time faculty for tenure/track and for lecturers
   - headcount and % of total of tenure-track and lecturer faculty
   - number of FTF for tenure/track and for lecturers
   - SFR of tenure-track faculty, lecturer faculty, and total faculty
   - SFR by lower division, upper division and graduate division

d) **Course and degree data for the past five Fall terms:**
   - number of sections offered, and average section size of lower division, upper division and graduate division courses taught by tenure track faculty
   - number of sections offered, and average section size of lower division and upper division and graduate division courses taught by lecturers
   - number of sections and average section size of all courses

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[1] Note that second major details are not accounted for in the PIR data set. If a student is a double major, then that student will not show up in the major statistics for that program. If second majors are a significant portion of a program's student body, then it will be up to programs to develop their own statistics and document their source of information in discussing this issue in their five year review.

[2] Note that minors and options data are not accounted for in the PIR data set because this information is typically not recorded until a student files for graduation. If a program wishes to consider the growth of minors and the changing nature of option choices by students in the context of their five-year review, then it will be up to them to develop their own statistics and document their source of information in their discussions.

[3] Note that the % figures for this data were not part of the data provided by PIR and thus needed to be worked out by each program independently. Henceforth this is included in the data tables.

[4] Note that certificate students are not identified as such in the current database – they appear in the post-baccalaureate total and do not include self-support students registered through DCIE – only state-side students are included in the PIR data set.

    −   number of degrees awarded for undergraduate and graduate students for the past five college years.

In the above modifications, the requirements for data on minors and options to be included in the five-year review has been eliminated. As indicated above, this information is not currently available through the People Soft database (it may be possible to provide this in the future but at present, the necessary resources are not available to rewrite the reporting software for this academic year). Programs need only, therefore, include the number and percentage of majors in each of the sub-categories listed. If they wish to try to accumulate data from other sources related to minors and options because it is pertinent to their five-year plan and their need for resources, then they should do so, documenting those sources in their discussion. Note that although asked for by CAPR, percentage numbers were not actually part of the PIR data sets provided to programs and it was decided that this should be included and that PIR would take the necessary steps to modify spreadsheet formulae to do so. This would prevent the need for post-processing by each department to produce this data.

In reviewing the terms used in section VI of 08-09 CAPR 23 (revised) it was determined that there was both ambiguity and miss-labeling in the data list. Thus, all use of the word "number" for data involving students were changed to headcount. The word "certificate" was changed to post-baccalaureate because no specific data is collected on students studying for certificates rather than BA, BS, MA or MS degrees; rather they are all included as post-baccalaureates for the purpose of record-keeping. Moreover, programs must note that these numbers provided by PIR do not include self-support students seeking certificates through DCIE. Even though they may be acquiring certificates provided by a particular program and taking their courses, they will not appear in the headcount data provided.

The data requirements for SCU and FTES under section VI.b were eliminated. FTES data has been provided by PIR to date in the data sets provided on the CAPR website, but they were, on inspection, considered to be of no value for the five-year review process. FTES of students in the major really says nothing useful to the major – it merely reflects how many units the average student is taking but these could be in the major core, major elective, general education, or additional units not needed for the major or for GE. Since it is not possible to see how FTES of the majors relates to the program or how it relates in any way to resource needs, for example, the decision was made to eliminate it from the required data for the five-year review. Instead, PIR will provide data on SCUs taught by the program under review which, along with FTEF for faculty, is used to calculate SFR's (section VI c).

Finally, in Section VI.d it was determined, on closer inspection, that the use of the word class was ambiguous. The data provided actually is for all scheduled sections of courses and thus this term should be used to describe the data from now on. The average section size refers to the average for all sections taught by the program

Michael Lee, CAPR Chair, and Dianne RushWoods, Senate Chair, with the agreement of Glen Perry and VP Linda Dalton, instructed PIR to go ahead and make these changes to the data sets and charged the CAPR Chair with bringing this to the attention of CAPR members, the Academic Senate, the Chairs/Directors of all programs, the College Deans and the administration.

b) a revision of the instructions to programs concerning Annual Report preparation

During several meetings in the Fall and Winter quarters of 2010-11, CAPR discussed its experience last year reviewing program Annual Reports and how it can do a better job of a) encouraging Annual Reports to be useful components in the program strategic planning process and helpful milestones and building blocks for effective five-year report preparation, and b) ensuring that the elements required in 08-09 CAPR 23 (revised) be included and adequately addressed in program Annual Reports. In the absence of a systematic means for CAPR members to individually review annual reports efficiently and consistently and report back to CAPR and thence, via the Chair's overall summary, back to the Academic Senate on those reports, the CAPR Chair developed a rubric based on the language in 08-09 CAPR 23 (revised) in the Spring of 20010. During its 2010-11 discussions, CAPR members debriefed on how effective this rubric had been and what changes should be incorporated to make the Annual Report review more effective and consistent. During this discussion, it was agreed that not only should the rubric be modified slightly, but also that the instructional language in 08-09 CAPR 23 (revised) should be changed to make the expectations clearer to Program Chairs/Directors as to what CAPR is looking for. It was also decided

that the rubric developed by CAPR should be included in 08-09 CAPR 23 (revised) to make CAPR's review process as transparent as possible and also act as a clear guide to programs on what Annual Reports are expected to contain. What follows are the proposed revisions to 08-09 CAPR 23 (revised) (the existing language is provided followed by the proposed language) and the addition of a new section which contains a blank version of the CAPR Annual Report review rubric template.

EXISTING LANGUAGE

B. Annual Report Format

Annual Reports shall consist of the three following parts:
1. A Brief Self Study
2. Summary of Assessment Results
3. Statistics obtained from Planning and Institutional Research through the Associate Dean

1. **A one-page self-study reporting on progress with departmental planning, review, assessment processes, and programmatic needs**.

Each program will produce a brief Annual Report describing progress toward its goals, problems reaching its goals, revision of goals, and initiatives. This document will indicate how the results of the program's assessment efforts support its conclusions and also record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc. This report, approximately one page in length, will be developed during Winter Quarter by the Program Unit, discussed with appropriate administrators, and a copy kept on file in the Senate Office by program. Together with the most recent Program review, these reports form part of the basis for short-term planning consultations between the Program Unit and appropriate administrators. The collection of Annual Program Reports since the last program review will assist CAPR and the program in writing and reviewing the next Program Review document.

2. **A one-page summary of assessment results and ensuing or necessary revisions as noted in part A.**

All programs must assess progress toward their goals in a way that provides evidence of the success of current efforts or of the need for change. The particular means of assessment must be tailored to the specific program. In general, this page will contain a reflection upon the information included in the annual statistical support document and the assessment investigations taken by the program itself. Although not the sole component of program assessment, the planning process reflects student opinion; for example, through the use of student course evaluations, surveys of graduates, surveys of alumni, etc. Other components attempt to garner evidence of the effectiveness of the program. Whatever means a program chooses, assessment supports the program's planning efforts. The program unit will provide a one-page assessment report annually describing the evidence of the program's effectiveness to the appropriate Dean.

3. **A one-page report from Planning and Institutional Research through the Associate Dean showing numeric data summaries of the programs.**

The offices of Academic Resources, and Planning and Institutional Research, separately or in concert, as appropriate, produce an annual report in standard format. Delivered to the program, this report will be attached to the Annual Report of the unit. It shall include:
a) Student demographics of majors, minors, and options
b) Student level of majors, minors, and options
c) Faculty and academic allocation
d) Course data

This statistical document is expected to be approximately one page long and will contain the same data as required for the five-year review (see section VI. Required CAPR Five-Year Review Data). The Annual Report may include 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.

PROPOSED CHANGES TO 08-09 CAPR 23 (revised) re Annual Reports (includes addition of rubric to be used by CAPR members in reporting on Annual Reports to Chair and in turn to Academic Senate).

B. Annual Report Format

Annual Reports shall consist of the three following parts:
1. A Brief Self Study
2. A Summary of Assessment Results
3. <mark>Statistics obtained from Planning and Institutional Research through the Associate Dean</mark> (which are also available at the CAPR web-site at http://www20.csueastbay.edu/faculty/senate/five-year-review.html)

1. **A one-page self-study reporting on progress with departmental planning, review, assessment processes, and programmatic needs**.

Each program will produce a brief Annual Report describing progress toward its goals, problems reaching its goals, revision of goals, and initiatives. This document will indicate how the results of the program's assessment efforts support its conclusions and also record significant events which have occurred or are imminent, such as changes to resources, retirements, new hires, curricular changes, honors received, etc. This report, approximately one page in length, will be developed during Winter Quarter by the Program Unit, discussed with appropriate administrators, and a copy will be kept on file in the Senate Office. Together with the most recent program review, these reports form part of the basis for short-term planning consultations between the Program Unit and appropriate administrators. The collection of Annual Reports since the last program review will assist CAPR and the program in writing and reviewing the next program review document.

2. **A one-page summary of assessment results and ensuing or necessary revisions as noted in part 1 previously.**

All programs must assess progress toward their program goals and student learning outcomes (SLO) in a way that provides evidence of the success of current efforts and/or the need for change. While the particular means of assessment must be tailored to the specific program, this page should contain a reflection upon progress made and changes with respect to the SLO assessment plan that is reported on in the five-year review self-study as detailed in Section IV.2.2. bullet one of this document. This reflection should 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. It is suggested that rather than assess all the SLO in the year the five-year review self-study is prepared, that programs stagger their assessment over the five years between reviews. This would allow programs to assess one or more outcomes each year and report on them in this Annual Report to make the assessment, annual review, and five-year review processes more manageable.

Therefore, it is suggested that the Annual Report assessment section include the following information:

- Which student learning outcome was assessed
- What assessment instrument(s) were used to measure this SLO
- What participants were sampled to assess this SLO
- What assessment results were obtained, highlighting important findings from the data collected
- How the assessment results were (or will be) used, e.g. changes in course content, course sequence, student advising, etc., as well as any revisions to the assessment process the results suggests are needed

3. <mark>**Statistics obtained from Planning and Institutional Research through the Associate Dean**</mark> **(which are also available at the CAPR web-site at http://www20.csueastbay.edu/faculty/senate/five-year-review.html) showing numeric data summaries of the program.**

<mark>Planning and Institutional Research produce program statistics annually in standard format. T</mark>hese statistics will be attached to the Annual Report of the Program Unit. It shall include:

a) Student demographics of majors
b) Student level of majors
c) Faculty and academic allocation
d) Course data

This statistical document is expected to be approximately one page long and will contain the same data as required

for the five-year review (see section VI. Required CAPR Five-Year Review Data[5]). The Annual Report may include 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.
ADD AS NEW SECTION C.

C. 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: *Insert program name here e.g. Criminal Justice Administration BA*

Last Five-Year Review: *Insert year of last program review year here e.g. 2008-09*

Next Five-Year Review: *Insert year of next program review here e.g. 2014-15*

CAPR Review and Recommendation Document (on Senate CAPR Docs webpage): *List CAPR document here e.g.07-08 CAPR 26*

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:
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> *Add summary here*

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:
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> *Add summary here*

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 ☐

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[5] <mark>Separately amended to reflect actual statistics available as of 2010/11</mark>

Key points:

Add summary here

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

It was suggested in 08-09 CAPR 23 (revised in 2010-11) that this Annual Report assessment section include the following information each year it is prepared:

- Which student learning outcome was assessed
- What assessment instrument(s) were used to measure this SLO
- What participants were sampled to assess this SLO
- What assessment results were obtained, highlighting important findings from the data collected
- How the assessment results were (or will be) used as well as any revisions to the assessment process the results suggests are needed

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:

Add summary here

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:

Add summary here

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 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:

Add summary here

CONCLUSON

CAPR members voted unanimously at its February 17, 2011 meeting to accept the revised institutional data format presented in part a) of this memorandum and to accept the proposed new language for CAPR 08-09 CAPR 23 (revised) and the inclusion of the CAPR Annual Report review rubric template in this policy and procedures document. They instructed the CAPR Chair to request that the Academic Senate approve the necessary changes to 08-09 CAPR 23 (revised) to incorporate this information.