

## 2023 SUMMER ASSESSMENT MINI GRANT AWARD RECIPIENTS

### COLLEGE OF AGRICULTURE

**Program: MS Nutrition**

**Title: Revising the MS in Nutrition program to meet new industry entry-level requirements**

**Faculty Lead: Emily Kiresich**

The pathway to becoming a Registered Dietitian (RD) changes in 2024, requiring a master's degree and 1000 hours of supervised practice, and our recent program review encouraged us to split from the overall MS in Agriculture and consider a Blended program, allowing students to begin 12 units of graduate studies during the undergraduate degree. A blended program will provide our diverse student population with a fast, equitable, and inclusive option at a lower cost than most programs.

While completing the grant, we were able to prepare for the next curriculum cycle by creating new program student learning outcomes using the new format provided by the Office of Assessment and Program Review, and drafted rubrics to match the assessment plan, created a new roadmap for the new MS in Nutrition and its two subplans, and matrices for the new blended portion of the proposed MS in Nutrition with options in Dietetics and Research (non-Dietetics). Pending approval by the department at large and other administrative approvals, we will apply for program elevation from an option to a degree.

### COLLEGE OF BUSINESS ADMINISTRATION

**Program: MS Business Analytics**

**Title: Closing the loop: reviewing and enhancing the assessment plan for MSBA program**

**Faculty Lead: Honggang Wang**

The Master of Science in Business Analytics (MSBA) program at Cal Poly Pomona aims to provide students with skills to: (i) develop business initiatives with strong story-telling ability, (ii) lead organizational changes with data driven decision making, and (iii) proficiently use programming and database tools for descriptive, discovery, predictive, and prescriptive analytics. However, assessment data revealed gaps in aligning course outcomes to overall program goals and insufficiently measuring development of key competencies over time.

To address this, the project team of Dr. Honggang Wang, Dr. Yuanjie He, and Dr. Alireza Yazdani focused on improving assessments for two core MSBA courses. The team collected and reviewed student learning outcome data including exam performance, project grades, and feedback for both courses. This analysis showed lower optimization modeling scores in one course, and a need for more practical application opportunities in the other.

Informed by assessment techniques used in similar courses, the team proposed revised methods such as new conceptual exam questions, rubrics for clear expectations, and reflective writing to tie activities to outcomes.

Full impact will require further evaluation after implementation in upcoming course offerings. Comprehensive curriculum mapping to connect all MSBA courses to program outcomes remains an ongoing need. Next steps involve sharing findings with faculty for input, applying the new assessment approaches, and analyzing the results to gauge improvement. This will inform potential additional refinements and integration of effective practices into other MSBA courses.

**Program: BS Business Administration - Finance Real Estate and Law option**  
**Title: Closing the Loop in Ethical and Legal Aspects of the Global Business Environment**  
**Faculty Lead: Carrie Shu Shang**

The design of the mini-grant assessment aimed to address two primary issues within the current FRL 2013 teaching modalities. First, it sought to enhance the faculty's ability to teach ethical and legal aspects of the global business environment. Second, it aimed to standardize grading practices across faculty members to ensure a consistent and fair evaluation of student performance. As a result of the mini-grant, the program successfully achieved several milestones. Faculty members received resources to better equip them for assessing and evaluating current learning outcomes associated with teaching ethical and legal dimensions in business. A detailed assessment report was produced a detailed plan for an extra grade norming session is being discussed. This session was designed to align faculty members on assessment criteria, thereby promoting consistency in grading practices. Furthermore, a revised scoring rubric was developed to more accurately assess students' understanding of ethical and legal issues in a global business context.

The program was largely successful in achieving its objectives. The faculty members reported increased capability in teaching the targeted subjects, and preliminary evaluations indicate overall satisfactory learning outcomes and relatively consistent grading pattern. The next steps will involve a more rigorous assessment of the program's impact. The revised scoring rubric needs to be implemented in the upcoming academic term, and its effectiveness in evaluating students' learning outcomes will be closely monitored. Feedback from both faculty and students will be collected to identify areas for improvement. The deliverables, including the training materials and grading plans, will be continually updated based on this feedback.

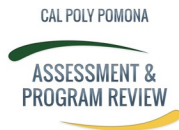
**Program: Master of Business Administration (MBA)**  
**Title: Closing the Loop: The AY2019-24 MBA Assessment for the AACSB Re-accreditation**  
**Faculty Lead: Sangho Lee**

The MBA program at Singelyn Graduate School of Business (SGSB) will undergo the AACSB re-accreditation process in Fall 2024. AACSB strongly emphasizes continuous improvement in the assurance of learning (AOL) practice by requiring comprehensive and constructive "closing-the-loop" efforts. An essential part of closing-the-loop strategies in AACSB is having two evaluations for each student learning outcome (SLO) within the 5-year AACSB evaluation cycle.

As a project lead, I analyzed and compared the first and second evaluation data for all MBA program student learning outcomes (SLOs). I identified areas that improved during the past five years, areas that need further improvements in the future, and challenges and opportunities from a substantial increase in the MBA program size.

Based on the findings, I proposed several updates to the MBA assessment plan. First, the current scheme uses only four of eight core courses for the assessment. Collaborating with the MBA program office, I analyzed the extended course outlines (ECOs) and recent syllabi of four unused MBA core courses to navigate the possible inclusion of these courses in the MBA assessment plan. As a result, I developed a revised assessment plan matrix to incorporate two new core courses in the assessment process. Further, I proposed a revision of the ECOs as a part of closing-the-loop strategies to make the MBA curriculum more up-to-date and better aligned with the SLOs. Finally, I found that the current MBA assessment rubrics need better consistency across scoring scales, clarity of assessment traits, and relevance to the up-to-date classroom assignments. As a starting point, I proposed a revised rubric for assessing SLO 1a Oral Communication.

In conclusion, these findings and proposed action plans will be presented and discussed in the Graduate Studies Committee (GSC) in Fall 2023. Upon approval from the GSC, the revised documents, including



the assessment plan and rubrics, are expected to be included in the draft of the AACSB re-accreditation report in Spring 2024.

**Program: MS Digital Marketing**

**Title: Development of Foundational Assessment Procedures for the New MS Digital Marketing Program**

**Faculty Lead: L. Lin Ong**

The program set out to develop an initial assessment strategy for the new MS in Digital Marketing (MSDM) which matriculated its first class in Fall 2023. The program developed direct and indirect measures of assessment based on the SLOs, and rubrics to assess SLOs. We also created an expanded timeline of assessment for the MSDM program as well as faculty documentation for communication to students as well as communication from MSDM administration to faculty. Information about assessment was collected from various stakeholders in order to integrate best practices from the ground up for this new program. A set calendar for assessment was developed as well as standardized communication to MSDM faculty regarding the assessment procedures. For MSDM faculty, this assessment project reduces uncertainty around assessment procedures by clearly identifying who will complete assessments, what data will be gathered, when assessments will occur, where all assessments will occur, and why we are completing these assessments in the program. A detailed rubric aligned with the SLOs and assessment levels of interest were also developed and given initial review by the MSDM Director.

Two areas where we modified our deliverables include pausing creation of Canvas modules for assessment as it did not appear as it was necessary given the strategy of assessing during presentations (vs. in an exam); however, we did create standardized self-report measures for indirect assessment. The second goal not met was attendance at the Summer Assessment Institute as it was held in-person during a time where we had a scheduling conflict. In unplanned but positive outcomes, the discussion around assessment allowed for us to identify some areas in which we could measure other student opinions (unrelated to official program assessment), which was a positive side outcome of this work.

The next steps are to have MSDM leadership and faculty review and comment on the created schedules, communications, rubrics, and data collection methodologies. We had some confusion around indirect assessment measures so that will take some additional discussion and referral to the Assessment group at CPP. However, the first round of assessment is not scheduled to begin for another academic year, so we have ample time to revise.

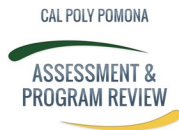
## **COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES**

**Program: Multiple and Single Subject Credential Programs**

**Title: Clinical Practice Supervision for Equity**

**Faculty Lead: Amy Gimino**

The purpose of this “closing the loop” project was to revise our student teaching assessment instruments to clearly reflect equity-minded prioritized skills aligned with the Education Department’s mission to “empower transformative educators who advocate for justice and equity for all learners” and our vision of “developing socially just educators.” Data from multiple sources (e.g state CalTPA results, CSU alumni surveys, end-of-program surveys) convey our credential students' struggle with equitable, asset-based planning and teaching. During summer 2023, the multiple and single subject program coordinators revised our student teaching assessment instruments to ensure teacher candidates receive consistent, explicit feedback from on equitable, asset-based planning and teaching practices aligned with state Teaching Performance Expectations (TPEs). Supervisors were presented and trained on the revised supervisor observation form, the student learning reflection used for observation debrief, and the mid-term and final evaluation which determines whether a teacher candidate passes student teaching and is recommended for a credential. Due to overwhelming, positive feedback, we plan to pilot the new forms with all supervisors in the fall, rather than a select group, so all teacher candidates can potentially benefit



from the changes. We will seek feedback through an end-of-term survey and focus group meeting and refine the instruments for Spring 2024, accordingly. Per our assessment plan timeline, we will evaluate this “closing the loop” project’s impact on desired learning outcomes through California Teaching Performance Assessment (CalTPA), CSU alumni survey, and end-of-program survey data.

## **COLLEGE OF ENVIRONMENTAL DESIGN**

**Program: BA Art History**

**Title: Art History Program Assessment Restart Pt 2**

**Faculty Lead: Karlyn Griffith**

The Art History program had a very out of date assessment plan, needing rethinking and revision, especially in terms of the direction we want to grow the curriculum. More specifically, the assessment program needed to be built from the group up, starting with the SLOs.

This mini grant builds on last summer’s mini grant that was spent untangling the inconsistencies and irregularities. Problems in SLOs were identified, and it became clear yearly program assessment was essentially meaningless because it assessed at the developing rather than mastery level—which revealed a very serious flaw in our curriculum. Last summer’s mini grant also revealed the Art History program used anecdotal methods and grading rubrics to assess SLOs. This summer I was able to revise and propose considerable changes to all the SLOs, taking special consideration University learning outcomes and feedback from previous program assessments, i.e. to focus on specific skills like writing effectively.

Next steps are outline on a Feedback and Implementation Timeline that will be shared with Art History faculty. First, SLO revisions need to be approved. Then we need to devise SLO rubrics based off the new SLOs.

## **COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES**

**Program: BA Political Science**

**Title: Aligning Incoming Student Experiences to Program SLOs**

**Faculty Lead: Mary Anne Mendoza**

Seniors in the Political Science department submit an Exit Survey after completing a Capstone project in their last semester. The department also has an Introduction to PLS course in which sections of freshmen and transfer students are oriented to the department/university and introduced to skills that will help throughout their time at CPP. Our project focused on aligning SLOs and the design of the introductory course to address needs indicated in the Exit Survey.

We successfully completed two tasks to address this in the introductory course: 1) Created an Entry Survey 2) revised course SLOs to align with department SLOs. We are implanting the survey and new course design for the intro course this Fall. We plan to present the Entry Survey results to our colleagues at the end of the academic year.

Our next step is to standardize the Entry Survey for the intro course, even if other instructors teach it. We also plan to compare this cohort’s Entry Survey results with their eventual Exit Survey results.

**Program: BA Political Science**

**Title: Critical Thinking Assessment Within Political Science**

**Faculty Lead: Robert Nyenhuis**

The Office of Assessment and Program Review’s (OAPR) Annual Report on Critical Thinking findings illustrated that CLASS students performed at a lower level, relative to the university average. The areas

identified for improvement included students' ability to identify issues, positing their position(s), considering additional or alternative positions, and drawing appropriate conclusions from the evidence presented. Given the difficulties of university-wide data collection, we aimed to replicate the data collection and scoring process with our department's student artifacts. Many critiques were levelled at the report that centered on small sample sizes. Our project will add to the available data. Professor Nyenhuis, who was involved in the faculty training on the rubric and scoring process, worked with two colleagues to replicate the scoring process. We solicited student artifacts from our senior thesis capstone projects and scoring them using the same rubric as the OAPR did across campus.

The data illustrate that our students, on average, performed better than both our College and University samples. We see this as a positive development, yet we heed caution when interpreting these results as they are but one snapshot in time and include a limited sample. We acknowledge that the structure of our senior thesis course may lend itself to developing a document or artifact that registers quite well on this specific rubric but may need to be consistently revisited and evaluated over time. Further, we hope to collect data for the next several years, to garner a longitudinal sense of our students' performance.

**Program: BA Philosophy**

**Title: Revision of Philosophy Curriculum Matrix and Assessment Plan**

**Faculty Lead: Corwin Aragon**

We set out to revise our program Curriculum Matrix and Assessment Plan (for both Options), which had not been updated since 2020-2021. But more importantly, we haven't, as a department, carried out regular assessment activities to fully assess our SLOs since revising the Curriculum Matrix and Assessment Plan, so we also set out to not just articulate a plan but to also set it in motion.

We updated the way we discuss our PLOs, our SLOs to be assessed, and the alignment between PLOs and SLOs. We also added additional SLOs to capture some of the central learning outcomes of our program that were not represented in the earlier versions of the Curriculum Matrix and the Assessment Plan. We also utilized the revised SLOs to start creating new ways to go about assessing them; in particular, we are in the process of finalizing a self-report survey to give our students to gather indirect evidence on one set of our new SLOs (regarding Oral and Written Communication). We are still thinking through where we might "home" appropriate forms of assessment for our SLOs, but the mini-grant also enabled us to take a few steps forward on this work. We are currently employing the revised Assessment Plan to assess our program SLOs related to Oral and Written Communication, and we are developing new modes of assessment—e.g., self-report surveys, focus groups—for gathering indirect evidence on the development of these skills-based SLOs. Moreover, we have identified additional resources for collecting and interpreting direct evidence relevant to these SLOs.

**Program: Ethnic and Women's Studies**

**Title: Crafting Assessment: Solidifying Ethnic Studies at Cal Poly Pomona**

**Faculty Lead: Shayda Kafai**

Our mini grant prioritized themes of Equity and Inclusion, Critical Thinking, and Written Communication to develop a two-pronged pilot assessment tool focusing on Area F GE courses. Currently, CPP has completed two cycles of cross-listed Area F courses. Assessment is a critical component of Ethnic Studies pedagogy without substantive assessment data to gauge efficacy. We evaluated alignment of current Area F student learning outcomes in EWS 1401: Introduction to Ethnic Studies a F Core Competencies along with EWS department's program learning outcomes to the spirit and letter of AB 1460. Specifically, we focused on Core Competencies numbers 1, 3, and 4 because they are the Core Competencies that are most frequently selected by both EWS faculty and faculty who teach cross-listed Area F courses.

During Summer 2023, we gathered pre-assessment data from 91 students, and we gathered post-assessment data from 72 students which measured how that knowledge shifted at the end of the five-

week course. We will continue to hone our assessment tools to be implemented by Area F courses and to gather data for an upcoming EWS program review.

The pre- and post-assessments were successful in identifying what the students came into the class with and what they gained at the end of the five-week course. During the pre-assessment, students communicated they hoped to learn more history about the four racialized communities. The assessments revealed that our EWS 1401 course teaches learners to not only assess the experiences of the four racialized communities, according to SLO 1, and communicate the liberation practices of those communities, according to SLO 4, but they stressed in their post-assessment that their final assignment empowered them to articulate the central concepts of the course including, but not limited to, race, ethnicity, white supremacy, colonialism, and microaggressions.

For future implementation, we will develop similar tools that include all the SLOs and incorporate student feedback for expanded use across Area F courses. Our goal is to scaffold the assessment aligned with ESFIC and to be administered in the same intervals as the CPP Connect Progress Reports.

## COLLEGE OF ENGINEERING

**Program: BS Industrial Engineering**

**Title: Developing a plan for assessing students' ability in developing inclusive engineering solutions and make informed judgments considering global, cultural, social, environmental factors**

**Faculty Lead: Payam Parsa**

In this project I focused on ABET (Accreditation Board for Engineering and Technology) assessment requirements, focusing on global, societal, environmental, and cultural elements in engineering education. I explored various assessment methods suitable for ABET accreditation. I delved into potential Industrial Engineering projects that could address global or societal challenges. To guide instructors in evaluating students on these critical areas, I developed a detailed rubric. The rubric spanned criteria like global awareness, societal impact, environmental stewardship, cultural sensitivity, interdisciplinary collaboration, and ethical decision-making. The rubric has four grading levels (Novice, Competent, Proficient, Advanced) with clear definition on each one.

## COLLEGE OF SCIENCE

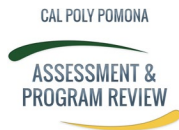
**Program: MS Kinesiology**

**Title: KHP Comprehensive Exam Rubrics**

**Faculty Lead: Lara Killick**

In 2019, the Kinesiology and Health Promotion (KHP) department underwent a substantial strategic planning process to guide departmental operations. A core action in our new strategic plan was to redesign the graduate curriculum to better align with faculty strengths, industry needs and student demands. In so doing, we reintroduced comprehensive exams as a culminating experience option. Comprehensive exams had previously been offered but were eliminated during semester conversion due to concerns about rigor and quality control across the three options (thesis/project/exams). The exams have been reintroduced to meet student needs and improve graduation rates.

This grant supported the creation of 3 standardized rubrics used to score the exams. The rubrics were created by an interdisciplinary team of KHP faculty over the course of a 2-day mini retreat. The rubric criteria are aligned with CPP institutional learning goals and the program learning outcomes for the KHP MS program. The rubrics provide students with a transparent assessment process, ensure the rigor of the



exams is maintained and facilitate quality program-level assessment. The latter was identified as a notable weakness in our graduate program in our recent program review.

The grant team collaborated very effectively to create the 3 artifacts. The rubrics will be presented for faculty approval at our upcoming KHP Fall Conference. Feedback and revisions will be solicited. The rubrics will be implemented for use in Fall 2023 and Spring 2024. Feedback on effectiveness will be gathered.

**Program: BS and MS Geological Sciences**  
**Title: Revision of Student Learning Outcomes and Associated Rubrics**  
**Faculty Lead: Stephen Osborn**

The purpose of this project is to revise and reduce the number of student learning outcomes (SLO's) and prepare associated rubrics. The Geological Sciences Department is among the smallest departments on campus with 5 tenure track faculty (currently). We originally set up 7 SLO's for both our graduate and undergraduate programs (14 in total). It has become apparent that this is too many for our faculty to manage consistently, preventing implementation of closing the loop strategies. This problem is accentuated with planned sabbatical leave and the resignation of our geophysics faculty this past Fall semester. Additionally, we recognize the importance of being able to report meaningful assessment data and results for our next program review in a few years. The plan is for Dr. Osborn to reduce the number of SLO's and rubrics to something that is for faculty manageable and sustainable. toward closing the loop.

I was able to accomplish this goal. With input from faculty in my department, I reduced the number of SLOs from 14 in total to 8 (4 undergraduate and 4 graduate SLOs). The SLOs have been approved by faculty as still meaningful for our students. Also, I prepared an assessment rubric for each SLO (8 in total). These were also approved by faculty in the Geological Sciences department during the summer retreat. The corresponding rubrics were the most time consuming. Thanks to faculty input, the rubrics were finalized and approved during this year's retreat. As a side benefit to this work, I believe that the input provided from other faculty gave them some ownership of assessment for the department and I anticipate more involvement than in previous years.

The next steps are to update the assessment plan and curriculum matrices for the department. I plan to do this during the Fall semester and submit to the Assessment office. Additionally, the department plans to implement the new assessment tools starting this Fall semester and moving forward. We will reassess the result of this redesign during the next summer retreat (2024) and make changes as necessary in addition to any closing the loop activities resulting from the actual assessments this academic year.

**Program: BS Kinesiology**  
**Title: Mai Jara**  
**Faculty Lead: Mai Jara**

Adapted Physical Education Added Authorization program went through an accreditation review in March 2022. We revised the following course to meet the reviewer's feedback.

We updated KIN4320 to revise SLO, KIN 3130 to revise SLO and course outline, KIN5750 to revise the SLO, and update the course outcome, and created KIN5350, KIN5340 to meet the accreditation review. The curriculum is under review with the Department and will be submitted for College level curriculum review on end of September.

**Program: BS Mathematics**  
**Title: Growing DEI in the Mathematics and Statistics Program**  
**Faculty Lead: Stacy Brown**

The aim of the Growing DEI in the Mathematics and Statistics Program mini grant was to develop draft DEI SLOs for the Mathematics and Statistics Department (MSD), which could then be discussed, revised, adopted and eventually assessed as part of our annual assessment plan. During the initial stages of development, it was determined that the MSD's DEI SLO should be accompanied by a DEI statement that the department agreed on and for which we could construct an action plan. Thus, the bulk of the work went into collecting examples of DEI statements from American mathematics departments, analyzing these examples, and drafting statements which could be considered by the MSD during future meetings. In addition to the DEI statement, draft DEI SLOs were developed, as well as: a collection of DEI assessment resources (readings) and DEI related assessment tools; e.g., the MSB Survey (mathematical sense of belonging survey) developed by Dweck and colleagues, a mathematical identity survey recently published in IJRUME, and an example of broad DEI student survey.

This work was a success in the sense that all of the materials necessary to start a faculty discussion were prepared. At the end of the summer the next step was a discussion among the MSD faculty. The first discussion occurred September 6, 2023, and two qualtrics surveys have been conducted to measure department preferences since then. Once we have selected a DEI statement (see report for drafts), we will select an accompanying DEI SLO (see report for drafts currently under consideration) and an assessment instrument. Lastly, the mini-grant included a data analysis related to persistence of our majors, with information about diversity. This was not completed but rather is currently in-progress.