



**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: Construction Management

LAST FIVE-YEAR REVIEW: 2010/11

NEXT FIVE-YEAR REVIEW: 2015/16

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 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 No

Box 1.A describes the program but does not identify program goals. However, Box 1.B notes that hiring was a goal and that the Department is in the process of hiring a T-T faculty for 2015/16. Also, Box 1.C notes that 2.D identifies a desire to make progress toward a focus on sustainable building is a goal of the program. A new concrete laboratory was identified as partly serving this goal and as serving the needs of an anticipated new program in Civil Engineering. Curriculum modification was undertaken since the last review and this was done, in part, to meet the demands of the external accreditation agency.

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 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

See 1.A above

Undertook a T-T search to fill a position in 2015/16.

Constructed a new concrete laboratory and revised curriculum.

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 Unclear

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:

The report identifies areas for change that have resulted from assessment as a need to:

- a. add more team projects and increase the frequency of assessment in this area.
- b. revise certain courses to place greater emphasis on sustainable building. At the writing of the report, a curriculum revision of Current Issues in Construction course was being undertaken as a way to achieve this goal.

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. The program has 8 PLOs which are linked to criteria for external accreditation. Three PLOs

(working in teams; knowledge of sustainable building; and, awareness of complex environments were assessed in 2013/14.

- b. The program uses quizzes, projects, and exams (identified as assessment instruments) in all courses to assess PLOs. The PLOs are captured in learning outcomes for each course. The program uses an assessment form to grade embedded assignments. It would be useful to attach a copy of this form to the annual review.
- c. It is not clear if the 3 PLOs were assessed in all courses or in a subset of courses.
- d. Aggregate scores for tests, quizzes and projects were presented.

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? (If by demographics we mean race/ethnicity, age, gender)

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: