ANNUAL ASSESSMENT REPORT 2023-2024

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.[1] This responsibility to prospective and current students, and to the public, is even greater as a state institution.

The CPP Annual Assessment Report documents the various assessment activities undertaken by each program, providing programs the opportunity to take stock of the different ways they have engaged in the stages of a typical assessment cycle. This process allows programs to articulate their efforts to strengthen teaching and learning, and serves as a useful tool when programs undergo program review and/or accreditation.

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.

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.

Methodology

In September 2024, Program Assessment Leads (PALs) for undergraduate and graduate academic programs were invited to submit their annual assessment reports electronically, summarizing their assessment efforts in the 2023-2024 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 College Assessment Liaisons (CALs) provided support to those completing the report within their respective colleges.

Completion Rate

Reflecting the university's highest completion rate in recent years, a total of 88 academic programs/options (91%) submitted reports. Of these, 35 programs indicated they hold specialized disciplinary accreditation. In addition, 4 (4%) programs reported they offer a certificate or credential program.

Annual Assessment Report Completion Rate by College

College	Total # of Academic Programs/Options	Submitted[2] (N & %)
AG	11	10 (91%)
CBA	14	13 (93%)
CEIS	5	5 (100%)
CLASS	22	20 (91%)
Collins	2	2 (100%)
ENGR	18	15 (83%)
ENV	10	8 (80%)
SCI	15	15 (100%)
TOTAL	**97**	**88 (91%)**

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[1] 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).
[2] Some departments with multiple degree programs submitted a single report while some degree programs with significantly different options submitted separate reports, e.g., BS Business Administration.

Documentation of Student Learning Outcomes

This section details the various opportunities for students and other stakeholders to realize and be continuously exposed to their program's student learning outcomes (SLOs). They serve as a means for academic programs to demonstrate their commitment to the SLOs, and that the institution and faculty are prepared to meet the goals of the outcomes.

Of the programs who submitted annual assessment reports, 66 (68%) published SLOs on their program or department webpage, and 33 (34%) included them on course syllabi. Only 10 (10%) programs reported not publishing them The data reflect an increase of eight programs (13%) from the previous year who now post SLOs on their webpages.

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	4	1	5	2	1	3
CBA	11	0	8	0	0	2
CEIS	4	0	3	1	0	0
CLASS	17	3	7	4	2	0
Collins	2	0	2	0	0	0
ENGR	11	0	1	1	1	2
ENV	5	2	2	2	1	2
SCI	12	0	5	0	1	1
TOTAL	**66**	**6**	**33**	**10**	**6**	**10**

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

Assessment Activities in 2023-2024

Academic programs were asked if they engaged in assessment activities during the year. During the last year, 61% of programs engaged in some form of assessment while 8% reported not engaging in assessment activity at all. The table below reflects responses by college.

Engagement in Assessment Activity by College

College	Programs Reporting Engaging in Assessment Activity	Programs Reporting Engaging in Other Assessment Activity Not Specific to Any SLO	Programs Reporting No Engagement in Assessment Activity
AG	6	2	1
CBA	8	5	1
CEIS	4	1	0
CLASS	14	5	1
Collins	1	1	0
ENGR	8	7	0
ENV	2	4	2
SCI	10	2	2
TOTAL	**53**	**27**	**7**

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

Number of SLOs Assessed

Best assessment practices recommend that programs assess from one to three SLOs in a single year. This range is often described as being manageable. This year, 36 (37%) programs assessed between one and three SLOs. There were 5 (5%) programs that assessed seven or more SLOs, a decrease from the previous year by half.

Number of SLOs Assessed by College

College	Number of Program-Level SLOs Assessed			
	None	1-3	4-6	7-10
AG	3	4	2	0
CBA	5	6	2	0
CEIS	1	4	0	0
CLASS	5	10	4	1
Collins	1	1	0	0
ENGR	6	4	1	3
ENV	6	1	1	0
SCI	3	6	3	1
TOTAL	**30**	**36**	**13**	**5**

Types of Assessment Activities

This section of the report disaggregates the types of assessment activities conducted by academic programs during the 2023-2024 academic year. The vast majority of programs either collected, analyzed, developed, modified, and/or discussed assessment tools while only 14 programs engaged in closing the loop efforts (e.g., investigated other pressing issues related to SLO achievement, changed course sequence, etc.). This reflects a 40% increase in the number of programs engaged in closing the loop activities in comparison to the previous year.

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	Collected/Analyzed/Developed/Modified/Discussed Assessment Tools	Closing the loop (e.g., investigated other pressing issues related to SLO achievement, changed course sequence, etc.)	Other
AG	6	0	0
CBA	8	3	0
CEIS	4	0	0
CLASS	13	6	1
Collins	1	1	0
ENGR	8	1	0
ENV	2	0	0
SCI	10	3	0
TOTAL	**52**	**14**	**1**

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

Types of Evidence Collected and Reviewed

Assessment evidence, in the form of direct (student-produced work) and indirect (student self-reported) 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 academic programs in the 2023-2024 academic year. The most common included course-embedded assignments (e.g., exams, papers, lab reports, etc.) followed by oral performances (e.g., presentations), and capstone products.

Types of Direct Evidence Collected for Assessment

Direct Evidence	N
Artistic exhibition/performance	1
Assignment/exam/paper completed as part of regular coursework	37
Capstone products (e.g., project, senior thesis, etc.)	14
Exam created by external organization (e.g., professional licensure)	2
Exit exam created by the program	2
Oral performance (e.g., presentation, defense, conference presentation, etc.)	18
Portfolio/E-portfolio of student work	3
Publication or grant proposal	1
Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.)	2
Qualifying/comprehensive exam (graduate level only)	3
Thesis or dissertation (graduate level only)	7

Data also showed that 31 programs collected indirect evidence for assessment. The most commonly used indirect approach was to ask students to reflect on your own SLO achievement while a small handful of programs indicated they sought employer input as indirect evidence. used "other" means to collect indirect evidence for assessment.

Types of Indirect Evidence Collected for Assessment

Indirect Evidence	N
Student survey/interview/focus group with self-reports of SLO achievement	14
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	4
Interviews or focus groups that contain self-reports of SLO achievement	0

Closing the Loop: Improving through Assessment

Closing the loop involves using results to improve student learning by reflecting on the findings of assessment. Such discussions are concerned with the development and implementation of changes to improve future achievement of student learning outcomes. This is a key stage in the assessment cycle of continuous improvement, demonstrating how assessment findings are used to improve outcomes, drive decision-making, and inform resource allocation. 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. The table below shows that changes did occur at the course and curricular level, and that assessment processed did change.

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[3]	Use is pending	Other
AG	0	0	0	1	0	1	0	0	0
CBA	1	1	0	0	0	0	1	1	0
CEIS	0	0	0	0	0	0	0	0	0
CLASS	3	3	4	0	0	0	1	0	2
Collins	0	0	0	0	0	0	1	0	0
ENGR	0	2	0	0	0	0	1	0	0
ENV	0	0	0	0	0	0	0	0	0
SCI	0	2	0	0	0	1	1	0	0
TOTAL	**4**	**8**	**4**	**1**	**0**	**2**	**5**	**1**	**2**

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

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[3] Refers to no action taken because students met SLO performance goals.

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 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 2023-2024 academic year. Data revealed that of the programs that reported engaging in assessment activity, assessment results were most often shared with program or department faculty as a whole (n=57; 71%). Committees of program/department faculty and program/ department assessment committees were equally held (n=39, 49%), supporting the notion that program assessment very much remains an internal effort. Assessment results were not often shared with college curriculum committees, with only 8 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 students, persons or organizations external to the program, and "other" including Deans and Associate Deans. Unfortunately, one program 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	College assessment liaison	Advisory board	Persons/ organizations outside program	Students	Other	Did not discuss assessment
AG	5	6	4	1	1	0	2	1	1	3	0	0
CBA	11	5	8	3	6	0	5	0	0	0	0	0
CEIS	5	3	2	1	0	0	0	1	0	1	1	0
CLASS	12	7	9	0	4	0	0	2	4	4	0	0
Collins	2	1	1	1	2	0	1	1	0	1	1	0
ENGR	10	6	4	0	7	1	0	5	0	1	3	1
ENV	4	4	3	0	0	0	0	1	1	1	2	0
SCI	8	7	8	2	5	1	1	0	0	4	0	0
TOTAL	**57**	**39**	**39**	**8**	**25**	**2**	**9**	**11**	**6**	**15**	**7**	**1**

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

Conclusion

Annual assessment reports submitted by programs/options provide a record of assessment activity but also help highlight areas where assessment may be strengthened. We learned that programs strongly favored using direct evidence of student leaning over indirect evidence. The former links directly to SLOs, providing tangible evidence of the skills or knowledge expected of students, and further minimizes assumptions faculty may have. However, indirect evidence should not be overlooked as it provides context, and student perceptions and experiences. Together with direct evidence, we gain a more nuanced and holistic picture of student learning.

We also learned that while the number of programs engaged in closing the loop activities increased substantially over the previous year, this remained a challenge for many programs, and persists as an area of improvement.

The Office of Assessment and Program Review is committed to engaging with faculty in various ways to help deepen programs' grasp of assessment, including:
- Develop resources and work with programs to use assessment data to close the loop;
- Integrate indirect evidence efforts into existing practices (e.g., university's Graduating Senior Survey);
- Deepen the relationship between program assessment efforts and the university's program review process, and enhancing the relationship between the two;
- Encourage faculty to share their assessment efforts and expertise with other faculty via professional development opportunities such as the Summer Assessment Institute, etc.

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 Food Science and Technology
BS Nutrition – Nutrition Science, Nutrition and Health, and Dietetics Options †
BS Plant Science *
MS Agriculture - all options
MS Dietetics

Report not submitted
† A single report was submitted

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 Management
BS Business Administration – Technology and Operations Management
MBA Business Administration
MS Accountancy
MS Business Analytics
MS Digital Marketing (New program)
MS Digital Supply Chain Management

Report not submitted

College of Education and Integrative Studies
BA Early Childhood Studies
BA Liberal Studies
MA Education
EdD Educational Leadership
Interdisciplinary General Education

Report not submitted

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 Criminology
BS Economics
MS Economics
BA English
MA English
BA Spanish
BS Anthropology
BS Geography
BA Gender, Ethnicity, and Multicultural Studies
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

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 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 Aerospace Engineering
MS Materials Engineering *
MS Electrical Engineering
MS Civil Engineering *
MS Mechanical Engineering *
MS Engineering Management
MS Systems Engineering

Report not 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