

2024 SUMMER ASSESSMENT MINI GRANT AWARD RECIPIENTS

COLLEGE OF AGRICULTURE

Program: BS Food Science and Technology

Title: Enhancing Assessment Practices: Indirect Data Collection in Food Science and Technology Program

Faculty Lead: Xu Yang

The Cal Poly Pomona FST program is accredited by the Institute of Food Technologists (IFT) organization. We submit an assessment report to the organization annually. The most recent assessment feedback includes a suggestion for us to incorporate more “varied learning assessments” rather than relying solely on traditional ones. Additionally, the Cal Poly Pomona Office of Assessment and Program Review has recommended “providing both direct and indirect assessment data”. Therefore, we aimed to enhance assessment practices by collecting indirect data, including students self-reported learning experiences through both formative and summative means in the Food Science and Technology Program.

As a result of this mini grant, we have first revamped our program graduating senior survey (for indirect summative assessment data collection) based on the university graduating senior survey. Then, we have created three formative survey sets to be incorporated in three graduating senior courses. Each set of survey is designed to have one pre-course and one post-course survey to collect indirect formative assessment data. Lastly, we have created a set of template survey for formative assessment data collection that can be revised and embedded in any FST courses in the program.

The program went well on all aspects. The only item that could be improved was to touch base with FST faculty and lecturers to request for current indirect assessment artifacts/data. However, this task is hard to initiate due to summer appointment.

The next step is to engage with all FST faculty and lecturers to embed these surveys into relevant courses for indirect formative data collection, along with distributing graduating senior survey in a capstone course to collect indirect summative data collection. Then, review and analyze the survey data to further revamp the course, assessment and relevant learning objectives.

Program: BS Apparel Merchandising and Management

Title: Closing the Loop: Revisiting AMM Department Curriculum and Assessment Plan

Faculty Lead: Claire Whang

The purpose of this project was to update and streamline the assessment process, as a close-the-loop process. After reviewing the assessment results, the department made extensive updates last year. For example, we updated the department’s mission and vision statement, revised program student learning outcomes, changed option names (e.g., “textiles” to “textile technology and sustainability”), proposed six new courses (e.g., AMM4150 Sustainable Innovations in Fashion; all Curriculog submitted in 23/24 cycle), and revised eleven existing courses (e.g., name change). Given such changes, it was necessary to revisit and update the related curriculum documents.

As a part of this mini-grant activity, we have (1) updated the curriculum matrix for all three options (retailing, design and production, textile technology and sustainability), (2) developed the new 3-year assessment plans, and (3) developed the assessment scoring rubric for each Program-SLO. We used the updated forms available from the CPP Assessment website.

The mini-grant activities allowed us to organize changes from the past year. However, during the process, we learned that a few changes are expected during the upcoming 24/25 curriculum cycle (e.g., emphasis changes). Therefore, we did not (4) update the department website reflecting the changes.

Instead of updating the website (which would only be temporary and inaccurate), we have created a separate Curriculum matrix and Overall Assessment Plan that includes the potential changes in 24/25. However, the department did not feel comfortable sharing the details of the unconfirmed changes. Thus, these internal changes were not included in this report.

Moving forward, we will have a discussion with the entire department to discuss the outcomes and finalize the potential changes discussed for 24/25. We will then be able to finalize the updated curriculum matrix and overall assessment form, which can then be updated on the website.

Program: BS Nutrition; Option Dietetics

Title: Modernization of the Dietetics Option Curriculum and Accreditation Assessment Plan

Faculty Lead: Emily Kiresich

In 2022 the Accreditation Council for Education in Nutrition and Dietetics (ACEND) made a master's degree the entry-level requirement for dietetics. Our professional standards are updated every five years. The 2022 standards require reporting on individual-level for each student, of more than 30 competencies. The data collection for our option of more than 200 students is incredible.

I've been trying different data collection methods for two years, but streamlining will benefit our department by allowing us to collect quality data and make timely changes (closing the loop). For this project, we propose changing the data collection to include only upper-division classes and only 1 data point for each KRND. The department will edit and approve the new data in preparation for the following curriculum cycle. The progress was good, but without the entire faculty meeting and approval, making decisions without peer input was often challenging. During this time, we created a proposed new curriculum map (ACEND), RDN Knowledge table (ACEND), DPD Course list (ACEND), two-year roadmap, and Faculty Data Collection Guide. We attempted to update the SLOs for the university but noted that we do not currently follow the proposed matrix that has core vs. option SLOs. We would need department approval for any major changes to this document. We did not provide ECOs for new courses as we believe this should be done only after consultation with and approval by the department.

This was an essential exercise for modernizing our assessment plan and process, streamlining ACEND's enormous data collection, preparing for the new Assessment program provided by ACEND, and looking to the future of our program if we can have a blended option soon. Upon department approval, we will edit and submit new ECOs and submit proposed changes to our program manager at our accrediting body.

Program: BS Animal and Veterinary Sciences

Title: Realignment of program assessment for the Animal and Veterinary Science major

Faculty Lead: Hyungchul Han

Animal and Veterinary Science department is an impacted program and student enrollment started to grow rapidly in the past 6 years. While student enrollment has doubled, admissions to veterinary (vet) schools are limited and did not change significantly recently. This resulted in an increased number of students who will graduate but not pursue vet school in the future. Therefore, it became necessary to reevaluate learning outcomes as well as assessment criteria for AVS majors. Learning Program assessment needed to be revisited due to changes in courses and closing loops. However, we discovered that the program assessment was not done in a proper manner. This is due to limited number of faculty in the department. We had one professor who served as department chair, two associate professors with heavy administrative duties, and two junior assistant professors.

Using a multi-day workshop approach, we revisited the program assessment to understand the purpose of assessment, then assessed the current status of AVS department program assessment. On the second day, we visited the courses to realign with program assessment plan, and on the third day, we assembled a program assessment committee and established an annual plan encompassing the next 6 years to analyze student artifacts, evaluate and propose direction for improving student learning outcomes.

COLLEGE OF EDUCATION AND INTEGRATIVE STUDIES

Program: Teaching Credential

Title: Clinical Practice Supervision for Equity Closing the Assessment Gap: Course Redesign for Inclusive CalTPA Success

Lead: Cynthia Geary

The problem that the project set out to address was to align coursework in EDU 5150 and EDU 5180 with the competencies needed to pass the California Teacher Performance Assessments (CalTPAs).

As a result of the mini-grant, two courses (EDU 5150 and EDU 5180) were redesigned to build lesson planning and data analysis into the curriculum, both of which are needed to pass the CalTPA. The revisions for EDU 5180 and 5150 went well and were based on student feedback surveys, and California Commission on Teacher Credentialing CalTPA resources revisions. For EDU 5180, the changes in the Version 6 and Version 7 CalTPA templates and rubrics were identified, and weekly revisions to the course were planned based on the changes. Then, for EDU 5150, the Version 7 revisions were added into the weekly curriculum. These revisions include explicit instruction on Higher Order Thinking (HOT), capturing prior knowledge, including English Language Development standards throughout the lesson plan through to the assessment, as well as a continued emphasis on three types of assessment and related actionable feedback. Additionally, the EDU 5150 Anchor Assignment was updated. An unforeseen challenge was including additional instructional information within the same class session time and semester weeks. To achieve an integration of previous content and new revisions, it was important to thoughtfully consider pacing of content in relation to assignments and schema development.

The deliverables are the revised course syllabi and weekly schedule for EDU 5180 and 5150, as well as direct the implementation of revised weekly content and related assignments. The revised course syllabi and weekly schedule will be used on Fall 2024 semester.

Program: Interdisciplinary General Education (IGE)

Title: IGE Summer Assessment Mini-Grant

Lead: Hilary Haakenson

IGE's Assessment Plan needed to be updated due to the significant program changes over the past two years; the program added a new Global Humanities Minor, increased its course sequence flexibility, accommodated GE changes due to AB-928 and the elimination of D3, and merged with the LS Department. Responding to these changes, we used the Summer Assessment Mini-Grant to: 1) Update IGE's Assessment Plan for 2024-25, 2025-26, and 2026-27 to reflect changes to the program, GE, and department; 2) Updated two assessment rubrics for IGE's Articulation of Values and Integrative Learning LOs 3) Assessed signature assignments collected in 2023-24 for Articulation of Values and Integrative Learning LOs; 4) Mentored in new IGE Assessment Coordinator Dennis Quinn; 5) Implemented IGE's Assessment Plan for 2024-25. 6) Began discussions regarding ECO changes in response to AB-928; 7) Established a preliminary plan to assess new IGE Global Humanities Minor.

Questions that emerged include: 1) How can IGE best evaluate LOs in courses that are both GE courses and IGE Global Humanities Minor courses? 2) Does the language of our new rubrics effectively differentiate between levels of mastery of our LOs? 3) How do other departments assess GE courses in a way to effectively close the loop, especially given that first or second years are likely at the introductory level?

Our next steps in the assessment plan include: 1) continuing to implement our new IGE Assessment plan for GE courses 2) presenting and revising our new IGE Global Humanities Minor with our colleagues 3) introducing 1100 signature assignments to assess 4) developing 2 additional rubrics 5) reviewing results of our summer assessments with colleagues and developing strategies to close the loop.

Program: BA Early Childhood Studies**Title: Revising Student Learning Outcomes and Revising Assessment Plan****Faculty Lead: Kheng Ly-Hoang**

After our Early Childhood Higher Education Accreditation award from the National Association for the Education of Young Children (NAEYC), we realized we needed to revise our program SLOs (PSLOs) and assessment plan for ECS. Our department finalized the revised PSLOs in the spring of 2024 in consultation with discipline-specific accreditation (The National Association for the Education of Young Children (NAEYC) Professional Standards and Competencies for Early Childhood Educators) and credentialing standards (PK-3 Early Childhood Education Specialist Instruction Credential Teaching Performance Expectations) to help orient and inform our PSLOs.

With support and resources from this mini-grant, we created a new assessment plan over a 3-year cycle to close any loops we might find, created a curriculum matrix, and developed rubrics to assess against the new PSLOs. We identified core courses to assess each cycle year, then collected artifacts from the seven courses for this year's cycle and evaluated them using the two PSLO rubrics.

As a result of the mini-grant, we accomplished all our original objectives, revealing two patterns in our analyses that need to be rectified: students need more scaffolding in writing and APA, and students should learn to use APA citations earlier to discuss any topic and reference sources students borrowed ideas from, students must learn to properly cite and create references list in all courses that require such written discourse, which begins in lower-division courses.

Preliminary findings were discussed in the first department meeting in the fall. Two plans of action were discussed: (1) Create a hierarchy to scaffold students in writing and APA by identifying the sequence that needs to be built into our program, and (2) faculty course leads will lead the revision process with input from adjunct faculty who teach the courses being assessed and hold regular meetings with adjuncts to discuss expectations.

Program: B.A. Liberal Studies (Liberal Studies)**Title: Liberal Studies Exit Survey Revision****Faculty Lead: Anthony Peña**

This project set out to revise the current Liberal Studies Exit Survey. The goal was to revise the survey to more purposefully gauge student growth in the 6 key liberal studies learning outcomes, as well as the 12 abilities, traits, and dispositions that comprise the liberal studies mindset. Additionally, a goal was to revise the survey while considering the data that is already collected by the University.

All liberal studies students take this survey at the conclusion of their senior capstone. By this point they have taken our 10 core liberal studies courses. Over the Summer I worked on revising the old version of the liberal studies survey, conducted some background research on other liberal studies programs and surveys that they use, I looked at the University dashboards to familiarize myself with the data that is available, and I created a spreadsheet to organize what variables might be developed for each construct we want to measure. I was able to put a draft together of the new version of the LS survey. This project was successful in accomplishing the task of revising the old version of the survey. One of the major issues was getting colleague feedback during this time because everyone was on summer break.

However, this Fall, colleagues will be reviewing the draft survey and giving input. We are also revising some department rubrics for measuring SLO, so once this task is complete it could be that we modify the survey again to account for that. Once we have a final draft, we will pilot the survey with a handful (10-15) students to test for reliability and validity as best we can. The bigger goal is to have the survey ready for full use in Spring 2025.

COLLEGE OF ENGINEERING

Program: BS Industrial Engineering

Title: Developing a new plan for assessing ABET Student Outcome 6: An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

Faculty Lead: Payam Parsa

During the Accreditation Board for Engineering and Technology (ABET) visit in Fall 2023, the Industrial Engineering program received feedback to enhance our assessment plan. A key recommendation was to reduce our reliance on the senior project for assessing student outcomes. In response, we aimed to address the assessment of three student outcomes: SO 2 (Professionalism and ethics), SO 6 (data analysis and experimentation), and SO 7 (Acquiring new knowledge).

As a result of the mini grant, the program developed two new assessment instruments. One is an individual course assignment for IME 3261 targeting SO 6, and the other is a writing assessment targeting SO 2 and SO 7. We also developed rubrics and clear instructions for both students and faculty for these instruments.

The program succeeded in creating a comprehensive plan, with implementation expected to begin in Fall 2024. One challenge we anticipate is separating Manufacturing Engineering assessment results from Industrial Engineering results. This issue will be addressed in Fall 2024 with the help of assessment experts from the College of Engineering.

The next steps include communicating the new assessment instruments and their implementation plan to faculty members in Fall 2024 to ensure smooth data collection. We will also explain the new instruments to students to ensure they take them seriously.

All project activities and deliverables were accomplished beyond the initial scope of the proposal, demonstrating the program's commitment to improving its assessment methods and meeting ABET's recommendations effectively.

Program: BS Degrees in Aerospace Engineering, Civil Engineering, Construction Engineering and Management, Electromechanical Systems Engineering Technology, Electronic Engineering Technology, Industrial Engineering, Manufacturing Engineering, and Mechanical Engineering

Title: Modification of IME 4020 Ethical Concepts in Technology and Applied Science for use as a Certified GEAR Course

Faculty Lead: Phillip Rosenkrantz

The program aimed to assess the IME 4020 Ethical Concepts in Technology and Applied Science course for suitability as a GEAR course in the College of Engineering and modify the course as needed to meet GEAR Certification standards. The program assessed the course's suitability and concluded that, with minor adjustments, it could meet GEAR Requirements. A Revised Expanded Course Outline was developed, and supporting documentation was provided for submission for GEAR Approval following their schedule.

The program managers met with the IME Department Leadership for initial input and understanding. They followed that with a thorough study of the GEAR requirements and developed a detailed list of questions and concerns forwarded to the Interim Faculty Director of Undergraduate Studies and GE for review and comment. His responses helped develop an agenda for meeting with the course instructors and IME Department leadership to review the issues and concerns. A video was produced to introduce these issues to the instructors, followed by two Zoom meetings to discuss them. With instructor and department leadership recommendations, final revisions were made to the proposed Expanded Course Outline for submission for GEAR Certification. Additional recommendations regarding implementation were made to the IME Department Leadership.

The program delivered a solid proposal for GEAR Certification and an implementation plan. GEAR Certification approval is pending. GEAR Implementation is scheduled for Fall 2025 with possible pilot

trials in Spring 2025. IME 4020 will continue to be formatively assessed as part of the IME Department's ongoing ABET Assessment process.

COLLEGE OF ENVIRONMENTAL DESIGN

Program: BA Art History

Title: Art History Assessment Rubrics Development

Faculty Lead: Karlyn Griffith

The problem we set out to solve was the lack of assessment rubrics for the art history program. As a result of the grant, we now have strong drafts for 2 SLOs and well-developed brainstormed drafts for SLOs 3-5. We made significant steps toward closing the loop of assessing Art History program SLOs using an objective mechanism. Currently assessment is subjective.

Faculty brainstormed what the SLOs actually set out to achieve in order to create a rubric criteria. This proved to be the most challenging as we often didn't interpret the SLO in the same way. The next activity was to extrapolate those criteria into beginner through advanced categories. We were very successful. It was important for me, the program coordinator and assessment lead, to understand how differently faculty approach the SLOs. The rubric will be an invaluable tool to share, especially with lecturers, to demonstrate what the Art History programs wants to accomplish in the curriculum. The result will be program cohesion. I underestimated how long this would take. We were not able to test the finished drafts of SLO 1 and SLO2 using artifacts. The next steps are to share this summer's work with other faculty to solicit feedback. After incorporating this feedback another round of brainstorming is needed for the other SLOs.

I expect at least 2 more summers will be needed to complete the project. Because we took longer than expected to finalize drafts, I will not be able to use the rubrics for SLO 1 and SLO 2, the projects deliverables, for this year's assessment. They should be ready for Fall 2025. I am currently soliciting feedback from my colleagues and will finish applying this feedback in the Spring.

Program: BSLA Landscape Architecture

Title: Developing An Assessment Plan and Rubrics for Revised BSLA Program Learning

Outcomes

Faculty Lead: Claire Latané

Our Spring 2023 Landscape Architecture Accreditation Board re-accreditation recommendations including developing an Assessment Plan for our programs. During the five years we have taught our semester curriculum, we have been working on revising our curriculum to be more student-centered and inclusive. Our faculty approved our revised Program Learning Outcomes this Spring, taking them from ten to five and making sure they are specific, measurable, actionable, relevant, and timely. The Summer Assessment Mini Grant allowed us to make major progress on reviewing our Accreditation Standards and Report and developing a new curriculum matrix, learning outcomes matrix, and assessment plan. Our next step is to integrate the Program Learning Outcomes into our course syllabi, create rubrics, and develop an Assessment Plan to accompany our curriculum revision proposals in the Fall. This puts us in a good position to revise our course syllabi and update curriculum materials across our website.

COLLEGE OF LETTERS, ARTS, AND SOCIAL SCIENCES

Program: BA Political Science

Title: Redesign Department Capstone Manual & Assessment Rubric to Include Theory & Interpretive Projects

Faculty Lead: Liza Taylor

The purpose of our mini grant project was to modernize our department capstone senior thesis project to ensure methodological pluralism by accommodating political theory and interpretive political science projects, and to begin the process of aligning our program SLOs and methods sequence with theory and interpretivist curricular goals.

Though political science, scholars utilize varied methods in their research, undergraduate political science programs rarely reflect this methodological pluralism. Given the diverse methodological expertise in our department, we capitalized on the opportunity to position Cal Poly Pomona as a leader in undergraduate political science research training by offering comprehensive instruction in positivist and non-positivist methods (which include theory and interpretivist methods). We proposed to do this by designing theory/interpretivist versions of two department capstone training and assessment documents (the Senior Thesis Manual and the Senior Thesis Assessment Rubric) and by making recommendations to the department for revision to our program SLOs and methods sequence to ensure curricular alignment. We are happy to report that we completed both documents in time for our first cohort of theory/interpretivist senior capstone researchers in the 2024-2025 AY.

This pilot cohort offers an excellent opportunity to test and, if need be, revise the documents throughout the year. Undergoing the revision process has also yielded several recommendations for revisions to our department SLOs and methods sequence, which we will present to our department in our August retreat. Our next steps will be focused here (on our SLOs and methods sequence) as we ensure curricular alignment with the expanded version of capstone. Though this was a huge lift on our part in terms of time and labor (the Senior Thesis Manual, for instance, is a 50+-page single-spaced document), we encountered no major obstacles in completing our deliverables due to the steadfast support of our department and chair.

Program: BA Political Science

Title: Revising Senior Exit Survey to Assess Program SLOs and Current Curriculum

Faculty Lead: Mary Anne Mendoza

In the 2023-2024 academic year, we administered an inaugural Entry Survey for students in PLS 1011. This course is designed to introduce our first-year students (freshman and transfer) to the discipline, faculty in our department, and resources in the university. Our department also administers a Senior Exit Survey. We presented the Entry Survey results at our yearly faculty retreat & discussed curriculum revisions, scheduled workshops, & continued practices to address some of the student concerns. We also updated the Senior Exit Survey to align with our Entry Survey to better assess competency in department SLOs.

Moving forward, we intend to use Summer 2025 to compare the Fall 2023 Entry Survey responses to the upcoming Spring 2025 Exit Survey responses, since this will be the first cohort of students to complete both. This will guide any future changes to the curriculum & SLOs that will target our next batch of students who will have completed both surveys.

Program: BA Spanish

Title: Introduction and early development of Written Communication in the Spanish BA

Faculty Lead: Amàlia Llombart

In 2021-22, we assessed written artifacts at several points of the program, which allowed us to notice the uneven proficiency level of our students at the entry levels, when SLO2 (written proficiency) starts to be developed. With this project we aimed to determine the source of these disparities and to create a plan of action. We created a survey for our students in the introduction and intermediate levels, asking about their linguistic and academic backgrounds.

After analyzing the surveys, it is clear that some students choose the wrong courses at the beginner and intermediate level. Instead of taking courses tailored for native/heritage speakers of Spanish, they take courses for non-Spanish speakers, either at CPP or at a community college. The main reason that stood out in the surveys was that they lacked the confidence in their own linguistic skills, particularly written skills. This led them to choose courses for non-native speakers, because they consider that these courses will be more attainable and/or will prepare them with the essential skills that they need. When asked what would have made it more likely for them to choose the course for Spanish speakers, some responses were: if the Spanish for Spanish speaker's courses seemed more related to their professional goals, if they have received information about the content of the courses beforehand. Our next step in this project is to work on these areas: (1) suggest students to take a placement test (which already exists), which could give them the confidence they need to realize that they are indeed prepared to take the course for native speakers; (2) change the name of the courses, once we are allowed to make changes in GE courses; (3) improve advertisement and advising about the appropriate course to choose.

COLLEGE OF SCIENCE

Program: BS Computer Science

Title: Implementing the GVAR requirements in the CS 3750 course

Faculty Lead: Ericsson Santana Marin

The Computer Science department modified the CS 3750 - Computers and Society ECO to meet the Graduation Writing Assessment Requirement (GVAR). As a core course in the undergraduate program that examines the societal impact of computers, CS 3750 was chosen for GVAR implementation, focusing on the social, legal, economic, and ethical aspects of modern computing. Using the Writing in the Disciplines (WID) model, we developed assignments that allow students to enhance their writing skills as a process while engaging with discipline-specific content. These assignments are designed to foster critical thinking by employing the Purpose, Audience, Persona, and Argument (PAPA) framework, requiring students to address various topics with different argument types and for diverse audiences.

The course modification includes structured writing assignments beginning after a first-week workshop dedicated to writing. After each course unit, students will write a 200-word in-class essay focused on a learned concept, guided by provided keywords. Tasks may involve explaining, comparing, or illustrating ideas. All essays are submitted via Gradescope, where instructors will provide detailed feedback through standardized rubrics to help students improve their writing over time. During the final weeks, students will work in pairs to complete a 4,400-word team report, with each member contributing 2,200 words, using a combination of keywords to develop a cohesive text. Together, the essays and report will satisfy the GVAR 4000-word count requirement.

At the start of the fall semester, the department reviewed and approved the updated ECO and submitted the modification through Curriculog, ensuring the course can be offered in the spring. Instructors scheduled to teach the course are currently being trained to implement all approved changes.

Program: MS Kinesiology - APE Added Authorization

Title: Developing standardized reporting mechanisms for clinical APE AA hours

Faculty Lead: Lara Killick

In 2023, the Adapted Physical Education (APE) Added Authorization (AA) underwent re-accreditation by the California Commission on Teacher Credentialing (CCTC). The CCTC noted our current failure to “ensure that APE candidates have experiences and/or interactions with the full range of the service delivery system and reflect the diversity of grades/ages, federal disability categories and the continuum of special education services”.

This mini grant allowed us to host a 2-day working retreat for all APE AA faculty and administrators. During this retreat we developed more transparent methods for tracking candidates' experiences and interactions across the broad range of service delivery options. We successfully created an interaction matrix to map which service delivery model/disability categories students interact with in each APE activity class and a standardized tracking mechanism to track accumulated clinical hours across the arc of the program.

We will implement these two documents in AY 2024/25 and gather feedback on their effectiveness from our APEAA faculty and students. We also plan to use the interaction matrix to strategically guide our community partnership building efforts. These two documents enable us to demonstrate progress to the CCTC and meet their reaccreditation requirements.