Academic Program Annual Reports

Timeline

1. August	University-collected data are compiled and sent to all programs.
2. End-September	Departments prepare and ratify their Annual Reports, forward them to School Deans, and post on university intranet.
3. Mid-November	When necessary, School Deans forward and post on the university intranet their narrative concerning program progress on the terms of the Memorandum of Understanding and Action Plan (MOUAP) and any appropriate revisions therein.
4. Mid-February	Annual Reports by the Associate Vice-President of the office of Institutional Planning and Assessment (IRPA) posted on the university intranet.

Annual Reports

Academic Program Annual Reports will have two components: a short Narrative and Data Tables. The data tables are those first prepared for Academic Program Scans that will be updated with the data from the most recent academic year. The Office of Institutional Research, Planning, and Assessment (IRPA) will provide the data for the Data Tables in Appendix I and Programs will update the Tables in Appendices II – IV. The Narrative shall focus on clarifying or explaining changes of the data in the Tables (if necessary) and discuss any emerging trends determined from the data. The new narrative is not expected to exceed two pages. Tables are excluded from the page count. The cumulative data and narratives will form the foundation of the Program Review Self Study.

Narrative

The Narrative will address the following criteria and will refer to Data Tables in the Appendices, which are excluded from the page count. When completed, this document will be forwarded to the School Dean in pdf format.

I. Program Description and Achievements

A. Using the University Provided Data (Appendix I), analyze any pattern(s) since last year that has (have) developed in the areas of enrollments, SFRs and other program data, including how the department/program meets the needs of the following groups of students:

1. Its own majors (undergraduate, post bac, and graduate).
2. Majors from other programs (undergraduate cognate courses and "shared" graduate courses).

3. Students fulfilling university-wide requirements for degrees (baccalaureate and masters), e.g., GE, GRE, Am Inst, UD writing.
4. Other Demands/Needs (as applicable): e.g., external entities, including national, regional, and state accreditation requirements and system-wide mandates.

B. University Program Data Accuracy. If present, correct inaccuracies in the university data and provide documentation.

II. Instructional Pedagogy and Student Engagement

A. Assessment Stage - Describe the degree to which the program is progressing in assessment of student achievement of student learning goals and objectives (refer to Tables IIa and IIb in Appendix II).

1. Indicate the progress the program made in the assessment of student learning from the previous year (as indicated in either the program scan of 2008-09 or the last Annual Report).
2. Using the supplied Assessment Report Template (Appendix V), provide documentation of assessment of your program student learning goals and objectives.
3. Using the supplied Assessment Report Template (Appendix V), provide documentation of assessment of student learning objective that address the University Learning Outcomes (ULOs).

III. Faculty

This section refers to those activities that increase the professional qualifications of the faculty as a teacher-scholar, facilitate student learning, enhance student engagement, and/or increase student access, including but not limited to refereed publications, juried creative works and performances, presentations at regional and national professional meetings, professional service activities, grants submitted and awarded, and instructional pedagogy.

Please update the following tables:

A. Teaching Assignments - Refer to Table IIIa in Appendix III.

B. Publications and Service - Refer to Table IIIb in Appendix III.

C. Grants and Contracts - Refer to Table IIIc in Appendix III.

D. Other Resources - Refer to Table IIId in Appendix III.

If necessary (i.e., if there are significant changes since last year), provide a brief narrative in which the faculty work and accomplishments represented in Appendix III is put in context and rationalized.

IV. Community Engagement

This section refers to both the level of interest/commitment and the capacity of the faculty to develop the program in new areas that may involve collaborations with other programs of the university and/or community partners.

A. Describe any activities of the program that are designed to engage the community, such as: service learning; academic internships; special projects and programs, including those designed to improve the college readiness and college-going rate of students in Kern County. Include data such as event dates and participant numbers (community members and CSUB students).

V. Memorandum of Understanding and Action Plan (MOUAP)

A. If any program goals were specified in the MOUAP, detail the progress made toward meeting those goals.
B. If resources were agreed upon in the MOUAP, describe the resources allocated and their use in the program.
C. Describe any modification of the MOUAP that the program deems necessary. An addendum to the MOUAP may be required.

Data Tables

The Data Tables in the following Appendices include updated data since AY 2008-9, when initial Program Scans were prepared. The University-provided data should be presented in the format supplied.

Appendix I
(University-provided data)

Appendix I contains Tables I a-l in the format received from the University. Data are from the previous three academic years.

University Data Provided

1. Faculty and Instructional Cost, AY, Multi-Year History
2. Faculty and Instructional Cost, Summer, Multi-Year History
3. Chair Administrative Release Time, CY, Multi-Year History
4. Majors and Degrees Awarded, Multi-Year History
5. Time to Degree Completion by Program & School, Multi-Year History
6. Majors and Degrees Awarded by Campus, Multi-Year History
7. Student/Faculty Ratio
8. Average Class Size, Multi-Year History
9. Majors by Enrollment Status, Multi-Year History
10. FTES, Multi-Year History
11. FTES by Major & General Education, Multi-Year History
12. FTES by Instructional Mode, Multi-Year History
13. FTES by Campus, Multi-Year History
14. FTES by Academic Year and Summer Term, Multi-Year History
15. Student Diversity Data

Appendix II
(Assessment)

Table IIa. Assessment Stage

Students	Stage	Last AY stage and progress made (attach Assessment Reports using Appendix IV template)
Undergraduate Majors		
Graduate Students		
Credential Students		
Other Students (e.g. fulfilling university-wide requirements, cognates, GE)		

[Note: Assessment Stage scale was adopted from California State Polytechnic University, Pomona's Review of Programs]

5 = "Feedback" stage: The program has implemented student learning outcomes assessment and has completed the "full cycle" of feedback and implementation of results-based changes.

4 = "Implementation" stage: The program has implemented student learning outcomes assessment and has gathered systematic data on student learning.

3 = "Adoption" stage: The program has developed procedures for student learning outcomes assessment and is in the process of implementing those procedures.

2 = "Development" stage: The program is in the process of developing a systematic plan for assessing student learning outcomes.

1 = "Thinking" stage: The program has started to consider the development of a systematic plan for assessing student learning outcomes.

Table IIb. University Student Learning Outcomes (ULOs)

Student Learning Characteristic or Competency	Courses in which Student Leaning Objective was assessed (attach Assessment Report using Appendix IV template)

I. Students will show critical reasoning and problem solving skills.
    a. The student will demonstrate the ability to read critically.
    b. The student will demonstrate the ability to write critically.
    c. The student will demonstrate the ability to speak critically.
    d. The student will demonstrate the ability to think critically.
    e. The student will demonstrate the capacity for life-long learning.
    f. The student will engage in critical problem solving.	

II. Students will be able to communicate orally and in writing.
    a. The student will present information in a professional manner using well-developed writing skills.
    b. The student will present information in a professional manner using well-developed oral presentation skills.
    c. The student will demonstrate competence in information management.
    d. The student will demonstrate computer literacy.	

III. Students will demonstrate discipline-based knowledge and career-based-learning.
    a. The student will demonstrate broad knowledge in their selected discipline.
    b. The student will successfully apply discipline-based knowledge to the real world.
    c. The student will successfully engage in career preparation and planning.	

IV. Students will possess numerical literacy.
    a. The student will correctly utilize mathematical calculations and estimation skills.
    b. The student will demonstrate quantitative reasoning skills.
    c. The student will successfully apply quantitative reasoning skills to the real world.	

V. Students will become engaged citizens.
    a. The student will engage in university and community activities (including civic action).
    b. The student will demonstrate superior interpersonal skills.
    c. The student will develop and demonstrate a thorough knowledge of self.
    d. The student will demonstrate responsibility in group settings (including teamwork, leadership, managing skills, etc.)
    e. The student will demonstrate the ability to work independently.	

VI. Students will develop a well rounded skill set.
    a. The student will possess and demonstrate an ethical framework.
    b. The student will demonstrate an understanding of cultural and ethnic diversity.
    c. The student will successfully apply research methods/analysis and technology for problem solving.
    d. The student will demonstrate interdisciplinary knowledge.	

Appendix III
(Faculty Activity)

Table IIIa. Teaching Assignments

Faculty	Rank	Teaching WTU	Annual FTES	Assigned Time WTU	Reason for Assigned Time

Table IIIb. Publications and Service

Number of refereed publications	Number of refereed regional or national presentations	Number of juried creative works and/or performances	Number of CSU statewide and CSUB university-wide committees	Number of professional service activities at regional or national level	Number of service activities on community boards, committees, or other groups

Briefly describe other important scholarship, creative activities or service if not covered in this table.

Table IIIc Grants and Contracts

Number of intramural grant proposals submitted	Number of Intramural grants awarded	Number of External grant proposals submitted	Number of external grant proposals awarded	Total new grant amount awarded	Total number ongoing grants	Total ongoing grant amount

Table IIId. Other Resources

List other financial resources received by the program, such as donations for scholarships, equipment, stipends for students, staffing, etc.

Type of Resource	Approximate Dollar Amount

Appendix IV

Assessment Report for _____, _____(Quarter/Year)

1. What Do I/We Want Students to Learn?

Student Learning Outcomes List the outcome(s) you expect your students to achieve.	
Learning Criteria List the criteria or specific qualities desired in student work	
Standards for Your Course/Program's Success State percentage of students you expect will achieve this/these SLOs at what level by the end of the course/program	

2. What Evidence Do I/We Use to Assess Their Learning?

	1	2
Evidence Describe summative evidence you analyze and the size of the sample		
Assessment Tool/Method List the assessment tool/method you use to analyze each line of evidence.		
Assessment Process Describe assessment used to analyze each line of evidence.		
Participants List participant who assessed evidence.		

3. How Well Are They Learning (And So What)?

Results of Student Learning List the results of each line of evidence.	
Achieving Standards Based on the results from all lines of evidence, did your students achieve the level of success that your program expects? (Yes/No)	
Discussion of Results for Program Improvements Based on discussions with other faculty about your compiled results, list what you have discovered about student learning (what did your findings show you?) and the significance of these findings for your course/program	
Participants in Discussing/Reviewing Results List all who participated in discussing learning results and implications.	

4. Now What (Plan to Improve Your Course/Program)?

	1	**2**	**3**
Proposed Changes Describe the proposed change to improve your program.			
Rationale for proposed change Explain how the proposed change explicitly ties to the results from this year's assessment of student learning and how this change will contribute to the improvement of the course/program.			
Proposed completion effective dates The quarter of when the proposed change will be completed and/or effective.			

5. Reflection on Assessment Process

	1	2
Strength List strength of assessment practices for this SLO.		
Modifications List what you would like to improve in your existing assessment process.		

6. "Closing the Loop" (Status of Proposed Action Item)

	1	2	3
Next Step Enter brief description of each proposed change (your "next step")			
Status of Next Step Write whether each proposed change has been "completed," is still "in progress," or has "not started." Include during which each change was or will be completed/effective.			
Impact of Change Describe how each change contributes to the improvement of the quality of your course/program/ assessment practices. If it is unknown at this time, state why.			
Evidence of Impact Describe how you know each change contributes to the improvement of the quality of your course/program/ assessment practices. If it is unknown at this time, state why.			