Institutional Program Assessment Report
2024-2025

One of the principles of good assessment practices is the responsibility of higher education to ensure that future generations are well prepared by meeting educational goals and expectations. This responsibility to prospective and current students, and the public as a whole is even greater as a state institution that emphasizes an inclusive polytechnic education.

Each year, degree programs are requested to complete an Annual Assessment Report (AAR) to capture various assessment activities that support and enhance student learning. It also gives programs the opportunity to take stock of the different ways they have engaged in the stages of a typical assessment cycle. At Cal Poly Pomona (CPP) this cycle includes six different steps (Appendix B) to facilitate a systematic and continuous improvement cycle. This reporting process allows programs to articulate their efforts to strengthen teaching, learning, and student success, which serves as a useful tool during program review or disciplinary accreditation

The *Institutional Program Assessment Report* is an aggregated summary of CPP's program assessment activity. The report is developed by the Office of Assessment and Program Review (OAPR) to celebrate meaningful, manageable, and sustainable assessment practices, providing a state of program assessment for the university.

Methodology

In Fall 2025, Program Assessment Leads (PALs) for undergraduate and graduate academic programs submitted AARs electronically, summarizing their assessment efforts during the 2024-2025 academic year. These reports were reviewed by College Assessment Liaisons (CALs), providing feedback to support and advance meaningful assessment. The OAPR consolidated data from the AARs and developed this institutional report.

Completion Rates of Annual Assessment Reports

Table 1 provides a summary of the number of programs (% of programs) which submitted AARs. During this 2024-2025 assessment cycle, 88 (90%) programs submitted AARs. This is commendably comparable to 2023-2024.

Table 1 – Number and Percentage of Programs that Submitted Annual Assessment Reports (AARs)

College	Total of Academic Programs/Options	AAR Submitted (n & %)
AG	11	11 (100%)
CBA	15	15 (100%)
CEIS	5	5 (100%)
ENGR	18	14 (78%)
ENV	10	8 (80%)
CLASS	22	19 (86%)
SCI	15	14 (93%)
Collins	2	2 (100%)
Grand Total	98	88 (90%)

Note: CBA's BSBA options are counted as individual programs.

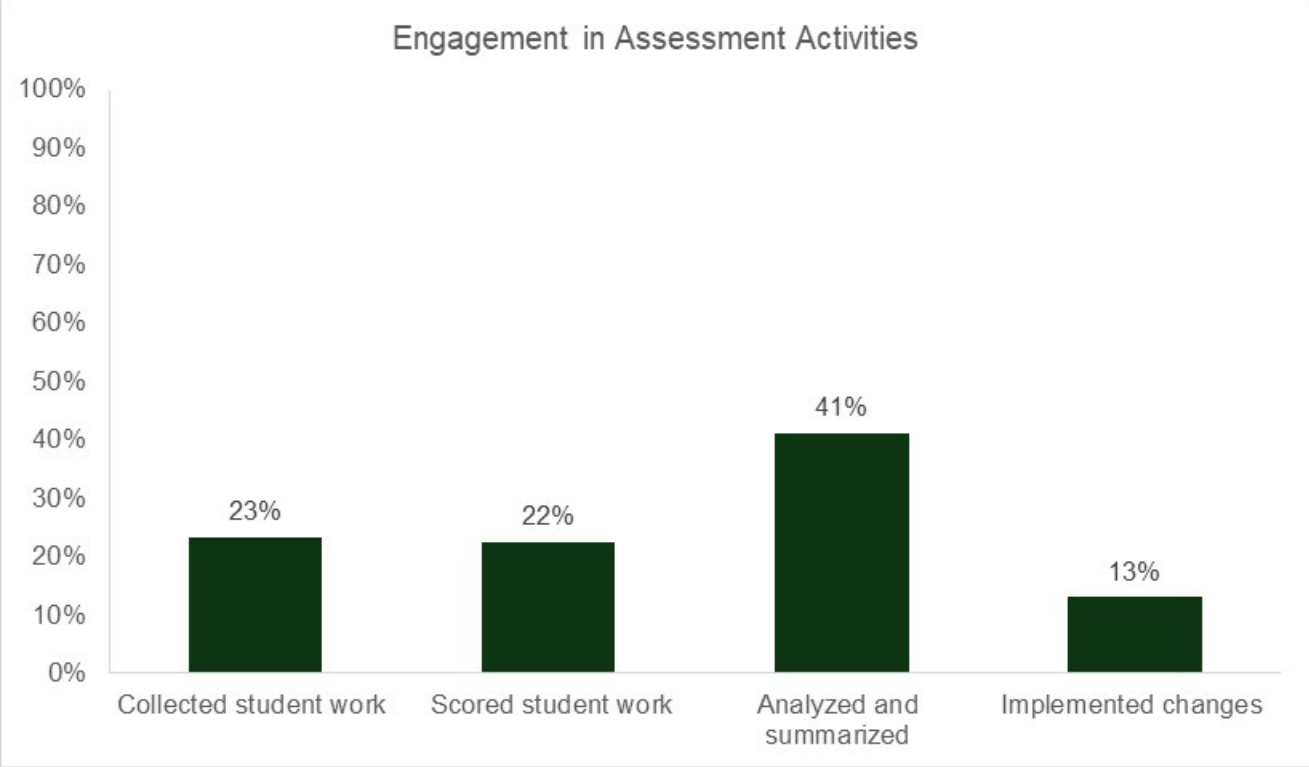
Summary of Assessment Activities in 2024-2025

Academic programs were asked to report on the assessment activities they engaged in during 2024-2025. This section summarizes general findings related to different types of assessment activities, type of evidence and assessment tools used by programs.

Student Learning Outcome (SLO) Related Assessment Activities

Of the 88 programs that submitted AARs, 62 (70%) engaged in assessment activities directly related to SLOs (e.g., collecting and scoring student work, analyzing and summarizing results, and implementing changes). In total, programs reported 107 distinct SLO-related activities, compared to 53 in the previous year, an increase of 125%. The most common activity was analyzing and summarizing assessment data, reported by 44 programs (41%). Figure 1 further details the breakdown of SLO-related assessment activities.

Figure 1. SLO-Related Assessment Activities (N=107)



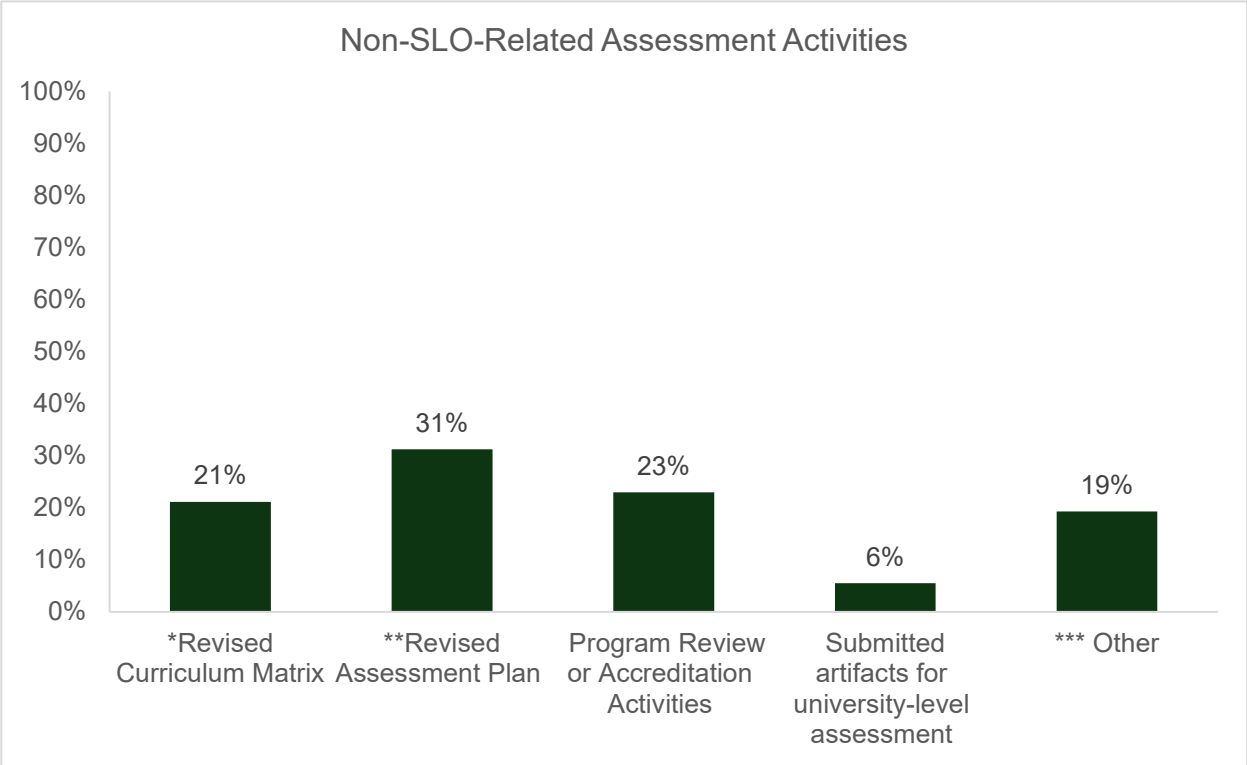
Note: Programs were able to select multiple assessment activities to reflect their assessment efforts.

Non-SLO-Related Assessment Activities

Programs were also invited to report on assessment activities not directly related to specific SLOs (e.g., activities related to curriculum matrix or assessment plan changes, trend analysis associated with program review/disciplinary accreditation, etc.) A total of 71 (81%) programs reported engaging in such assessment activities.

With the ability to report multiple activities, programs reported engaging in 109 total activities compared to 27 in the previous year, reflecting an impressive increase of 304%. The most common activity was reviewing assessment plans, reported in 34 cases (31%). Figure 2 details this information.

Figure 2. Non-SLO-Related Assessment Activities (N=109)



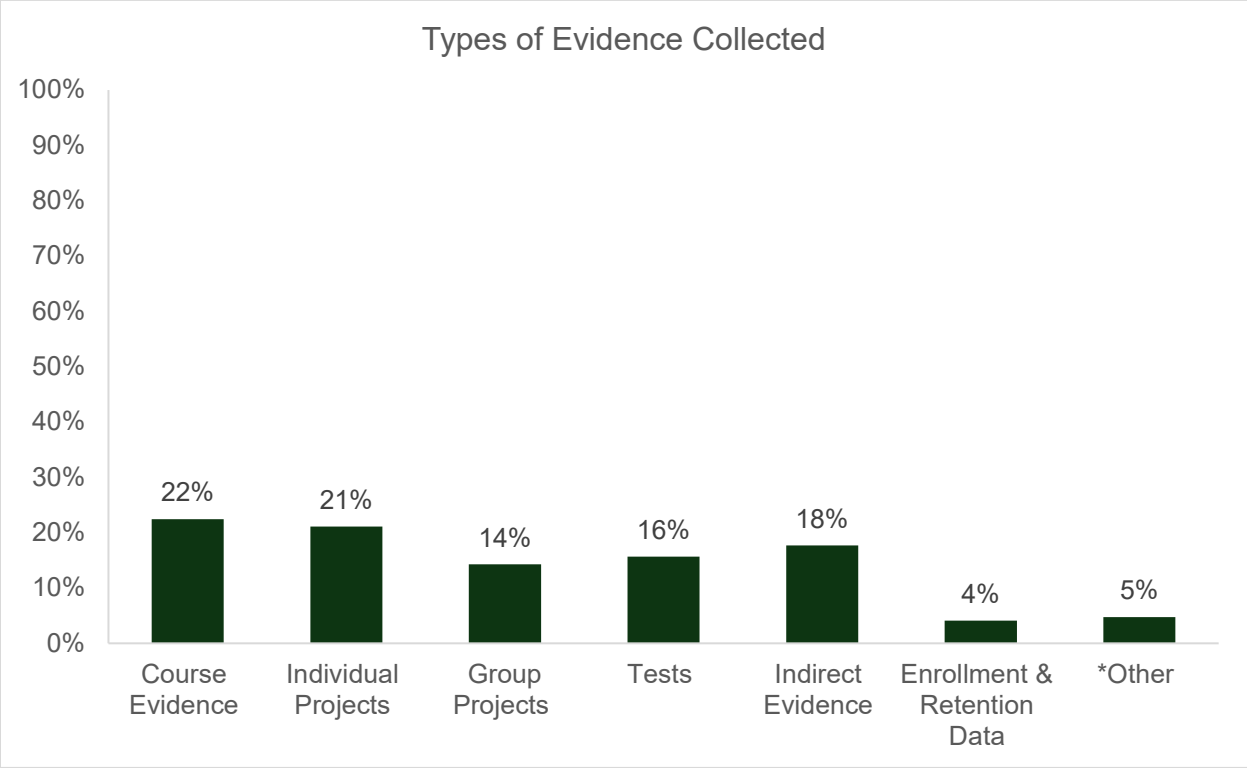
Note: Programs were able to select more than one assessment activity.
** Revising curriculum matrices entail updating the mapping of course courses to SLOs to ensure alignment, specifically indicating at what point each skill is Introduced (I), Developed (D), Mastered (M), and Assessed (A).*
*** The revision of assessment plans is a faculty-driven endeavor in which the main goal is to update the alignment matrix, assessment methods, assessment tools (e.g., rubrics), and assessment timeline to align with curriculum changes and/or accreditation standards.*
***Other refers to programs listed activities such as but not limited to revising student learning outcomes, creating rubrics, and implementing.

Types of Evidence Collected

Each program was prompted to select the various types of evidence used to evaluate student work. Assessment evidence, both direct (student-produced work) and indirect (student self-reports and institutional data) are used to determine whether students are meeting program expectations.

In 2024–2025, programs collected a total of 147 pieces of evidence, an increase from 117 in the previous year (26% increase). The two most reported types were course evidence (33 items, 22%), which included items such as quantitative problems, essays and research papers, as well as individual projects (31 items, 21%), which included items such as capstone projects, fieldwork, and dissertations. Evidence denoted by **other* included employer evaluations, juries, exit surveys, and national exam pass rates. The aggregated data for types of evidence collected is shown in Figure 3.

Figure 3. Types of Evidence Collected (N=147)



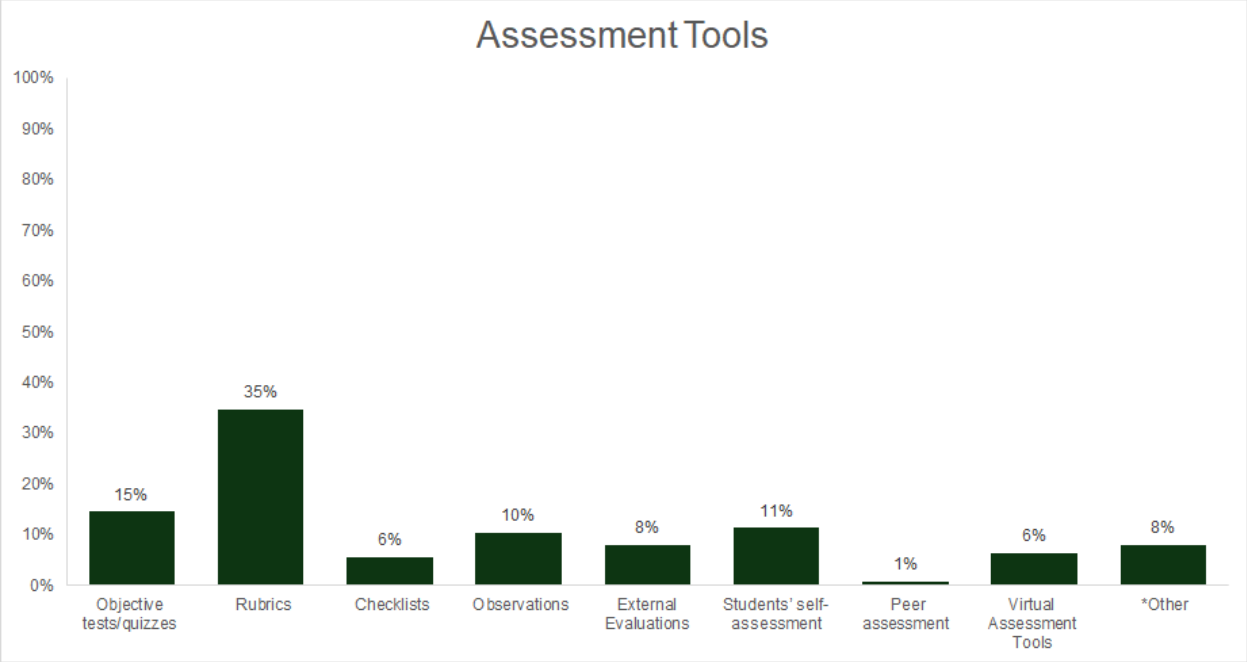
Note: Programs were able to select more than one assessment activity. "Individual projects" and "group projects" were distinguished from "course evidence" to clarify the scope and size of the evidence used.

Types of Tools Used

Programs were invited to identify all assessment tools used to evaluate the evidence selected. The breakdown is detailed in Figure 4. Assessment tools are methods programs use to systematically evaluate student work and monitor the achievement of learning outcomes.

In 2024–2025, programs reported using a total of 124 assessment tools. The most commonly used were rubrics (43 programs, 35%), while peer assessment was the least common (1 program, 1%). The *Other category includes a variety of tools, such as survey results, jury scores, faculty assessments and reports, informal polling, archival performance videos, and alumni and external reviewer reports. A comprehensive list of these activities are detailed in Appendix D.

Figure 4. Assessment Tools Used (N=124)



Note: Programs were able to select multiple assessment activities.

Student Learning Outcome Assessment

Programs were asked to report the number (n) of SLOs that were analyzed, summarized, and/or for which closing-the-loop activities were implemented. In total, 112 SLOs (88%) were analyzed, 114 (89%) had results summarized, and 57 (45%) had closing-the-loop strategies implemented.

The results, disaggregated by college, are summarized in Table 2. They indicate that while programs are actively analyzing and summarizing assessment data, they face challenges in closing the loop.

