



**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:** 2014-2015

**PROGRAM:** Earth and Environmental Sciences (Geology BS/BA Program)

**LAST FIVE-YEAR REVIEW:** 2005-2010

**NEXT FIVE-YEAR REVIEW:** 20XX-20XX

**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

The Department has included data indicating the number of faculty, lecturers and staff and the number of undergraduates and graduates in the program. The Department has hired new tenure-track faculty hire, with expertise in Environmental Sciences and currently serves as the Environmental Sciences Program Coordinator (Dr. Michael Massey). The Department has also incrementally increased its undergraduate enrollment. The Department has given good evidence that the program has a defined set of PLO's/SLO's that are in line with institutional ILO's. These areas have described the progress that has been made and are being made to strengthen the overall goals. The number of FTES has slightly decreased in 2014, but overall shows an increased pattern over the past four years from 172 in 2010 to 186 in 2013, suggesting the program is getting stronger and slowly 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

The Annual report states that the Department still retains five full-time faculty, but has increased the number of lecturers in the Department to ten to teach the remaining courses. This is good time for the Department to increase their faculty hires to ensure more tenured-track faculty can teach the main undergraduate and graduate courses within the discipline and help with advising issues. The Department's last hire started in the fall of 2013 as stated above. There is no other mention of any potential problems or resources that are or will be needed by the Department. However, the Department needs to be more specific in detailing any major events (*i.e.* publications, grants) or honors received in the past year by its tenured-track/tenured faculty or any significant needs that the Department requires to keep the program strong and 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

The Department described the five PLO's and provided a table aligning the PLO's with Departments ILOs. The Department has done an excellent job at describing their assessment plan. Also provided, was a curriculum map that is aligned with the PLOs. The review included two rubrics in which it analyzes organizational, presentation, quantitative and execution skills with regard to their laboratory courses and an additional rubric for their lecture courses, which analyzes competencies, problem solving, embracing contradictions, innovative-thinking and connections/ synthesis/ transformations. Data for each class assessed and how they assessed the assignments were also included. There was no mention of progress made from the last annual review or in relation to the last five-year review. Additionally, the next review should include how the Department will use this data to strengthen their program.

**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 clearly shows which ILO's are addressed with each stated PLO. PLOs 2, 3 and 4 were assessed using traditional reading, critical analysis, and subsequent written communication. The Department assessed two courses Geol. 3701 (Igneous and Metamorphic Petrology) and 4800 (Senior seminar). As stated above, the review included summary sheets for each assessed, as well as sample assignments. Both courses were assessed based on the included rubrics

**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

The general thoughts of this review are that the Department has submitted an excellent and well thought out annual report that should make for very strong five-year review when the time comes. They have include data on the Department, the number students and the assessment strategies used to show that the BS/BA program is a strong one. One thing should also be noted for the next five-year review and that is data that shows where the Department stands regarding diversity issues within the Department.