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COMMITTEE ON ACADEMIC PLANNING AND REVIEW

18-19 CAPR 22
Thursday, March 21, 2019

TO: The Academic Senate
FROM: The Committee on Academic Planning Review (CAPR)
SUBJECT: 18-19 CAPR 22: Proposed Five-Year Curriculum Assessment Plan
PURPOSE: For Action by the Academic Senate
ACTION REQUESTED: That the Academic Senate approve the proposed Five-Year Curriculum Assessment Plan, effective upon signature of the President

BACKGROUND:

Five-year Curriculum Assessment Plans have been an ongoing requirement of the University. Each college has followed CSU and Cal State East Bay standards communicated by Academic Programs and Services while also formatting the documents differently from college to college. During conversion to semesters, updated *Five-year Curriculum Assessment Plans* were submitted by each college. Later, in 2017-18 the CSU Chancellor’s office updated their requirements for Five-Year Curriculum Assessment Plans to include course student learning outcomes in the [CSU Program Planning Resource Guide: Academic Programs and Faculty Development 2017-18](#). The Cal State East Bay [Educational Effectiveness Council](#) (EEC) including Associate Deans (responsible for academic assessment in their respective colleges) and faculty representing all colleges, integrated the CSU CO requirements into a proposed template for the University. The EEC proposes that each *Five-year Curriculum Assessment Plan* include each of the elements (a-j), however that each college continue presenting it in a “layout” of their choosing.

Five-Year Curriculum Assessment Plans will continue to be located on each of the colleges’ assessment sites.

- [College of Letters, Arts, and Social Sciences \(CLASS\) Assessment](#)
- [College of Business and Economics \(CBE\) Assurance of Learning](#)
- [College of Education and Allied Studies \(CEAS\) Assessment](#)
- [College of Science \(CSCI\) Assessment](#)

Consistent with the requirements of the [CSU Program Planning Resource Guide: Academic Programs and Faculty Development 2017-18](#), a suggested policy change was made to the CAPR document to submit an updated *Five-Year Curriculum Assessment Plan* with each *Five-year Program Review* submitted to CAPR.

At its March 21, 2019 meeting, CAPR members unanimously approved this request for the five-year assessment plan.

Cal State East Bay
Draft Five-Year Curriculum Assessment Plan Template (Draft 3-11-19)
“Name of Program”

a	b	c	d	e	f	g	h	i	j
<i>PLOs</i>	ILOs aligned? Y or N. (If Y, list ILO. Min. 2 for every program)	Identify Required Course name and # to be assessed	Identify one or more SLO that aligns to PLO	Identify activity to assess SLO(s) (e.g., lab experiment, paper, etc.)	Assessment instrument	How data/ findings will be reported (quantitatively or qualitatively)	Designated personnel to collect, analyze, and interpret SLO data	Dissemination schedule for Program data/ findings	Identify how data will be used

Purposes of Five-Year Assessment Plan: The *Five-Year Curriculum Assessment Plan* is completed by each program. This tool:

- demonstrates the interconnectivity between curriculum development, classroom instruction, and assessment.
- is used by college programs for planning for their required academic *Annual Report* as guided by the [Committee on Academic Planning and Review \(CAPR\)](#) to demonstrate self-evaluation and curricular revitalization and to make decisions about program, faculty and student needs, resource allocation, and management. *Annual Reports* support *Five Year Program Reviews*.
- is required by the University and the CSU as part of an application for a new course or program.
- is required by the [California State University Chancellor’s Office](#) and [WASC Senior College and University Commission](#) to demonstrate the University is meeting CSU standards and regional accreditation standards.

“Name of Program” Identify name of program (e.g. Bachelor of Science in Business Administration)

a. PLOs: Identify the PLO being assessed. Every PLO is to be assessed for mastery at least once every five years. PLOs identified as mastered (M) and assessed (A) on the Curriculum map are normally included in the *Five-Year Curriculum Assessment Plan*. There must be at least one assessment listed for every PLO mastered, but there may also be more.

b. ILOs: Identify the relevant ILOs. As per [Academic Senate](#) policy, every program should align to a minimum of two ILOs. If no ILO aligns, enter N in the box. If yes, enter the ILO.

c. Required Course: Identify the required course name and number in which the assessment is administered. Required courses are the core courses.

d. SLOs: Identify the course student learning outcome(s) that align to the PLO and the assessment activity (assignment). Determine if SLO(s) originally planned still align to PLO.

e. Activity to assess SLO: Identify the activity or assignment being assessed such as a presentation, project, performance, computer simulated task, analytical paper, case study, portfolio, critique, policy paper, product, exhibition, poster, skill demonstration, comparative analysis project, thesis, or dissertation.

f. Assessment Instrument: Identify the instrument(s) used to score or evaluate an assessment activity such as a rubric, observational checklist, performance assessment, or qualifying or comprehensive examination exam/review/evaluation (faculty, peer, juried, clinical)

g. How will data be reported?

- Quantitative: Number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO;
- Quantitative: Number/percentage of students scoring at the highly-proficient level;
- Qualitative: Instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns;
- Qualitative: Mean scores of all who exhibited desired traits or behaviors on an observational checklist.

h. Designated Personnel: Identify person(s) responsible who will collect, analyze, and interpret student learning outcome data. This may include a faculty committee, assessment coordinator, or college administrator who assumes responsibility for data collection, analysis, and interpretation.

i. Dissemination Schedule for Program Data/Findings: The frequency of disseminating data to identified stakeholders (program director, department chairs, faculty, external accrediting bodies, etc.) and to CAPR.

j. How will data be used? Include anticipated ways data may be used to “close the loop” - how will data will be used to respond to issues or areas of concern? In the annual report of assessment results, programs will provide a narrative discussion of assessment results, analysis of those results, and any changes made as a result. This may include curriculum changes, pedagogy changes, refinements to PLOs or course SLOs, etc.