Table 2 – Number of SLOs Analyzes, Summarized and/or Closed the Loop

College	SLOs Analyzed n (%)	SLOs Summarized n (%)	SLOs Closed the Loop n (%)
AG	10 (77%)	13 (100%)	5 (38%)
CBA	12 (100%)	9 (75%)	7 (58%)
CEIS	5 (56%)	6 (67%)	0 (0%)
ENGR	22 (88%)	21 (84%)	11 (44%)
ENV	0 (0%)	0 (0%)	0 (0%)
CLASS	39 (89%)	42 (95%)	26 (59%)
SCI	22 (96%)	21 (91%)	6 (26%)
Collins	2 (100%)	2 (100%)	2 (100%)
Total	112 (88%)	114 (89%)	57 (45%)

Note: Figure 1 and Table 2 provide complementary findings on closing-the-loop activities. Figure 1 presents general findings on types of assessment activities at the program level and shows that 14 programs (13%) implemented changes, while Table 2 presents findings at the SLO level and indicates that 57 (45%) had closing-the-loop strategies implemented. OAPR will restructure the questions next year.

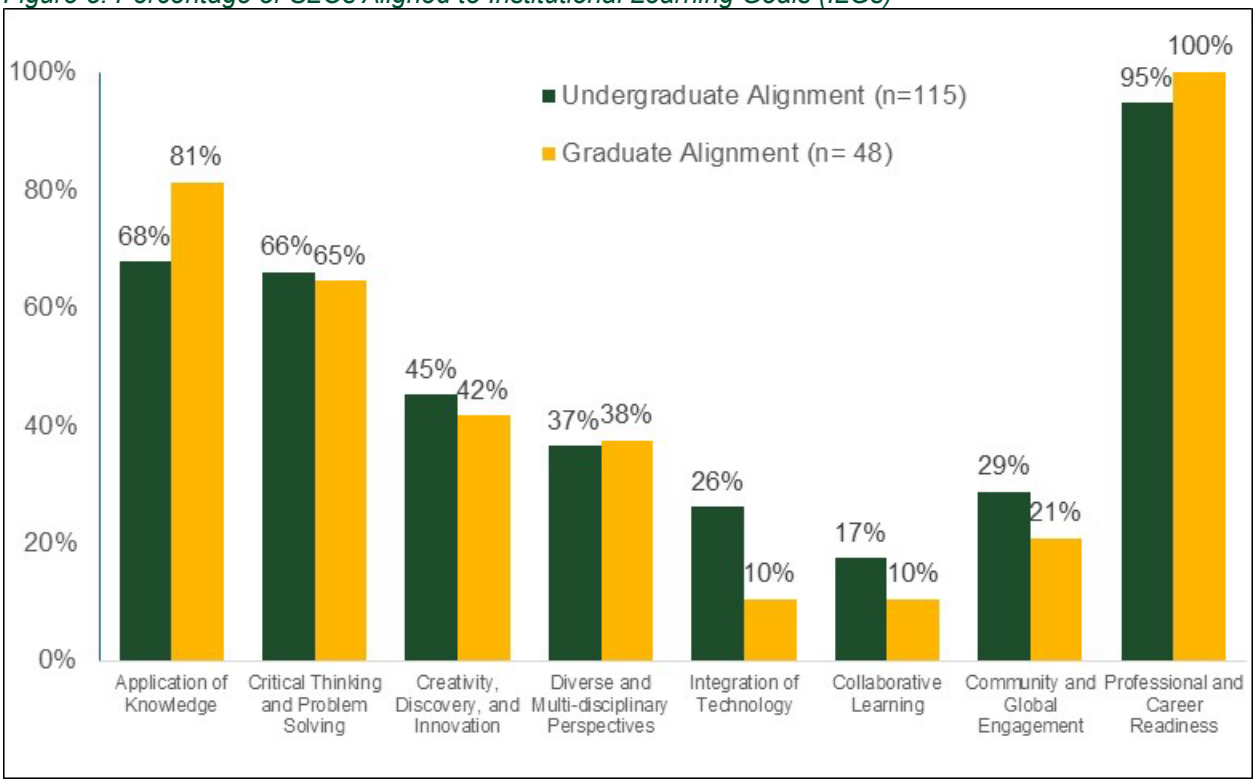
Student Learning Outcome Alignment

To illustrate the extent of the relationship between program SLOs and institutional learning goals and outcomes, the Office of Assessment and Program Review requested all degree programs (graduate and undergraduate) to align their program SLOs with CPP's Institutional Learning Goals (ILGs). In addition, all undergraduate degree programs were also asked to align their program SLOs with the General Education Student Learning Outcomes (GE-SLOs). This alignment ensures coherence across institutional priorities and supports a more integrated approach to student learning assessment.

Institutional Learning Goals

As a result, this alignment effort enabled us to determine that a substantial 115 assessed undergraduate SLOs and 48 assessed graduate SLOs this year were aligned to specific ILGs. Figure 5 shows the percentage of assessed SLOs that were aligned to each of the respective ILGs during the academic year. The data reflect particularly strong alignment with *Professional & Career Readiness*, *Application of Knowledge*, and *Critical Thinking & Problem Solving*. Lower levels of alignment were observed for both undergraduate and graduate programs in *Integration of Technology* and *Collaborative Learning*.

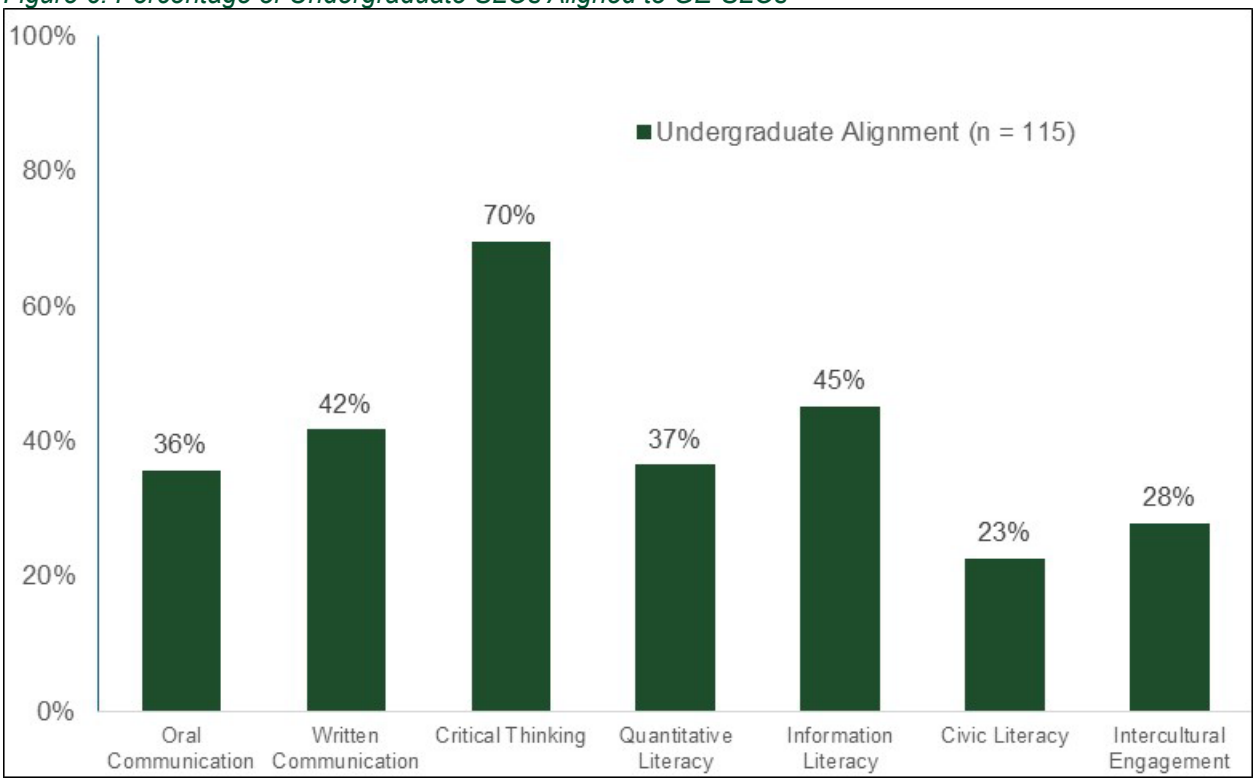
Figure 5. Percentage of SLOs Aligned to Institutional Learning Goals (ILGs)



GE Student Learning Outcomes

As a result of CPP's general education curriculum, undergraduate students develop knowledge, skills, and values associated with GE-SLOs, and are further refined within their degree programs. As a result of the alignment effort, we were able to determine that 115 assessed undergraduate SLOs this year were aligned to specific GE-SLOs. Figure 6 shows the percentage of assessed SLOs that were aligned to each of the respective GE-SLOs during the academic year. The results indicate strong alignment with *Critical Thinking* (consistent with patterns observed for the ILGs), but lower alignment with *Civic Literacy* and *Intercultural Engagement.*

Figure 6. Percentage of Undergraduate SLOs Aligned to GE-SLOs

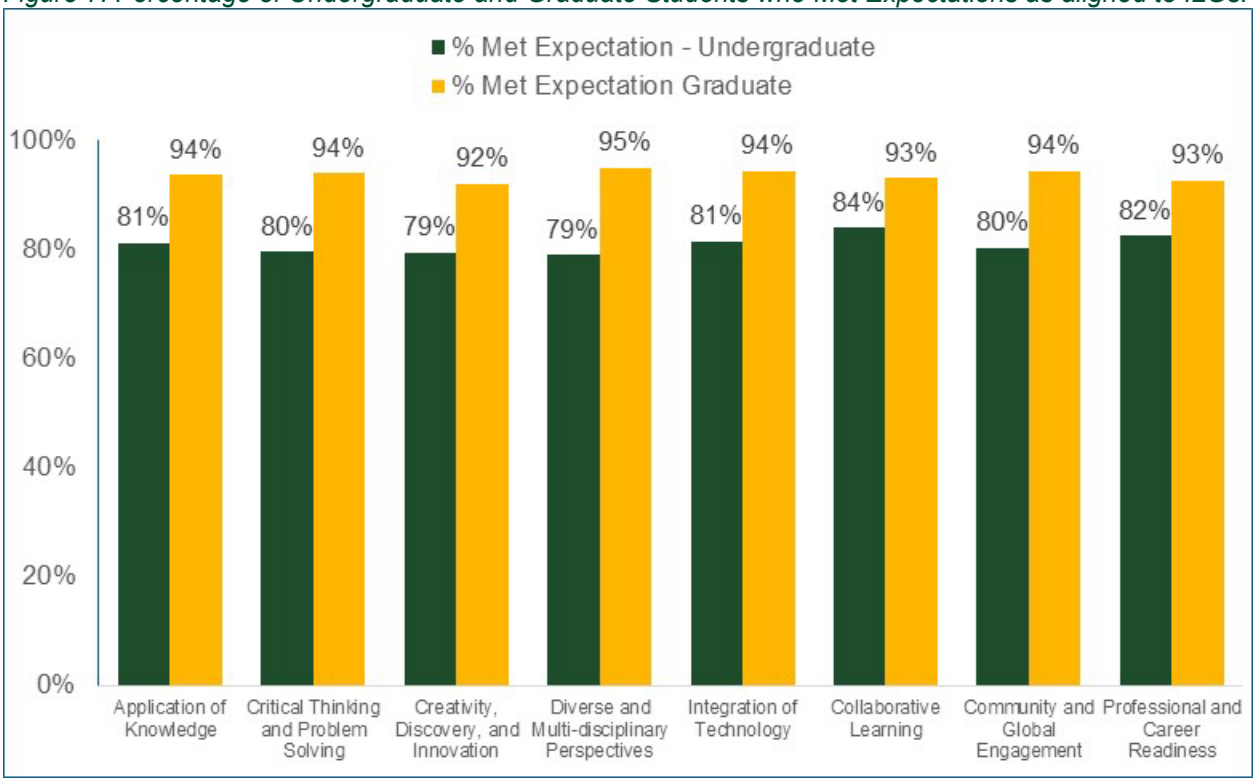


Meeting ILG and GE-SLO Expectations

Achievement benchmarks/goals (e.g., meet expectations) is essential for effective assessment. Best practices and relevant literature recommends setting benchmarks between 75% and 85% (Allen, 2004)[1]

Based on what programs reported as the percentage of students who met expectations, OAPR mapped these results to the corresponding ILGs, as illustrated in Figure 7. The findings show that more than 79% of students met expectations across all ILGs, with graduate students achieving benchmarks at higher rates than undergraduates (92% and higher). These findings reflect CPP's benchmark/goal levels as aligned with established best practices.

