

## **CAPR REPORT - ANNUAL REPORTS SUBMITTED IN 09-10 IN COMPLIANCE WITH 08-09 CAPR 23**

The following annual reports were received in time to be reviewed by CAPR members in the Spring quarter of 2010. They covered 30 (i.e. distinct degree: BA, BS, MA, MS, etc.) out of a total of 91 programs (note that programs without degrees were also counted as programs in this total e.g. Information Literacy) subject to review by CAPR. Measured at the department level, this constituted about a third of all departments/programs complying (roughly 18 out of over 50 distinct academic entities, i.e. department or program, reviewed by CAPR).

A rubric was prepared by CAPR for the purpose of reviewing the annual reports based on the instructions on report preparation included in the CAPR Policies and Procedures. These rubrics were used by CAPR members to assess and report back on the annual reports and are included as an appendix to this report.

### **PROGRAMS (AND DEGREES) FOR WHICH REPORTS WERE SUBMITTED**

#### **CLASS**

Criminal Justice (BS)

English (BA-MA)

History (BA-MA)

Modern Languages and Literature (French BA, Spanish BA)

Philosophy (BA)

Political Science (BA)

Speech Pathology and Audiology (Communicative Sciences and Disorders) (BS-MS)

Theatre Arts (BA)

#### **CBE**

Business Administration (BA)

Economics (BA)

Business Administration Information Technology Management (MS)

Business Administration (MBA)

Taxation (MS)

Economics (MA)

#### **CS**

Health Sciences (BS)

Nursing (BS)

Physics (BA-BS)

Psychology (BA-BS)

**CEAS**

Hospitality and Tourism (BS)

Kinesiology and Physical Education (BS-MS)

Recreation (BS)

Recreation and Tourism (MS)

**Interdisciplinary and Other Programs**

Information Literacy

Subsequently, after the deadline for consideration, reports were received from the following programs. They were not subject to review by CAPR members in the Spring quarter 2010.

**CLASS**

International Studies (BA)

Sociology (BA-MA)

**PROGRAMS (AND DEGREES) FOR WHICH REPORTS WERE NOT SUBMITTED**

Programs not submitting annual reports for 2009-10 include the following:

**CLASS**

Anthropology (BA-MA)

Art (BA-BFA)

Communication (BA)

Environmental Studies (BA)

Ethnic Studies (BA)

Geography (BA-BS-MA)

Health Care Administration (MS)

Human Development (BA)

Latin American Studies (BA)

Liberal Studies (BA)

Music (BA-MA)

Public Administration (MPA)

Social Work (MSW)

Communication (BA)

Speech Communication (MA)

Women's Studies (BA)

### **CEAS**

Counseling (MS)

Education (MS)

Educational Leadership (MS)

Special Education (MS)

### **CS**

Biochemistry (BA-BS)

Biological Sciences (BA-BS-MA-MS)

Biostatistics (MS)

Biotechnology (MS)

Chemistry (BA-BS-MS)

Computer Networks (MS)

Computer Science (BS-MS)

Construction Management (BS-MS)

Engineering (BS)

Engineering Management (MS)

Environmental Science (BS)

Geology (BA-BS-MS)

Marine Science (MS)

Mathematics (BS-MS)

Statistics (BS-MS)

### **Interdisciplinary and Other Programs**

General Education

Multimedia (MA) (note that this passed into CLASS for the purposes of administration in 09-10)

Interdisciplinary Studies (BA-BS-MA-MS)

Note that the CEAS programs were going through their external accreditation review and received accreditation from NCATE. They did inform the Senate Office of this outcome but elected to delay submitting their review materials to CAPR until 2010-11 in accordance with the Senate decision to shift the program review schedule one year and allow all reviewed programs the option of delaying their 2009-10 review, whether internal or external, to 2010-11.

### **ANNUAL REPORT SUMMARIES**

The annual reports for each of the programs that submitted them to CAPR are available through SharePoint at the CAPR site for the 05/20/2010 meeting (<https://sharepoint.csueastbay.edu/sites/AcademicSenate/capr/CAPR%20meeting%2009-10/Lists/Agenda/DispForm.aspx?ID=59&Source=https%3A%2F%2Fsharepoint%2Ecsueastbay%2Eedu%2Fsites%2FAcademicSenate%2Fcapr%2FCAPR%20meeting%2009%2D10%2Fdefault%2Easpx%3FInstanceID%3D1%26InstanceID%3D20100520>). The rubrics developed by CAPR members in examining those reports with respect to instructions in 08-09 CAPR 23 and reflecting back on the relevant CAPR five-year review document published on the Academic Senate web-site are attached to this report.

Criminal Justice Administration submitted a comprehensive report that had all the stated elements in 08-09 CAPR 23. The program documented progress on meeting the objectives set down in its five-year plan, for example, in developing its outcomes assessment plan, but is severely limited by the very large student to faculty ratio of 470 majors to only 4.5 faculty.

English submitted a report that had most of the stated elements in 08-09 CAPR 23. Assessment procedures were described although it is unclear how results might be used to aid program development and planning. The annual report reflected somewhat on the issues raised in the last five-year plan. Planned major revisions are in progress.

History submitted a report that had most of the stated elements in 08-09 CAPR 23 although reflection on academic outcomes is limited. Increased majors and service to the university means increasing class sizes due to faculty constraints.

Modern Languages and Literatures submitted a report that was longer than expected and was not guided by the stated elements in 08-09 CAPR 23. The report didn't reflect on the last five year plan in so much as it called for guidance on how to move forward as a program. CAPR assessment of the last five year plan was not used as a basis for structuring this report. Assessment details and analysis of data is a little confusing. Faculty resources are extremely limited and could damage the viability of departmental programs.

Philosophy submitted a report that reflects the budget crisis and severe resource limitations in this program. No assessment was performed in the last year even though the program has developed an assessment program. Five-year review recommendations to increase faculty have not been met and a loss of lecturer resources has constrained course offerings. All options were eliminated in this program in 09-10.

Political Science did not submit an annual report per se but rather a memo from the Chair referring CAPR to the five-year review completed in 08-09. No update on assessment was provided. Class size seems to be increasing and the number of sections offered decreasing due to resource limitations.

Speech Pathology and Audiology (the Department of Communicative Sciences and Disorders) submitted a report that detailed progress toward five-year plan goals. Assessment efforts were described but statistics were not submitted or the results reflected on. Majors have increased although faculty numbers have declined, a new hire notwithstanding.

Theatre Arts provided a report detailing changes to the program options and curriculum and efforts to streamline assessment. Assessment results were not provided or reflected upon. The report only loosely relates to twelve specific issues raised in CAPRs review of the last five-year plan.

The College of Business and Economics submitted separate reports for their six reviewed programs; Business Administration (BA), Business Administration Information Technology Management (MS), Business Administration (MBA), Economics (BA), Economics (MA), and Taxation (MS). No report was provided for the newly approved (09-10) Accounting (MS) program. The review of these reports was compressed into a single rubric. The College seems to have a centralized assessment initiative to which each of the programs provide statistics and from which a detailed periodic report or reports are produced (referenced but not reflected on in this annual report), presumably for accreditation purposes. It was noted that the annual reports of the aforementioned programs did not reflect directly on the major

challenges reflected in the last accreditation and CAPR review, namely faculty staffing levels, faculty academic quality levels, and the use of assessment rubrics.

The Health Sciences annual report provided an update on curricular and program changes and provided summary statistics from assessment evaluation. Changes included a WASC accredited online option in Administration and the replacement of a course in the core based on student concerns.

The Nursing annual report detailed progress toward goals set in the last five-year review, the next of which will take place in 2010-11. Some assessment data was presented with the criteria based on outside accreditation mandates. It was pointed out that in order to secure continued grant funding, faculty numbers must be increased.

The Physics program highlights changes in the program geared to the five-year review concern of major recruitment, especially a new option for would-be physics teachers. Assessment procedures are discussed and some data provided but no detailed reflection is offered on progress.

The Psychology program report main point was its resource limitations with the loss of a key faculty member and no opportunity to rehire in the important area of biopsychology. Reference was made to progress on assessment and the development of a web tool but no data or reflection was provided.

The Hospitality, Recreation and Tourism program submitted a single annual report that covered its various programs. Specific points raised in the last five-year review were not specifically addressed. Information was provided on enrollment. Two of the general learning outcomes are discussed in detail and some data is provided to show how assessment data is being collected, although it is not clear how this relates to the specific programs (BS or MS).

The Kinesiology department annual report addresses one of the five issues raised in the last five year review, the need for stronger assessment. Details on the specific learning outcomes adopted or a reflection on data developed was not provided however.

The Information Literacy program submitted an annual report that reports success in raising enrollments, as raised in the last five year review, but expresses concerns over continued ability to provide the number of courses and the increasing class sizes. No assessment specifics, data or reflection was provided although mention was made of a portfolio-based assessment system being in place.

## CONCLUSION

Overall, the programs preparing reports generally did so with an eye toward detailing progress made in the last year. However, in the opinion of the CAPR Chair, who looked at all the reports and reviewed all the rubrics prepared by CAPR members, programs need to be encouraged to a) reflect back more to the observations and recommendations made by CAPR with respect to the previous five-year review and plan, and b) more explicitly provide updates, with statistics and a reflection upon them, of

their learning outcomes assessment progress as asked for in 08-09 CAPR 23. In reviewing the annual reports, the CAPR Chair noted that programs with multiple majors did not separately present information for them. It might be helpful for CAPR to provide programs with a specific request and rubric to help bring this information out more clearly, yet without making the annual reporting process an onerous burden. While it is important to get an overall view of a department, each major, be it undergraduate or graduate, is technically reviewed as a separate program and can be continued, suspended or discontinued based, in part, on evaluations and recommendations made to the Academic Senate by CAPR members. The purpose of the annual reports, along with the memorandum of understanding procedure with the Provost, is to focus faculty attention on documenting and achieving cumulative progress with respect to the outcomes of the last five year plan. This needs to be reflected in the documentation submitted annually by each program to CAPR.

Respectfully Submitted

Michael Lee

CAPR Chair 09-10

September 09, 2010