



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: 2014-15

PROGRAM: Liberal Studies

LAST FIVE-YEAR REVIEW: 2011-12

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 report identifies several goals and describes progress in most of them. These include: reconstituting the Liberal Studies Advisory Council, curricular revisions (taking effect 16-17 AY), establishment of intake and capstone courses to help facilitate assessment, and resolving communication between the PACE program, Hayward campus, and Concord campus.

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 [X] No [ ]

The report outlines the significant changes that the LBST program will be facing, including the transition

to semesters, the reduction of units in the Teacher Prep option, the departure of Nancy Thompson (director), and the re-organization of advising on the Hayward campus.

**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: This portion was not addressed.

**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 assessment is challenging because they do not have their own classes or faculty. The sample sizes that were used for the HDEV depth-of-study assessment and exit survey were both very minimal (less than 10 and less than 15 students, respectively). The exit survey (indirect assessment) was a student self-assessment, which is insufficient. LBST students can choose any of the university's 60+ minors as their depth-of-study, but only the only attempt at assessment was on the HDEV students and there were only 5 of them. This also required the cooperation of HDEV faculty, which was not always attained. There needs to be direct assessment done.

**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: