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: *M.S. in Educational Leadership Administrative Services Credential Tier I*

Last Five-Year Review: *?*

Next Five-Year Review: *?*

CAPR Review and Recommendation Document (on Senate CAPR Docs webpage): *?*

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

> Key points:
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> *The program has defined goals and assessment plans. They review student work and student evaluations and adjust the curriculum and instruction to continue to improve the program. For instance, the 2010-2011 exit surveys and course evaluations indicated students appreciated problem solving scenarios on current educational issues. Based on this feedback, faculty continued to use and develop case studies in their coursework this year. Formative assessments throughout the year are conducted. In year one of the Educational Leadership program they take a developmental approach to teaching and assessing the department's Bold, Socially Responsible Leadership Mindscapes. In the EDLD 6000 signature assignment for the first quarter students are required to reflect on their beliefs about each Mindscape/CPSEL and provide examples of leadership practices that illustrate the Mindscape being implemented at a site or district level. Analysis of these Mindscape reflections allows faculty to assess students' emerging understanding and observation of essential leadership practices. Students work with their university fieldwork supervisors to analyze areas within each Mindscape/CPSEL where they need more experience.*

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 ☐x No ☐

> Key points:
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> *Besides the assessments mentioned above the EDLD 6550 and EDLD 6400 are also used for assessing program goals. EDLD 6550 is a portfolio. Students revisit and reflect upon their Mindscapes Reflections from the fall. In their final reflections they must describe the leadership skills they have developed in each Mindscape and provide artifacts as evidence with a rationale for why each artifact was chosen.*

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:
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> *The assessment cycle has started in 2011. The program has added a new tenure track faculty.*

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:
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> <mark>*CAPR member adds brief summary here*</mark>

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:
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> <mark>*CAPR member adds brief summary here*</mark>

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: