



**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: 2013-2014

PROGRAM: English

LAST FIVE-YEAR REVIEW: 2011-2012

NEXT FIVE-YEAR REVIEW: 2016-2017

CAPR REVIEW AND RECOMMENDATION DOCUMENT: 13-14 CAPR 18
(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

Last year, 8 areas were identified in 5 year review, they made progress in 4 areas: updated roadmaps, added courses to put more emphasis on global literary practices, developed more online courses, trying to offer more courses in self-support

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

They will address the other 4 areas in the next 4 years but over the next 3 to 5 years, they will have a number of retirements, and so far they have not been able to be allowed to look for new Tenure track

hires. Projects: further development of remediation program, revitalization of relationship with GE, streamlining of ENGL 3000-1-3.

No mention of faculty honors or publications.

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: SLO 1: analyze and interpret various kinds of texts.

And SLO 5: demonstrate facility with research

Yes No

What assessment instrument(s) were used to measure this SLO: gathered students' artifacts in ENGL 4412, ENGL4810, and ENGL6215

Yes No

What participants were sampled to assess this SLO: Sophomore

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

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: Curricular changes in major core courses, changes for ENGL 4890 and ENGL 3080 because assessment results showed slippage in students' familiarity with key texts in their options

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: They have been assessing one or two SLOs per year more specifically, even though they have been regularly assessing graduation points. Current assessment process will conclude at the end of Spring.

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?

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 annual Review did not provide information on their Graduate Programs. So, we recommend that AY-2014-15 annual rubrics also include a report about the Graduate Programs.