



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

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: Earth and Environmental Sciences (Geology MS Program)

LAST FIVE-YEAR REVIEW: 2012-2017

NEXT FIVE-YEAR REVIEW: 2005-2010

CAPR REVIEW AND RECOMMENDATION DOCUMENT: The last 5-year review met the criteria and assessment data required needed for a strong program. The Department has eliminated the retreat requirement needed for students to graduate with a degree in Geology, since they could not fulfill this requirement within the program. CAPR recommends acceptance, without modification, of the Dept. of Earth and Environmental Sciences, Geology Undergraduate Program 5-year review.

(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

Yes, The Department has tabulated the number of faculty, lecturers and staff and the number of undergraduates and graduates in the program. From the number of faculty and lecturers that instruct students, the Department has given good evidence that the program has a defined set of PLO's that are in line with the ILO's. These areas have described the progress that has been made and is being made to strengthen the overall goals. The PLO's are in line with a rigorous graduate program that will further educate their graduate students and prepare them to think like a scientist in the field of Geology. The number of FTES has increased over the past four years from 172 in 2010 to 186 in 2013, suggesting the program is getting stronger and attracting more students.

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

Yes, the Annual report states that there are five full-time faculty, but more than nine lecturers to teach the remaining courses. This is clear indication that the Department needs to increase their faculty hires to ensure more tenured-track faculty to teach the main graduate courses within the discipline and help with advising issues. The Department's last hire started in the fall of 2013. The Department has filled one important goal and that is the hiring of a new tenured-track professor, Dr. Michael Massey. His specialty is Environmental Science, and he serves as the Departments Environmental Science Program Coordinator. There is no other mention of any potential problems or resources that will be needed by the Department. However, the Department needs to be more specific in detailing any major events or honors received in the past year or any significant needs that the Department requires to keep the program competitive.

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

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: To a certain degree the Department mentions several areas that students graduating with a B.S. or B.A. in Geology from Cal State East Bay has been assessed using new criteria and has done an excellent job at describing their new assessment plan, but does not state how the changes differ from the old assessment plan. Though there was no mention of progress made from the last annual review, it is evident that the Department has a very good assessment in place. Should the Department continue in this fashion, the assessment portion within the five-year review will be strong.

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: The annual report clearly shows which ILO's are addressed by each stated PLO (i.e. identify and classify geologic materials, collect, organize, and analyze qualitative and quantitative data from both field, interpretation of data, communication (written and oral form) and have clear understanding on geologic time. The Department assessed four classes Geol. 3701 (Igneous and Metamorphic Petrology), 3801 (Sedimentology and Stratigraphy), 3810 (Structural Geology) and 3910 (Geologic Field Methods). Summary sheets for each assessed class were included in the annual report as well as sample assignments. A rubric of which Institutional Learning Outcomes (ILOs) are addressed by each of the Program Learning Outcomes (PLOs). For example, the ILO's include Thinking and Reasoning, Communication, Diversity, Collaboration, sustainability and Specialized Education. The PLO assessed, which was PLO #4 (Communication) met each of the criteria for each ILO stated above.

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 Department has submitted a very thorough and well thought out annual report that gives all of the information required by the annual report. They have include data on the Department, the number students and the assessment that they are engaging to ensure their undergraduate students are getting the quality education needed for them to be successful. A roadmap for the students to potentially finish their BS/BA degree within four years. This gives a good sense of the expectations required by the students to obtain their degree.