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ACADEMIC SENATE

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

History:
08-09 CAPR 23 (revised)

<u>*NOTE TO CAPR REVIEWER:*</u>
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).

<u>YEAR</u>: 2013--2014

<u>PROGRAM</u>: Criminal Justice Administration

<u>LAST FIVE-YEAR REVIEW</u>: 2008/09

<u>NEXT FIVE-YEAR REVIEW</u>: 2013/14

<u>CAPR REVIEW AND RECOMMENDATION DOCUMENT</u>:
(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** [ ]

> Three areas of concern in the Five-year Review were addressed: 1. With the hire of three new T-T faculty, the department has made progress in developing a more cohesive focus; 2. The department has broaden efforts to assist students with job readiness, and this has, in part, been accomplished though the growth of internships; and, 2. Faculty grants have facilitated greater inclusion of students in research activities. Notably, the department has secured two prestigious internships with the Alameda County DA's office.

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** [ ]

Three new T-T hires enhance the department's capacity to focus curriculum and offer more courses. Statistical data show that the number of majors have increased by 212 students which places pressure on resources. However, new hires will help to offset the pressures of the growth in majors. Criminal Justice continues to report that staffing and space are inadequate to meet the needs of this growing program.

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

> Please identify whether the following information is identifiable:
>
> Which student learning outcome was assessed:
> **Yes** X **No**
> **Two SLOs in two different courses were assessed**
>
> What assessment instrument(s) were used to measure this SLO:
> **Yes** X **No**
>
> What participants were sampled to assess this SLO:
> **Yes** X **No**
> **Tables suggest that all students in the two courses were assessed.**
>
> What assessment results were obtained, highlighting important findings from the data collected:
> **Yes** X **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** X **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 X **No**

> Key points:
> Data outcomes on SLO1 (selected questions on the midterm and final exam were used as the assessment instrument in CRJA 4127, Crime Theory) are reported for a five-year period, including 2013/14. Findings suggest that outcomes have remained steady over the five-year period. Assessment results have motived the department to assess SLO1 in a broader range of courses. A pre- and post-test was used to assess SLO6 in CRJA 3700 (Ethics) and a significant improvement in knowledge was reported between the pre- and post-testing phase of the assessment. Tables provided in Appendix B provided a useful picture of results.

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 X **No**

> Key points: To some extent this information was provided in the context of comparison of 2013/14 assessment outcomes and closing the loop. Table 1 in Appendix B provides data on assessment of SLO1 over a five year period.

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? (includes number of degrees conferred, but not percentage of first, second, third, fourth, etc. year students.
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:

The report covered all required information, but information was very detailed. For example, rather simply list SLOs the review provided sub headings that further highlighted expectations for that SLO. Again, the inclusion of assessment graphs was a useful tool.