



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: Ethnic Studies

LAST FIVE-YEAR REVIEW: 2011-2012

NEXT FIVE-YEAR REVIEW: TBD

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 [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 []

The Annual Report includes the goals from the Department’s 2011-2012 five-year review as well as the progress made toward those goals. The goals include: revision of the curriculum and implementation of online major; implementation of a service-learning component; enacting a publicity campaign; revision of SLOs (to align with ILOs) and revision of assessment plan; and hiring two additional faculty members. The report describes efforts to streamline the curriculum; the application for a Community Engagement grant to better implement a service learning component; the creation of marketing materials for the department; the revision of SLOs to align with campus ILOs and the development of a new assessment plan; and the planned request for an additional faculty member with expertise in African American feminist studies.

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 No

The Annual Report indicates continued work on the goals laid out in 2011-2012 with particular emphasis on the need for faculty hires, growth of enrollment, and the revision of curriculum to better meet the needs of students.

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 #3: Identify and critique essentialist paradigms*

Yes No

What assessment instrument(s) were used to measure this SLO: *Student assignments (PowerPoint presentations, short assignments, critical argumentative papers) were assessed using a rubric*

Yes No

What participants were sampled to assess this SLO: *Students from ES 2700 Queer of Color Subjects and Critical Theory (Calvo)*

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

The department plans to use their faculty retreat as well as the semester conversion process to develop their vision for high impact courses, second-level writing, new curriculum mapping, the implementation of signature assignments that address SLO 3 and other departmental learning outcomes.

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

The Annual Report indicated that the department plans to complete a revised curricular map, complete semester-compliant syllabi and move the departmental assessment process to Blackboard by Summer 2016.

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: For the 15-16 Annual Report, please include the demographic information for students in the major. That demographic information is available on the IRADS website (<http://www.csueastbay.edu/ir/Academic%20Program%20Review.html>).