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: 2013/14

PROGRAM: Communicative Sciences and Disorders

LAST FIVE-YEAR REVIEW: 2011/12

NEXT FIVE-YEAR REVIEW: 2016/17

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** [ ]

Progress toward five goals is reported, with progress achieved in each of the five areas.

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 [X] **No** [ ]

With a reduction from 4 to 3 full-time T-T faculty (one faculty member entered FERP), achieving a new hire is of key importance. The report identifies that the 2013/14 TT search did not result in a new hire. However, the department is currently conducting a T-T search. Other areas of concern included student

advising and stability in leadership. New procedures have been put into place to address the need to enhance student advising. The department chair is now a tenured faculty member in her second of a three year term. The department will work to ensure that the next chair is also a tenured member of the department. This change is stabilizing leadership in the department. Space is a final issue related to resource allocation. Given the nature of the discipline, lab space is necessary for the clinical aspects of the program.

2.
Does the Annual Report have a summary of assessment results and ensuing or necessary revisions (one page)?
Yes ☐ **No** | X |
However, a clearer discussion of assessment would be helpful to the CAPR reviewer.

Please identify whether the following information is identifiable:

Which student learning outcome was assessed:
Yes | **X** | **No** ☐

What assessment instrument(s) were used to measure this SLO:
Yes | **X** | **No** ☐

More clarity on the assessment process is needed. GPA, internships evaluations, and a competency portfolio are mentioned as forms of assessing graduate students. I am not an expert in this field. However, I am not sure that GPA would be considered to be an appropriate assessment tool. Internship evaluations and portfolios would seem to be appropriate assessment tools. However, information on how these assessment instruments/tools were scored and examples of scoring rubrics were not included in the report. I suggest that future reports include more details on the actual instrument and scoring rubrics be included as appendices.

Letter grades in s 3 science courses, GPA in the major, and grades on assignments that tap into "literacy" embedded in 12 different courses across the curriculum were used as assessment instruments for undergraduates. The development of two literacy assignments was identified at another point in the report, but an example of the assignment or scoring rubrics were not included. It might be helpful to develop a single instrument that is embedded in one course to test an SLO each year.

What participants were sampled to assess this SLO:
Yes ☐ **No** | X |

Findings appear to be based on an accumulation of grades and GPA.

What assessment results were obtained, highlighting important findings from the data collected:
Yes | **X** | **No** ☐
However, discussion was not directed to outcomes for specific embedded instruments. Grades, scores on national exams, and GPA information were reported.

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** | X |

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** | X |

Key points:

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** **X**

> Key points:

3.

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

Yes **X** **No** ☐

> Does the Annual Report numeric data summary include:

> **3a.** Student demographics of majors?
> **Yes** **X** **No** ☐

> **3b.** Student level of majors?
> **Yes** **X** **No** ☐

> **3.c** Faculty and academic allocation?
> **Yes** **X** **No** ☐

> **3.d** Course data?
> **Yes** **X** **No** ☐
> **A list of graduate courses with SLOs mapped to ILOs was included. However, course descriptions were not included.**

> **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** **X**
> (*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** **X**

> Comments: