

ANNUAL ASSESSMENT REPORT 2019-2020

Annual assessment reports document the various assessment activities undertaken by each program. The reports allow academic programs to capture and describe the different ways they have engaged in the various stages of a typical assessment cycle. This ranges from developing student learning outcomes to creating or improving rubrics to discussing and implementing closing the loop strategies to strengthen student learning, curricula, and other aspects of the program.

To help capture the many assessment activities programs conduct and to ensure that Cal Poly Pomona students achieve intended learning outcomes, this report is a summary of the various assessment activities reported by academic programs across the campus. It also identifies various ways the Office of Assessment and Program Review may work with faculty and programs to advance their assessment activities to strengthen student learning and success in a meaningful, manageable, and sustainable manner.

While any given year may be affected by various challenges, COVID-19, a pandemic that involved a quick pivot to remote instruction in Spring 2020, posed significant demands on faculty to learn and adopt new technologies and pedagogies to facilitate instruction and support students' academic and social well-being. Despite these extraordinary pressures, many programs were able to engage in various facets of assessment, found ways to modify their plans and activities, and to discuss and reflect on broader aspects of meaningful assessment.

Methodology

In early-September 2020, undergraduate and graduate academic programs were invited to submit their annual assessment reports electronically, summarizing their assessment efforts in the 2019-2020 academic year. Programs with multiple options submitted a single report with the exception of degree programs with significantly different options (e.g., BS Business Administration; see Appendix A for a complete list of report submissions). The report requirements accompanied the email sent to program assessment leads to use as reference. The College Assessment Liaisons (CALs) provided support to those completing the report within their respective colleges. A workshop conducted by the Office of Assessment and Program Review was also offered.

Completion Rate

A total of 78 academic programs/options (86%) submitted reports.

Annual Assessment Report Completion Rate by College

College	Total # of Academic Programs/Options	Submitted ¹ (N & %)
AG	9	7 (78%)
CBA	12	8 (67%)
CEIS	6	6 (100%)
CLASS	20	19 (95%)
Collins	2	2 (100%)
ENG	17	16 (94%)
ENV	10	5 (50%)
SCI	15	15 (100%)
TOTAL	91	78 (86%)

Documentation of Student Learning Outcomes

One of the principles of good assessment practice is the responsibility higher education has in ensuring that future generations are well-prepared by meeting educational goals and expectations.² This

¹ Programs with multiple options submitted a single report with the exception of degree programs with significantly different options.

² Hutchings, P., Ewell, P., & Banta, T. (2012, May). *AAHE principles of good practice: Aging nicely*. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA).

responsibility to our prospective and current students, and to the public at large, is even greater as a state institution. Hence, the ease of accessibility to a program's student learning outcomes (SLOs) and students' continued exposure to them are ways to demonstrate the program's commitment to the SLOs, and that the institution and faculty are prepared to meet the goals of the outcomes.

To be transparent about the learning outcomes students are expected to achieve, programs were asked to identify the various locations where their SLOs were published. Of the programs who submitted annual assessment reports, 64 (82%) published SLOs on their program or department webpage, and 30 (38%) included them on course syllabi. Only 8 (10%) programs reported not publishing them. To complement academic programs' efforts in this regard, program assessment plans and curriculum matrices containing the SLOs are also published on the Office of Assessment and Program Review's website. The Catalog also refers to curriculum matrices and associated SLOs.

The table below details the places programs have published their SLOs.

Documentation of Student Learning Outcomes by College

College	Department/ Program Website	Student Handbook	Course Syllabi	Brochure/ printed material	Published in alternate place	Not currently published
AG	8	1	4	0	1	0
CBA	7	0	3	0	2	0
CEIS	5	2	6	1	0	0
CLASS	17	0	6	0	1	1
Collins	2	1	1	1	0	0
ENG	10	0	3	0	3	4
ENV	5	0	3	0	1	0
SCI	10	1	4	0	0	3
TOTAL	64	5	30	2	8	8

Note: Programs were asked to "select all that apply."

Assessment Activities in 2019-2020

As previously acknowledged, the 2019-2020 academic year was a challenging one as a result of the impact of COVID-19. Hence, academic programs were asked if they engaged in assessment activities during the year. While 71 (93%) programs reported engaging in assessment activities, 5 (7%) reported no engagement in assessment activities in 2019-2020. The table below reflects responses by college.

Engagement in Assessment Activity by College

College	Programs Reporting Engaging in Assessment Activity	Programs Reporting No Engagement in Assessment Activity
AG	7	0
CBA	8	0
CEIS	5	1
CLASS	18	0
Collins	2	0
ENG	15	2
ENV	5	0
SCI	11	2
TOTAL	71	5

Note: Only 76 programs responded to this question. This question did not require a response.

Number of SLOs Assessed

In 2019-2020, 51 (69%) academic programs reported assessing 202 SLOs in total, averaging 4 SLOs each. Thirty (38%) programs assessed between one and three SLOs, and 14 (27%) programs assessed seven or more SLOs. Best assessment practices recommend that programs assess from one to three SLOs in a single year. This range is often described as being most manageable, allowing faculty the time to collect and analyze the data, discuss the findings, and develop and implement change strategies to strengthen teaching and learning. Known as "closing the loop," developing and implementing change

strategies may involve collaborating with others (e.g., librarians, academic advisors, other faculty etc.) to execute effectively.

Programs found strategic ways to collect data to support manageability. For instance, to assess several SLOs at the same time, a few programs conducted a survey allowing students to report on their self-perception regarding the extent to which they achieved the SLOs, serving as indirect evidence of student learning. Other programs used a single assignment with plans to norm and score it for multiple SLOs.

While 21 programs reported not assessing any SLOs, their reports revealed that some engaged in other assessment-related activities such as adjusting the data collection timeline, or modifying rubrics, and moving rubrics to an online format. Overall, only 5 (7%) of programs halted all assessment activity entirely.

Number of SLOs Assessed by College

College	Number of Program-Level SLOs Assessed			
	None	1-3	4-6	7-10
AG	1	4	0	2
CBA	3	2	0	0
CEIS	3	2	0	1
CLASS	5	7	2	4
Collins	1	1	0	0
ENG	2	8	1	5
ENV	2	2	0	1
SCI	4	4	4	1
TOTAL	21	30	7	14

Types of Assessment Activities

Assessment is an ongoing process involving various activities using data and considering evidence of student learning to identify, understand, and close gaps to improve student learning. A typical assessment cycle/process may be found [here](#).

Academic programs were asked to highlight the various assessment activities they engaged in in the 2019-2020 academic year. In reporting all of the activities they undertook, 34 programs focused on changes to assessment procedures, 43 programs collected and/or scored direct evidence of student learning, and 16 programs collected and/or analyzed indirect evidence. Examples of indirect evidence include surveys, focus groups, and other measurement tools to capture perceptions and opinions of student learning. Only 12 programs engaged in closing the loop implementation; these are strategies to improve SLO achievement, and include activities such as introducing scaffolded assignments, changing the sequence of courses, or improving the data collection method.

The submitted reports revealed two programs engaged in assessment activities that did not fall cleanly into one of the pre-determined options provided. An example is the redesign of a program's curriculum impacting various aspects of assessment.

The table below summarizes the various assessment-related activities, with programs selecting all that applied to their work in the past year.

Types of Assessment Activity by College

College	Changes to Assessment procedures	Collected/ Scored Direct evidence	Collected/ Analyzed Indirect evidence	Discussed results	Implemented closing the loop strategies	Investigated other pressing issues	Other
AG	5	6	1	3	1	0	0
CBA	0	2	0	1	1	0	0
CEIS	2	3	1	2	2	0	0
CLASS	11	8	5	5	2	1	2
Collins	0	1	0	0	0	0	0
ENG	7	12	6	4	2	1	0
ENV	2	2	1	1	1	0	0
SCI	7	9	2	7	3	1	0
TOTAL	34	43	16	23	12	3	2

Note: Programs were asked to "select all that apply."

Types of Evidence Collected and Reviewed

Assessment evidence, in the form of direct and indirect evidence, determine the extent to which students are achieving acceptable levels of learning outcomes. The table below outlines the various types of direct evidence collected by the 43 academic programs in the 2019-2020 academic year. Twenty-four programs collected and/or scored course-embedded assignments (e.g., exams, papers, lab reports, etc.) while 19 programs collected and/or scored capstone products. Seventeen programs also collected and/or scored oral performances, such as presentations. Only one program collected direct evidence that did not fall cleanly into one of the pre-determined options, namely, the GWT exam.

Types of Direct Evidence Collected and/or Scored for Assessment³

Direct Evidence	N
Artistic exhibition/performance	2
Assignment/exam/paper completed as part of regular coursework	25
Capstone products (e.g., project, senior thesis, etc.)	19
Exam created by external organization (e.g., professional licensure)	4
Exit exam created by the program	4
Oral performance (e.g., presentation, defense, conference presentation, etc.)	17
Portfolio/E-portfolio of student work	1
Publication or grant proposal	0
Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.)	3
Qualifying/comprehensive exam (graduate level only)	1
Thesis or dissertation (graduate level only)	7
Other	1

Data also showed that 16 programs collected and/or analyzed indirect evidence for assessment. Eight programs conducted student surveys, interviews, or focus groups, and six programs collected and/or analyzed student self-reflection writing assignments on SLO achievement. Five programs collected and/or analyzed evidence that did not fall into one of the pre-determined options, and they include surveys from constituents not mentioned (e.g., advisory groups, faculty, etc.,) and interviews with industry professionals.

³ The annual assessment report did not ask programs to differentiate between collecting and scoring direct evidence.

Types of Indirect Evidence Collected and/or Analyzed for Assessment⁴

Indirect Evidence	N
Student survey/interview/focus group with self-reports of SLO achievement	9
Student reflective writing assignment (e.g., essay, journal entry, self-assessment, etc.) on their SLO achievement	6
Alumni survey/interview/focus group that contains self-reports of SLO achievement	3
Employer meetings/discussions/survey/interview of student SLO achievement	0
Interviews or focus groups that contain self-reports of SLO achievement	1
Other	5

Closing the Loop: Improving through Assessment

Closing the loop involves using results to improve student learning. Academic programs consider the findings of assessment, learn from them, and discuss, develop, and implement changes to improve future achievement of student learning outcomes. Closing the loop strategies take various forms, and may include strategies like changes to the curriculum, modifications to pedagogical approaches, increased student support, and adding resources to support learning.

In 2019-2020, 55 programs reported closing the loop, while 30 programs did so in 2018-2019, reflecting a 46% increase. Of the programs reporting closing the loop, the most common action was changes to assessment procedures (n=33); this may include a change in evidence collection methodology or selecting a more appropriate course assignment when programs next assess the same SLO. Twenty-two programs made course-level changes, while ten programs looked at program-level curricular changes.

Submitted reports also revealed 12 programs still in the midst of exploring or deliberating action steps for improvement. Of the programs that reported no action taken, two were satisfied with their results, and took no further action while 7 programs took no action at all. Five programs also engaged in other forms for closing the loop that did not fall cleanly within pre-designated options, including reviewing and reflecting on assessment findings for their reaccreditation self-study and program review.

Types of Closing the Loop activities by College

College	Assessment procedure changes	Course-level changes	Program curricular changes	Personnel changes	Students' out-of-course changes	Resource allocation changes	No action ⁵	Deliberating action	Other
AG	5	3	4	0	1	1	0	0	2
CBA	1	2	1	1	1	0	0	1	0
CEIS	3	2	1	1	1	0	0	1	0
CLASS	10	6	3	3	2	2	1	3	2
Collins	0	0	0	0	0	0	1	0	0
ENG	5	4	0	1	0	0	6	5	1
ENV	2	1	0	1	1	0	0	1	0
SCI	7	4	1	0	2	0	1	1	0
TOTAL	33	22	10	7	8	3	9	12	5

Note: Programs were asked to "select all that apply."

⁴ The annual assessment report did not ask programs to differentiate between collecting and analyzing indirect evidence.

⁵ Two programs took no subsequent actions due to satisfaction with their assessment findings; seven programs did not cite reasons for not taking action.

Assessment Planning and Discussion

Best practices in assessment recommend involving a wide range of campus individuals, including faculty, student affairs professionals, librarians, administrators, and even students. This reinforces student learning as an ongoing campus-wide responsibility, and not just the task of a sole individual or small group of experts. To better understand the extent to which programs have built assessment capacity, programs were asked to identify the various avenues that discussion pertaining to assessment planning and results were shared.

The table below details the number of programs that discussed assessment findings with various entities in the 2019-2020 academic year. Data revealed that of the 71 programs who reported engaging in assessment activity, assessment results were most often shared with program or department faculty as a whole (43; 61%) and with program or department assessment committees (32, 45%), supporting the notion that program assessment very much remains an internal effort. Assessment results were not often shared with college curriculum committees with only eleven programs doing so across the campus. College curriculum committees have a macro-level perspective of the college's curricula, including course and program offerings, and overall oversight of program quality, and would benefit from a broader understanding of the extent to which SLOs are achieved. A handful of programs did share assessment results with persons or organizations external to the program or "other" including discussions with College Assessment Liaisons (CALs) and external accreditors in their self-studies or visits. Unfortunately, two programs did not discuss assessment at all.

College	Program/ department faculty as a whole	Committee of program/ dept faculty	Program/ department assessment committee	College curriculum committee	College assessment committee	Other college or divisional committee	Advisory board	Persons/ organizations outside program	Students	Other	Did not discuss assessment
AG	6	2	3	2	2	0	2	0	2	2	0
CBA	4	1	4	1	3	0	0	0	0	0	0
CEIS	3	1	2	1	3	0	1	0	1	0	0
CLASS	12	7	9	3	5	0	0	2	1	4	0
Collins	0	1	1	0	1	0	0	0	0	0	0
ENG	10	1	5	2	4	2	2	0	0	0	2
ENV	2	0	1	1	1	0	0	1	1	0	0
SCI	6	5	7	1	2	0	0	0	0	0	0
TOTAL	43	18	32	11	21	2	5	3	5	6	2

Note: Programs were asked to "select all that apply."

Impact of COVID-19 on Assessment

To capture the impact of the pandemic on assessment, programs were asked to share their discoveries regarding program assessment in the 2019-2020 academic year so that we may capture the challenges, innovations, and achievements associated with assessment. Various themes were culled from 55 responses to this question with several programs addressing multiple themes, including:

- No or little significant impact on assessment (25; 46%):
 - Data collection occurred in the Fall semester or prior to the switch to remote instruction;
 - Data collection was made easier with Blackboard or other platforms providing easily retrievable archives;
 - Decided to use and analyze the data only from the Fall semester instead of both semesters while others plan to combine the data from two consecutive Fall semesters;
 - Elected to use student surveys as indirect measures instead or to complement future direct assessment measures.
- Prompted broader conversations about assessment (21; 38%):
 - Realized that revisions to assessment processes and procedures need to be done;
 - Found potential benefits of online assessment;
 - Programs using rubrics to score synchronously in-person (e.g., in labs, presentations, etc.) found its limitations in the online setting;
 - Discussed the extent to which assessment under COVID-19 circumstance were valid;
 - Recognized that more focus needs to be given to graduate program assessment.
- Postponement of assessment activities (8; 15%):
 - Determined that Spring semester data would not be representative of the SLOs being assessed;
 - Course-embedded presentations to be used for assessment were replaced, resulting in assignments that could not be used to assess the same SLO;
 - Unable to collect data or artifacts as a result of students not completing projects or electing for an incomplete grade.
- Focus on helping students (5; 9%):
 - The discussion emphases in their programs provided a safe venue for students to share their concerns and challenges; faculty focused on this more than assessment;
 - Focus on learning and navigating new technologies to maximize student engagement.

Summary

While 2019-2020 was a challenging year for higher education, including Cal Poly Pomona, with the quick pivot to remote instruction in Spring 2020, submitted annual assessment reports revealed various highlights:

- Many academic programs found ways to engage in meaningful assessment-related activities by modifying their assessment plans. This included such things as changes in timeline and data collection methods, and strategizing ways to use a single course-embedded assignment to assess multiple SLOs;
- Programs leaned towards using direct evidence to assess student learning;
- Much of the focus on assessment is on data collection. As a campus, we need to strengthen our efforts to use the collected information through discussion and closing the loop;
- Discussion of assessment findings tend to be limited to programs or departments. Sharing with external entities such as college curriculum committees would help such committees understand and advocate for necessary improvements and resources;
- Some academic programs found electronic archives as useful and viable in future assessment plans;
- CPP faculty are committed to ensuring supportive environments to facilitate student learning.

Closing the Loop/Next Steps

Annual assessment reports submitted by programs/options reveal the amount of assessment activity but also help highlight areas where assessment may be strengthened. The Office of Assessment and Program Review is committed to engaging with faculty in various ways to help deepen programs' grasp of assessment, including:

- Conducting workshops on:
 - developing and implementing strategies to close the loop based on SLO assessment findings;
 - using indirect evidence meaningfully and strategically to assess student learning;
- Reaching out more intentionally to programs either at the department- and/or college-level to brainstorm ideas, develop strategies to broaden the discussion of assessment findings, and clarify assessment-related questions;
- Engaging a greater diversity of faculty in professional development to share their assessment efforts and expertise with other faculty (e.g., Summer Assessment Institute, Assessment Revolutionary Recognition; CALs, and serving on committees,)

Appendix A**List of Programs/Options**Huntley College of Agriculture

BS Agribusiness and Food Industry Management
BS Agricultural Science *
BS Animal Health Science
BS Animal Science - Pre-Vet Science/Graduate School Option
BS Apparel Merchandising and Management
BS Nutrition
BS Plant Science *
MS Agriculture - all options
MS International Apparel Management

** Report not submitted; BS Food Science and Technology was inadvertently overlooked and will be added next year.*

College of Business Administration

BS Business Administration – Core *
BS Business Administration – Accounting
BS Business Administration – Computer Information Systems
BS Business Administration – E-Business
BS Business Administration – Finance, Real Estate and Law
BS Business Administration – International Business
BS Business Administration – Management & Human Resources
BS Business Administration – Marketing
BS Business Administration – Technology and Operations Management
MBA Business Administration *
MS Accountancy *
MS Information Security - formerly MS Business Administration (Business Analytics) *

** Report not submitted*

College of Education and Integrative Studies

MA Education
EdD Educational Leadership
BA Early Childhood Studies
BA Gender, Ethnicity, and Multicultural Studies
Interdisciplinary General Education
BA Liberal Studies

College of Environmental Design

M Architecture *
M Interior Architecture *
B Architecture
MS Regenerative Studies
BFA Visual Communication
BA Art History
M Landscape Architecture *
BS Landscape Architecture *
M Urban and Regional Planning
BS Urban and Regional Planning *

** Report not submitted*

College of Letters, Arts, and Social Sciences

BS Communication
BA Economics
MS Economics
BA English
MA English
BA Spanish
BS Anthropology
BS Geography
BA History
MA History
BA Music †
BM Music †
BA Philosophy
BA Science, Technology, and Society
BA Political Science
MPA Public Administration
BA Psychology
MS Psychology *
BA Sociology
BA Theatre

** Report not submitted; † A single report was submitted; BA Criminology was inadvertently overlooked and will be added next year.*

Collins College of Hospitality Management

BS Hospitality Management
MS Hospitality Management

College of Engineering

BS Aerospace Engineering
BS Chemical Engineering
BS General Civil Engineering Option †
BS Construction Engineering and Management †
BS Environmental Engineering Subplan/Option †
BS Geospatial Engineering Subplan/Option †
BS Computer Engineering
BS Electrical Engineering
BS Electromechanical Systems Engineering Technology
BS Electronic Systems Engineering Technology
BS Industrial Engineering
BS Manufacturing Engineering
BS Mechanical Engineering
MS Engineering (Aerospace Emphasis)
MS Engineering (Materials Engineering Emphasis)
MS Electrical Engineering
MS Chemical Engineering *
MS Mechanical Engineering
MS Engineering Management
MS Systems Engineering

** Report not submitted; † A single report was submitted*

College of Science

BS Biology †
BS Biotechnology †
BS Environmental Biology †
MS Biological Sciences
BS Chemistry – all options
MS Chemistry
BS Computer Science
MS Computer Science
BS Geology
MS Geology
BS Kinesiology
MS Kinesiology
BS Mathematics
MS Mathematics
BS Physics

† A single report was submitted