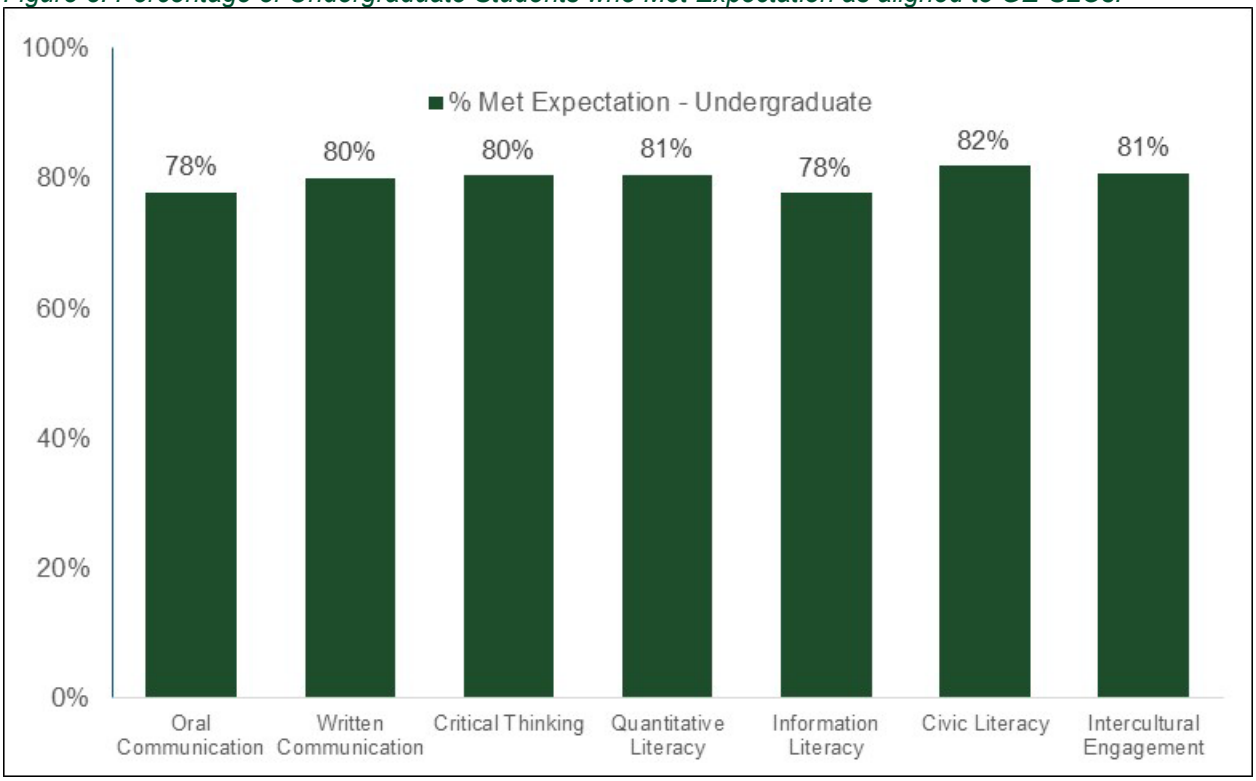
Figure 7. Percentage of Undergraduate and Graduate Students who Met Expectations as aligned to ILGs.



[1] Allen, M. J. (2004). *Assessing academic programs in higher education*. John Wiley & Sons.

OAPR also mapped the percentage of students who met expectations to corresponding GE-SLOs. As illustrated in Figure 8, the findings show that more than 78% of students met expectations across all GE-SLOs, similarly aligning with assessment best practices of 75% or more students meeting expectations.

Figure 8. Percentage of Undergraduate Students who Met Expectation as aligned to GE-SLOs.

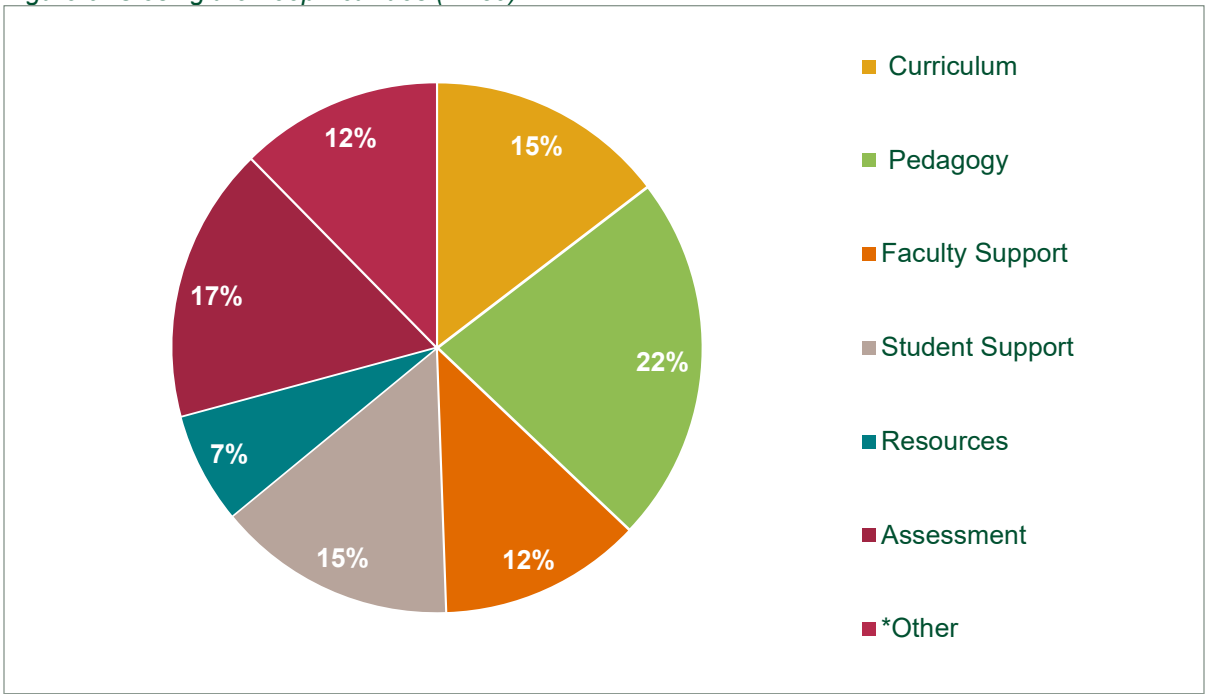


Closing the Loop

Closing the loop refers to the intentional use of assessment results to improve student learning. It involves reflecting on assessment findings, engaging in faculty discussions, and implementing targeted changes to enhance future achievement of SLOs. As a critical phase of the continuous improvement cycle, closing the loop demonstrates how evidence informs decision-making, strengthens programs, and guides resource allocation.

To gain deeper insight of closing the loop activities, programs were asked to indicate the type of activities they engaged in 2024-2025. Of the 88 programs that submitted an AAR, 35 (40%) reported such activities. These programs reported a total of 89 closing the loop activities to improve 57 SLOs that are summarized in Figure 9.

Figure 9. Closing the Loop Activities (N=89)



**Other is where programs expanded on their close the loop activities. Some of these activities should have been aligned in another category; however, programs indicated the following: retreats to standardize scoring and syllabus compliance, development of benchmarks and refinement of rubrics, curriculum, and revisions to SLOs, new course and module implementation, committee review of assessment feedback, and formation of task force to enhance pedagogy and student support.*

The largest share of activities involved pedagogy changes (n=20; 22%) including integrating active learning and increasing formative feedback. This was followed by assessment improvement activities (n=15; 17%), such as updating methods and measures and adjusting data collection points. The least frequently reported category reported pertained to resources (n=6; 7%), which included enhancing lab/research spaces and strengthening community/industry connections.

Reflections

As part of the annual reporting process, programs were offered the opportunity to share additional insights not explicitly solicited. Responses to open-ended questions provided valuable

nuances beyond the structured questions. The following section summarizes key themes and perspectives across programs and range of topics[2].

Plans to analyze, summarize, and close the loop for 2024-2025

Programs that did not engage in assessment analysis or closing the loop activities were invited to share plans for doing so in the next year. Programs reported plans to analyze both direct and indirect evidence, share results with faculty and advisory boards. Some programs intend to implement targeted improvements such as revising assignments, enhancing rubrics, restructuring curricula, and/or introducing new courses and assessment processes. Several programs are also preparing to formalize review procedures, align actions with accreditation expectations, and adjust timelines to assure systematic and sustainable improvement.

Accreditation or program review insights

Programs that underwent program review or disciplinary accreditation were requested to share assessment-related insights from those processes. Programs highlighted strong student achievement across most learning outcomes. However, persistent gaps remain in written communication, analytical reasoning, and quantitative skills. Programs used reviewer feedback and assessment findings to develop action plans focused on curriculum refinement, strengthening alignment between outcomes and measures, enhancing student support strategies, and resource development.

Assessment activities barriers and challenges

Programs reported program-level leadership transitions, including new program assessment leads (PALs) resulting in disrupted continuity of assessment activities and unclear graduate governance roles as assessment challenges. In addition, understaffing, heavy teaching and service loads, inconsistent faculty participation, low sample sizes, and limited student incentives constrained the scope and consistency of assessment efforts (e.g. exit surveys).

Additional information about assessment findings, procedures, or achievements

Programs discussed the growing influence of AI on curriculum, assessment, and student learning. They expressed interest in revising rubrics and assessment practices to address AI use, especially in capstone writing. Concerns also included academic integrity, inconsistent AI use among students, and its impact on communication skills. Some programs are integrating AI literacy into coursework, reassessing exam effectiveness, and exploring how to evaluate learning in the age of AI.

Workshop and Professional Development

Programs were prompted to identify professional development opportunities that would help fill assessment knowledge gaps. Requests focused on rubric development, assessment data analysis, closing-the-loop strategies, and aligning assessment with accreditation requirements. Additional suggestions included integrating AI into teaching and assessment, streamlining graduate assessment processes, and developing clearer assessment planning tools such as curriculum matrices and assessment plans. Professional development ideas include capacity

[2] This reflection section utilized CPP's ChatGPT Edu resource to codify and organize open-ended questions and text refinement. OAPR was responsible for final content decisions and edits.

building, customized consultation, infrastructure support, and enhanced communication about workshops. Please refer to Appendix C for a comprehensive list of workshops and professional development topics mentioned by programs.

Conclusion

The 2024–2025 Institutional Program Assessment Report shows that CPP continues to mature in its culture of assessment through broad participation, increased engagement in meaningful activities, and a growing commitment to using evidence to improve student learning. With a 90% submission rate of AARs, programs across all colleges reaffirm their shared responsibility to ensure that students meet clearly articulated SLOs.

We see notable growth in both the quantity and depth of assessment work. The number of SLOs assed by programs more than doubled in comparison to the previous year. The rise in collected evidence and reported tools further signals that programs are engaging more intentionally and systematically in documenting student achievement. Planning-oriented efforts, including curriculum matrix revisions, assessment plan updates, and program review/disciplinary accreditation preparation, also improved tremendously.

Alignment between program SLOs and Institutional Learning Goals (ILGs) and General Education SLOs (GE-SLOs) provides compelling evidence that assessment at CPP is not occurring in isolation. Programs demonstrate particularly strong alignment with *Professional and Career Readiness, Application of Knowledge,* and *Critical Thinking.* Moreover, student achievement rates exceeded the best practice benchmark recommendation of 75% across aligned ILGs and GE-SLOs.

At the same time, the report highlights areas requiring continued attention. While analysis and summarization of data remain strong, fewer activities focused on implementing changes at the program level. Although closing-the-loop efforts increased compared to the previous year, there is inconsistency in translating findings into sustained curricular, pedagogical, or resource decisions. Variability across colleges and challenges, such as leadership transitions at the program level, faculty workload, and evolving expectations around AI integration, indicate that assessment capacity must continue to be strengthened.

The Office of Assessment and Program Review will continue to support this momentum by expanding professional development opportunities, enhancing guidance on closing-the-loop practices, and integrating both direct and indirect evidence more strategically. By building faculty capacity, fostering collaboration, and reinforcing sustainable processes, CPP can further embed assessment as an integral, faculty-driven practice that advances student success through meaningful, manageable, and transformative assessment practices.

Appendix A

List of Programs/Options

Huntley College of Agriculture
Agribusiness and Food Industry Management BS
Agricultural Science BS
Agriculture - all options MS
Animal Health Science BS
Animal Science BS
Apparel Merchandising and Management BS
Dietetics MS
Food Science & Technology BS
Nutrition BS
Nutrition - Dietetics option (Didactic program) BS
Plant Science BS

College of Business Administration
Accountancy MS
Business Administration MBA
Business Administration - Accounting BS
Business Administration - Computer Information Systems BS
Business Administration - CORE BS
+Business Administration - E-Business BS
+Business Administration - Technology and Operations Management BS
Business Administration - Finance, Real Estate, and Law BS
+Business Administration - International Business BS,
+Business Administration - Marketing Management BS
Business Administration - Management and Human Resources BS
Business Analytics MS
Digital Marketing MS
Digital Supply Chain Management MS
Information Security MS

+Submitted in conjunction with at least one other program

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

College of Engineering
Aerospace Engineering BS
Aerospace Engineering MS
Chemical Engineering BS
Civil Engineering MS
+Civil Engineering BS,
+Construction Engineering and Management BS
+Computer Engineering & Electrical Engineering BS
+Electrical Engineering BS
Electrical Engineering MS
Electromechanical Systems Engineering Technology (EMSET)BS
Electronic Systems Engineering Technology (ESET)BS
Engineering Management MS
*Industrial Engineering BS
*Manufacturing Engineering BS
*Materials Engineering MS
Mechanical Engineering BS
*Mechanical Engineering MS
Systems Engineering MS

+Submitted in conjunction with at least one other program
*Did not submit AAR 2024-2025

College of Environmental Design
Architecture BArch
Architecture MArch
◊Interior Architecture MIA
Art History BA
Landscape Architecture BS
Regenerative Studies MS
Visual Communication BFA
Landscape Architecture MLA
Urban and Regional Planning BS
Urban and Regional Planning MURP

◊Lata submission; data not included in this report.

College of Letters, Art, and Social Sciences
Anthropology BS
Communication BS
Criminology BA
Economics BS
Economics MS
English BA
English MA
Gender, Ethnicity and Multicultural Studies BA
◊Geography BS
History MA
History BA
Music BM
Music BA
*Philosophy BA
Political Science BA
Psychology BA
*Psychology MS
Public Administration MPA
Science, Technology, and Society BA
Sociology BA
Spanish BA
Theatre BA

*Did not submit AAR 2024-2025
◊Late submission; data not included in this report

College of Science
Biological Sciences MS
+Biology BS
+Biotechnology BS
+Environmental Biology BS
Chemistry BS
Chemistry MS
Computer Science BS
Computer Science MS
Geology BS
Geology MS
Kinesiology BS
Kinesiology MS
*Mathematics BS
Mathematics MS
Physics BS

*Did not submit AAR 2024-2025
+Submitted in conjunction with at least one other program

Collins College of Hospitality Management
Hospitality Management BS
Hospitality Management MS

Appendix B

CPP Assessment Cycle

Appendix C

Other Assessment Activities
Assessment Planning & Plan Revisions
Identifying needed adjustments
Reviewing matrices, timelines, and plans with APR
Revising assessment plans
Updating assessment cycles after faculty leave gaps
Learning Outcomes Revision & Alignment
Aligning PLOs/SLOs with ILGs
Creating rubrics for all SLOs
Developing proposals to revise department PLOs/SLOs
Revising PLOs and SLOs
Closing the Loop & Use of Results
Closed the loop on prior results
Establishing criteria to close the loop
Program evaluation planned to complete loop
Reviewing findings to guide future adjustments
Curriculum & Program Revisions
Joint-program proposal
Program structure changes based on student/industry feedback
Revising MS in Agriculture
Significant curriculum revisions
Updating core and option courses
Accreditation & Program Review
Accreditation compliance
Preparing for accreditation
Recruiting external reviewers
Self-evaluation for program review
Leadership & Coordination Changes
APR consultation during coordinator transition
Assigned new assessment coordinator
Data Collection & Survey Improvements
Improved survey response processes
Revised exit surveys
Professional Development Application
Participation in Summer Information Literacy Workshop
Syllabus revisions based on workshop feedback

Appendix C

Workshops
Assessment Foundations
General workshops on any assessment topics
Onboarding for new coordinators
Overview of what assessment does and its value in teaching
Rubric Design & Norming
Clear, measurable criteria aligned to outcomes
Equitable rubrics & norming across sections
Linking grading and assessment
Rubric development *(multiple requests)*
Rubrics in the age of AI
Assessment Planning (Matrices & Processes)
Building multi-year plans
Creating assessment matrices for options
Curriculum matrix feedback
Department-level engagement in artifact collection
Improving assessment processes
Streamlining graduate assessment
Data Collection & Analysis
Analyzing assessment data *(multiple requests)*
Applying results meaningfully
Efficient data collection methods
Examples of tools, artifacts, and implemented changes
Closing the Loop
Closing the loop strategies *(multiple requests)*
Establishing timelines/routines
Frequency of assessment cycles
Release time for implementation
Accreditation Alignment
ABET onboarding & guidance
Accreditation readiness (Architecture)
Aligning PLOs with accreditation
Exam/capstone effectiveness
Writing assessment requirement (post-GWT)
AI in Teaching & Assessment
AI impact on curriculum
AI literacy integration
Assessing exams in the age of AI
Ethical AI use in writing
Fair AI assessment policies

Professional Development
Assessment Leadership & Capacity Building
Assessment fellow / advanced campus-level training
Building capacity with limited staffing
Department-level capacity workshops
Faculty engagement strategies
Customized Consultations
Feedback on revised plans and matrices
Improved communication about workshops beyond email
Office hours for PLO alignment
One-on-one program plan review (IGE)
Infrastructure & Institutional Support
Advising and student success data integration
Institutional support for program growth
Student tracking systems
Cross-Program Collaboration
Connections with performing arts programs
Stipends for partnership development