



**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: 2014-2015

PROGRAM: PPS Cluster: School Psychology and School Counseling

LAST FIVE-YEAR REVIEW: 2010-2011

NEXT FIVE-YEAR REVIEW: 2014-2015

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

School counseling program identified 4 major goals that they have made progress 1. Revising fieldwork assessment methods, 2. Placing existing rubrics on Blackboard 3. Revising PRAXIS exam in 2013, and, using the updated version 4. Assigning a systems change project.

School psychology program identified 2 major goals that they have made progress. 1. Revised their fieldwork evaluations to better align with NASP 2. Revised the professional portfolio to match national standards. They implemented a rigorous case study format in Fall 2013 for EPSY 6880 requiring application of a databased problem-solving model.

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 need a new, tenure-track Coordinator/Professor position in school counseling program since the program coordinator is entering FERP.

The school psychology program is requiring significant support time and resources for the Coordinator and a faculty member to write an extensive review of the program in order to comply with NASP accreditation procedures.

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: School counseling students showed progress in their professional practice portfolio assessments in 2014. The mean scores ranged from 3.21-3.79 (4 being highest). Students use ioogle portfolio as an instrument in collaboration with the CSUEB technology librarian and find it very useful in demonstrating their skills to the employers.

School psychology students demonstrated strong skills in the areas of consultation and collaboration, and, research and program evaluation (mean 3.58, 4 being highest). All students passed the PRAXIS II exam in 2013 and 2014.

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: In 2013-2014 they have started implementing a comprehensive case study portfolio. This was the first group to demonstrate professional action research in professional portfolio.

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: