Executive Summary

The Stories of Successful Learning is an annual event that showcases the many ways assessment can help students succeed. The 2018 Stories of Successful Learning took place on Tuesday, August 21st from 8:00 a.m. to 1:00 p.m. in the Bronco Student Center. This event is a collaboration between the Divisions of Academic Affairs and Student Affairs (total of 8 posters). The Division of Academic Affairs had a total of 18 posters and over 45 participants. This publication contains copies of abstracts and posters for the Division of Academic Affairs.

We would like to thank and acknowledge everyone who participated and we look forward to future events.

Assessment makes a difference in student success.
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ABET Accreditation: Continuous Improvement

Abstract

With the ultimate goal of engineering programs to improve student learning, this paper presents the assessment framework developed, adopted, and implemented by the Civil Engineering (CE) Department at California State Polytechnic University, Pomona. The framework is set up to measure the attainment of both the Program Educational Objectives (PEOs) and Students Outcomes (SOs), as required by the Accreditation Board for Engineering and Technology (ABET) for the three programs housed by the CE department, including Civil, Construction, and Geospatial. The assessment of the PEOs will be conducted through indirect measures including surveys to alumni and industry advisory council. The assessment of SOs will be conducted on a six-year cycle, in which both direct and indirect measures will be used. Direct measures included Performance Indicators (PIs) that will be drawn from both the senior project and the coursework. Indirect measures will include senior exit surveys, alumni surveys, and industry advisory council surveys. The framework is anticipated to enable the CE department program to implement continuous improvement measures into the program, and thus, could be implemented by other engineering programs nationwide, both as a general assessment tool and/or to achieve ABET accreditation.
The Civil Engineering (CE) Department at California State Polytechnic University, Pomona has three (3) ABET accredited programs:
- General Civil
- Geospatial (dual accreditation as Civil and Geospatial), and
- Construction Engineering Technology (CET)

The programs completed their 6-year accreditation cycle in 2017. The CE Assessment Committee is ongoing major changes to align the assessment process to the most recent ABET accreditation requirements, and to generally improve it in the current 5-year period.

**OBJECTIVES**

ABET accreditation requires assessment of the continuous improvement of the program (criterion 4) in terms of Program Educational Objectives (PEOs) and Student Outcomes (SOs).

Major assessment objectives to be implemented in the current 2017-2023 Assessment period:
- **Improve** assessment approaches for the Civil/Geospatial and Construction Engineering programs (starting from 2018, Construction students will take Civil/Geospatial Engineering classes)
- For the Civil/Geospatial Engineering programs:
  - **Implement** a course-based assessment of SOs
  - **Conduct** from a 3-year to a 2-year assessment interval revision cycle for PEOs and SOs
- For the Construction Engineering Program:
  - **Update** the assessment process to reflect the new program curriculum
  - **Adopt** Fundamentals of Engineering exam data
  - **Align** the previous ABET 11-SOS (a-4) system (valid until 2019) to the new 7-SOS (1-7) system

Direct and indirect measures are used by the CE Department to assess SOs:
- Direct measures include performance indicators that are drawn from senior projects, Fundamentals of Engineering and Surveying Exams, Graduate Writing Test (GWT), and course work.
- Indirect measures include senior exit surveys, alumni surveys, and Industry Advisory Council (IAC) surveys.

**TIMELINE: CURRENT STATUS OF IMPLEMENTATION**

<table>
<thead>
<tr>
<th>DATA:</th>
<th>ACTIONS:</th>
<th>TERM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FE/FS exam, Senior Project (SP), GWT, Surveys data collection</td>
<td>Answer-Implement ABET comments, Revise PEOs, Align a-k SOs to 1-7 SOs, Develop course SO rubrics, Collect pilot SO data</td>
<td>FALL 2017, WINTER 2018, SPRING 2018</td>
</tr>
</tbody>
</table>

**TIMELINE: FURTHER STEPS**

<table>
<thead>
<tr>
<th>DATA:</th>
<th>ACTIONS:</th>
<th>TERM:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd 2-year cycle — FE/FS, SP, GWT, Surveys</td>
<td>Analyze-present-discuss SO data, Actions to improve SOs</td>
<td>FALL 2018</td>
</tr>
<tr>
<td>3rd 2-year cycle - FE/FS, SP, GWT, Surveys</td>
<td>Analyze-present-discuss SO data, Actions to improve SOs</td>
<td>FALL 2020</td>
</tr>
<tr>
<td>Next ABET period — FE/FS, SP, GWT, Surveys</td>
<td>Analyze-present-discuss SO data, Actions to improve SOs</td>
<td>FALL 2022</td>
</tr>
</tbody>
</table>

**2018 California State Polytechnic University, Pomona**

Stories of Successful Learning — Evidence of Student Learning
Assessment of Student Learning Outcome – Leadership

Abstract

Each year, the Collins College of Hospitality Management assesses one of the five student learning outcomes. In AY2016-2017, the College Assessment Committee assessed "leadership", which is explained as modeling the behaviors of effective, ethical leaders by demonstrating the fundamental principles of leadership in a hospitality business environment. Three courses were selected. HRT101 Introduction to the Hospitality Industry was assessed at the Introduce level by using examination questions, HRT341 Professional Work Experience was assessed at the Reinforce level by using assignment questions, and HRT410 Strategic Leadership in the Hospitality Environment was assessed at the Emphasize level by using essay questions. The rubrics were evaluated via the pilot test in AY2015-2016 with samples of artifacts, suggestions from the instructors, and the discussions among committee members, which was confirmed to be used in AY2016-2017 to assess leadership. A specific rubric was used for each subject; in other words, different rubrics were adopted to assess different subjects at different levels. Comments on the rubrics were solicited from the instructors and the committee members in order to ensure that the rubric could be well-adopted for assessment purpose with specific artifacts. More than two hundred artifacts were collected in Fall 16, Winter 17, and Spring 17 and the committee graded the artifacts with the rubrics. Descriptive statistics were used to illustrate the extent of the understanding of leadership concepts and applications from the students at different levels from different subjects. Recommendations were given to the instructors to close the loop of the assessment in AY2017-2018.
Assessment of Student Learning Outcome - Leadership
College Assessment Committee
The Collins College of Hospitality Management

Summary
Each year, the Collins College of Hospitality Management assesses one of the five student learning outcomes. In AY2016-2017, the College Assessment Committee (CCAC) assessed “leadership”. Three courses were selected: HRT101 Introduction to the Hospitality Industry was assessed at the Introduce level by using examination questions, HRT341 Professional Work Experience was assessed at the Reinforce level by using assignment questions; and HRT410 Strategic Leadership in the Hospitality Environment was assessed at the Emphasize level by using essay questions. The rubrics were evaluated via a pilot test in AY2015-2016 using samples of artifacts. After feedback from instructors and discussion among committee members, the rubrics were confirmed to be used in AY2016-2017 to assess leadership. A specific rubric was used for each subject; in other words, different rubrics were adopted to assess different subjects at different levels.

Introduction
The Collins College of Hospitality Management assesses annually one of the five student learning outcomes. In AY2016-2017, the College Assessment Committee assessed “leadership”, which is explained as modeling the behavior of effective, ethical leaders by demonstrating the fundamental principles of leadership in a hospitality business environment.

Methods
CCAC collected artifacts from the abovementioned classes (from Fall 2016 to Spring 2017) in order to assess the level of understanding of “leadership” by the confirmed rubrics. The CCAC agreed to grade the samples individually from each grader. Hence, each sample was graded by 2 graders separately. It was also agreed that every fifth sample would be graded in order to avoid potential bias. After the teams graded the artifacts, basic descriptive statistics, i.e. mean scores, were generated in order to show the level of understanding of the students.

Results
HRT101 Introduction to the Hospitality Industry
The mean score was 1.66/3.00 among 51 samples.

HRT341 Professional Work Experience
The mean score was 2.26/3.00 among 81 samples.

HRT410 Strategic Leadership in the Hospitality Environment
The mean score was 2.08/3.00 among 76 samples.

Suggestions (Closing the loop)
For HRT101, the committee suggested to the instructors of HRT101 that they focus more on introducing leadership in the subject even though this was an introductory subject for freshmen and transfers. Examples of what the leader accomplished and what can motivate the leader are recommended being incorporated. The instructor of HRT101 showed more examples of what a leader should be with the accomplishments achieved during the lecture, such as inspiring the students to think of leaders in the hospitality industry, which the students were able to demonstrate during the quiz.

For HRT341, the committee recommended to the instructors of HRT341 that they can strengthen the understanding of different styles of leadership, with examples of effective and ethical leaders in the hospitality industry.

For HRT410, the committee recommended to the instructors of HRT410 that they can strengthen the understanding of theory and the materials by asking students to explore multiple solutions and innovative thinking about leadership in the hospitality industry based on different assessment components. As a result of this feedback a new text has been introduced to include more theoretical content. There is one main chapter on theory with theory interspersed throughout the other chapters. This increases the scope of the theory covered before embarking on experimentation, testing, and application. Subsequent reports from faculty suggest beginning with theory has been effective in increasing overall learning.
Assessment Planning at the Program and Institutional Levels

Abstract

During the 2017-2018 academic year the Office of Academic Programs focused on creating a culture of evidence based assessment. With a newly appointed faculty Director of Assessment and Program Review procedures, templates, workshops and one-on-one meetings took place to guide programs develop meaningful assessment plans for semesters. Programs constructed measureable student learning outcomes (SLOs) aligned to program learning outcomes (PLOs or goals). In addition, all degree programs aligned their SLOs to both the core competencies and the institutions strategic vision (creativity & innovation, problem solving and civic engagement). Over the course of the academic year, 74 assessment plans were submitted. There are clear alignments between the institutional and program level assessment. These plans will aid the OAP in developing an institutional plan for assessment of core competencies at or near graduation.
Assessment Planning at the Program and Institutional Levels
Seema C. Shah-Fairbank P.E., PhD. Faculty Director of Assessment and Program Review
Tiffany L. Frontino, Administrative Support Analyst for WSCUC, Office of Academic Programs

Abstract
During the 2017-2018 academic year, the Office of Academic Programs (OAP) focused on creating a culture of evidence-based assessment. With a newly appointed faculty Director of Assessment and Program Review, procedures, templates, workshops, and one-on-one meetings took place to guide programs to develop meaningful assessment plans for semesters. Programs constructed measureable student learning outcomes (SLOs) aligned to program learning outcomes (PLOs or goals). In addition, all degree programs aligned their SLOs to both the core competencies and the institutions’ strategic vision (creativity & innovation, problem solving and civic engagement). Over the course of the academic year, 74 assessment plans were submitted, with alignment between the institutional and program level assessment. These plans will aid the OAP in developing an institutional plan for assessment of core competencies at graduation.

Program Learning Outcomes (PLOs)
- Includes the core themes of the program.
- Contains discipline content areas of the major
- Describes the characteristics of an ideal program graduate within the specific discipline.
- Adequate and manageable PLO are between 4 to 6.

Student Learning Outcomes (SLOs)
- Includes characteristics of SLO with clarity, specific and measurable behaviors students will display to verify learning has occurred.
- Describes what students will learn through the course of their education.
- Describes what students will be able to do near or at graduation.
- Aligned to one or more program learning outcomes.

Alignment Matrix

<table>
<thead>
<tr>
<th>Alignment Matrix</th>
<th>% of SLOs Aligned to Core Competencies and Strategic Vision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving</td>
<td>Green</td>
</tr>
<tr>
<td>Civic Engagement</td>
<td>Red</td>
</tr>
<tr>
<td>Innovation and Creativity</td>
<td>Yellow</td>
</tr>
<tr>
<td>Quantitative Reasoning</td>
<td>Orange</td>
</tr>
<tr>
<td>Written Communication</td>
<td>Red</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Yellow</td>
</tr>
<tr>
<td>Information Literacy</td>
<td>Green</td>
</tr>
<tr>
<td>Critical Thinking</td>
<td>Green</td>
</tr>
</tbody>
</table>

Bloom’s Taxonomy Levels
- Bloom’s Taxonomy of educational objectives is an extremely useful tool for creating meaningful SLOs. It provides the definition of Bloom’s Taxonomy and also examples of verbs to consider when constructing student learning outcomes.

<table>
<thead>
<tr>
<th>Knowledge: To know and remember</th>
<th>Comprehension: To understand, interpret, and compare</th>
<th>Application: To apply knowledge</th>
<th>Analysis: To identify parts and relationships</th>
<th>Synthesis: To create something new from parts</th>
<th>Evaluation: To judge and assess quality</th>
</tr>
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<tbody>
<tr>
<td>Define, describe, identify, outline, select</td>
<td>Classify, discuss, distinguish, estimate, infer, summarize</td>
<td>Apply, compute, illustrate, interpret, prepare, solve, write</td>
<td>Analyze, compare, contrast, criticize, differentiate, model</td>
<td>Categorize, construct, design, generalize, reconstruct, synthesize</td>
<td>Appraise, argue, defend, evaluate, judge, justify, interpret, support</td>
</tr>
</tbody>
</table>

Assessment Plan

<table>
<thead>
<tr>
<th>SLOs Where SLO is addressed/assessed</th>
<th>Assessment activity used to measure SLO</th>
<th>Assessment tool used to measure SLO</th>
<th>How assessment data will be reported as evidence SLO performance criteria have been met</th>
<th>Designated personnel to collect, analyze, and interpret SLO data for the program</th>
<th>SLO data dissemination schedule</th>
<th>Closing the loop strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SLO 2</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>SLO 3</td>
<td>X</td>
<td></td>
<td></td>
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<tr>
<td>SLO 4</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>SLO 5</td>
<td>X</td>
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Assessment Timeline

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</thead>
<tbody>
<tr>
<td>SLO 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>SLO 2</td>
<td>X</td>
<td></td>
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<td></td>
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<tr>
<td>SLO 3</td>
<td>X</td>
<td>X</td>
<td></td>
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</tr>
<tr>
<td>SLO 4</td>
<td>X</td>
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<td></td>
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</tr>
<tr>
<td>SLO 5</td>
<td></td>
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<td></td>
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<td>X</td>
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</tbody>
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Acknowledgements
- Larisa Preiser-Houy, CDP, PhD. Special Assistant to the Provost on WSCUC Accreditation
- Colby Wong, Student Assistant of Assessment and Program Review
- Academic Programs Assessment Committee (APAC): Cord Brundage, Majed R. Muhtaseb, Yasser Salem, Weimian Liu, Aaron DeRosa, Christina Chavez-Reyes, Tingting Chen, Margie Farree Jones, Patrick C. Lee, Shonn M Haren, and Norma Leon
Cal Poly Pomona's WSCUC Re-Accreditation

Abstract

Cal Poly Pomona (CPP) is accredited by WASC Senior College and University Commission (WSCUC). In February 2011, the WSCUC Commission reaffirmed the university accreditation for 10 years, with the next visit scheduled for fall 2019. Preparation for accreditation began in winter 2017 when the President appointed a cross-divisional steering committee to set direction for the WSCUC self-study. In spring 2017, the Interim AVP for Academic Programs and WSCUC ALO collaborated with academic senate and divisional vice presidents to populate six working groups of ten faculties, staff, and administrators. In fall 2018 and winter 2018, these groups worked, under the auspices of the WSCUC steering committee, with partners across campus to research and draft the essays for the institutional report. A website was designed to disseminate information, and drafts of the report were distributed to the campus community. Town Hall workshops in spring 2018 linked the self-study to CPP's future directions and initiatives. In spring 2018 and summer 2018, a writing team worked with the ALO to conduct additional research and analysis, and revise and integrate the institutional report. The campus will submit the institutional report to the Commission in December of 2018 and host a site visit in October of 2019.
CAL POLY POMONA’S WSCUC RE-ACCREDITATION

ONE TEAM | ONE GOAL | STUDENT SUCCESS!

Abstract
Cal Poly Pomona (CPP) is accredited by WASC Senior College and University Commission (WSCUC). In February 2011, the WSCUC Commission reaffirmed the university accreditation for 10 years, with the next visit scheduled for fall 2019. Preparation for the 2019 accreditation review began in winter 2017 when the President appointed a cross-disciplinary steering committee to set direction for the process. This poster shares information about what it means to be accredited by WSCUC, why it is important, and what the review process entails.

What is WSCUC Accreditation
- Accreditation is a process of external quality which serves to assure students, parents, policymakers, the broader educational community, and the general public that an institution has met high standards of effectiveness.
- Every six, eight, or ten years, institutions accredited by WSCUC are reviewed to reaffirm their accreditation status.
- Cal Poly Pomona received its last reaffirmation of accreditation in March 2011. Cal Poly Pomona is currently preparing for the next reaffirmation of accreditation review scheduled for October 2019.

Why it Matters
- Accreditation promotes a culture of continuous improvement at institutions and serves as a guide for meaningful changes to occur across policies, institutional procedures, curricula, and institutional resources.
- For institutions to receive federal funding, including funding that is dispersed to students through financial aid programs, they must be accredited by a nationally-recognized accrediting body.
- Accreditation also helps to ensure that credits and degrees are recognized for purposes of employment and transfer or admission to other institutions.

Where is CPP in its Review Cycle?
- December 2018: Submit institutional report
- February 2019: Off-site review via video conference with WSCUC team
- Fall 2019: On-campus review visit with WSCUC team
- October 29th – November 1st, 2019

Components
- Component 1: Introduction to the Institutional Report: Institutional Context; Response to Previous Commission Actions
- Component 2: Compliance with Standards: Review Under the WSCUC Standards and Compliance with Federal Requirements; Inventory of Educational Effectiveness Indicators
- Component 3: Degree Programs: Meaning, Quality, and Integrity of Degrees
- Component 4: Educational Quality: Student Learning, Core Competencies, and Standards of Performance at Graduation
- Component 5: Student Success: Student Learning, Retention, and Graduation
- Component 6: Quality Assurance and Improvement: Program Review; Assessment, Use of Data and Evidence
- Component 7: Sustainability: Financial Viability; Preparing for the Changing Higher Education Environment

What will the On-Campus Review Involve?
The on-campus Review by the WSCUC Evaluation Team will take place on October 29th – 31st, 2019.

The team will meet with individuals and groups on campus to:
- Follow-up to the lines of inquiry
- Meet with campus representatives to follow-up on outstanding issues and verify or revise its preliminary findings concerning both compliance and improvement.
- Verify and explore in more depth what we presented in our self-study report.
- Examine progress on initiatives we have identified.

Acknowledgements
- Dr. Laura Maza, Associate Vice President of Academic Programs, ALO
- Dr. Lara Preslar-Hooy, Special Assistant to the Provost on WSCUC Accreditation
- Aaron DeRoos, Lead Writer of WSCUC Institutional Report
- Tiffany Pronin, Administrative Analyst for WSCUC
- 2017-2018 WSCUC Steering Committee Chairs and Co-Chairs:
  - Dr. Sylvia Alva, Dr. Sep Eshragi, Dr. Lisa Aleck, Dr. Lara Preslar-Hooy

For more information about CPP’s WSCUC accreditation and to view each of the essays drafted please visit: http://www.cpp.edu/wscuc
Abstract

In 2009, CPP's GE Assessment Committee was formed to conduct outcomes based assessment of student learning. The first charge of the committee was to develop GE Program goals ("Acquire foundational skills and capacities") which includes the core competencies: (a) Written Communication, (b) Oral Communication, (c) Information Literacy, (d) Critical Thinking, and (e) Quantitative Reasoning. Next, the committee worked with various working groups and the Academic Programs Assessment Committee. In line with an iterative approach to rubric design, (Wiggins, 1998), over the past nine years the GE Assessment Committee has refined the rubrics based on assessment findings and user feedback. While assessment of student learning is crucial in our institution, the GE assessment committee is mindful of the demands it imposes on our faculty, particularly non T-TT instructors.

This poster presents the work carried out by the GE Assessment Committee to assess student learning outcomes more efficiently, by combining the rubrics of two core competencies/GE SLOs--(1a) Written Communication and (1c) Information Literacy-into a combined rubric. The process of rubric developed included identifying overlapping dimensions of performance in the two rubrics, as well as the dimensions that are distinctive of each core competency.
Combined Rubric to Assess of Written Communication and Information Literacy

Amàlia Llombart-Huesca, Ph.D., Professor of Spanish Linguistics
Shonn M. Haren, M.A., M.L.I.S., Library Instruction Coordinator
Seema C. Shah-Fairbank P.E., Ph.D. Faculty Director of Assessment and Program Review

Abstract

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Rubric Development

Combined Rubric

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Introductory</th>
<th>Developing</th>
<th>Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context of and Purpose of Writing</td>
<td>Writing is unclear for the context, audience, genre, and purpose of the assigned task(s)</td>
<td>Writing is partially appropriate for the context, audience, genre, and purpose of the assigned task(s)</td>
<td>Writing is appropriate for the context, audience, genre, and purpose of the assigned task(s)</td>
</tr>
<tr>
<td>Organization and Development</td>
<td>Organization is simple; ideas are developed unevenly or are not well organized</td>
<td>Organization is coherent but not always effective; most key ideas are well organized, but may not be fully stated, explained and supported</td>
<td>Organization is coherent and effective; all key ideas are well organized, well explained, and support the purpose of the writing</td>
</tr>
<tr>
<td>Find appropriate Sources</td>
<td>Sources are obscure, do not connect to the ideas in the text, or are not used to support ideas in the writing</td>
<td>Sources are used to support ideas in the writing, but are poorly integrated into the text</td>
<td>Sources are used to support ideas in the writing, however their integration into the text may be inconsistent or superficial</td>
</tr>
<tr>
<td>Evidence and Sources</td>
<td>Evidence and sources are used in an attempt to support ideas in the writing, but are not used effectively</td>
<td>Evidence and sources are used to support ideas in the writing, however their integration into the text may be inconsistent or superficial</td>
<td>Evidence and sources are directly and effectively used to support ideas in the writing</td>
</tr>
<tr>
<td>Grammar and Mechanics</td>
<td>Grammar and mechanics are used in ways outside of genre and disciplinary expectations for sentence structure, punctuation, etc.; errors are few and do not detract from meaning; style is effective, given the genre and discipline</td>
<td>Errors in sentence structure, punctuation, etc. are present but writing is generally in accordance with genre and disciplinary expectations; errors do not significantly detract from meaning</td>
<td>Grammar and mechanics meet disciplinary expectations for sentence structure, punctuation etc.; errors are few and do not detract from meaning; style is effective, given the genre and discipline</td>
</tr>
<tr>
<td>Citations</td>
<td>Sources may not be cited or citations may not conform to any recognizable disciplinary style or standard</td>
<td>All sources are included and cited according to disciplinary style and standards, and errors may be present in citation</td>
<td>All sources are included and neatly cited according to disciplinary style and standards</td>
</tr>
</tbody>
</table>

Methodology

GE Assessment Committee:
- Tasked with developing an assessment plan for the 14 GE SLOs.
- Evaluated existing institutional SLOs and metrics to strategize assess multiple SLOs using one rubric.
- Performed crosswalks on rubrics and determined that S GE SLOs could be assessed using three rubrics:
  - Written Communication and Information Literacy
  - Written Communication and Critical Thinking
  - Quantitative Reasoning and Scientific Reasoning
- Created rubric for Written Communication and Information Literacy

Proposed Use

- Pilot rubric in at least one SLO in 2018-2019
- Solicit sample artifacts from courses with the following GE Designations: A1, A2, A3, B1, C2, D1, D2, D3, A4, B4, C4, D4
- Create a stratified sample of the artifacts
- Perform a morning sessions with faculty to blink score artifacts
- Disseminate aggregate results to instructors to determine pedagogical changes that can be made within the course
- Disseminate aggregate results to faculty and administrators to determine institutional changes that can be made within the campus

Acknowledgements

AY 2017-2018 GE Assessment Committee – Amàlia Llombart (CLASS), Alexander Ottenberg (ENV), Dennis Quinn (CIES), Eileen C. Clayton (AG), Fatihana Abedin (ENG), Gheki-Dew (CIES), Jonathan A. Nourse (SCI), Larisa Pitzer-Houy (Academic Programs), Seema C. Shah-Fairbank (Academic Programs), Shonn M. Haren (Library), Zeynep Aytaç (CDA)

Tiffany L. Frontino, Administrative Support Analyst for WSCUC, Office of Academic Programs
Creating a Win-Win: Developing an Internship Program in Special Collections and Archives that is Rich and Rewarding Yet Beneficial to the Needs of the Department

Abstract

In spring 2016, Special Collections and Archives established a for-credit internship program in collaboration with the History Department. Since then, 9 undergraduate history students have participated in the program and this fall, the internship will be offered to Art History students as well. Internship learning outcomes are to develop information literacy skills to evaluate primary vs. secondary source materials, understand the role of special collections in research and higher education, and become familiar with career paths related to archives, research, and library science. Student projects include processing archival collections, creating finding aids, transcribing oral history interviews, assisting with exhibit displays, and performing original research. The projects are practical experience performing the tasks of professionals in the archives, library, museum, and other academic fields. As part of their application, students submit a one-page essay explaining their interest in the internship and what they hope to learn. At the end of the internship, we compare this essay with a five-page reflective essay that the student submits on what they have learned, their success in achieving their goals for the internship, and what helped them to do so. Students report that the internship has deepened their interest in local history and piqued their interest in library science as a career. Several students plan to become teachers and say that they have gained new insights to share with their own students. We’ve followed-up with our interns and of the six we reached, four have successfully graduated following the internship and two are on their way to completing their degree. Our poster will highlight these successful projects and outline lessons learned and key takeaways. This poster will be beneficial for others wishing to start a for-credit internship program in their department or for those who oversee interns at other sites.
Creating a Win-Win: Developing an Internship Program in Special Collections and Archives that is Rich and Rewarding Yet Beneficial to the Needs of the Department

About the Department
Special Collections and Archives collects, organizes, preserves, and makes available Cal Poly Pomona’s rare books and archival collections. The collections center around themes relevant to the mission of the university and are available for use by all interested users including students, faculty, staff, and the general research community.

About the Internship Program
In spring 2016, the unit established a for-credit internship program in collaboration with the History Department. Since then, 8 undergraduate history students have participated in the program. 7 archival collections have been processed, 1 oral history interview has been transcribed, 2 exhibitions have been co-curated. A guide to the Pomona Valley Historical Collection has been created, and preliminary work on an Arabian horse digital mapping project has begun.

During the internship, students learn about archival theory and practice through course readings and by working with the Head of Special Collections and the Archivist. The Special Collections staff and the intern establish duties and expectations at the beginning of the term which may include some of the following:

- Survey archival collections to determine their organizational and preservation needs.
- Complete an inventory of materials in a particular collection.
- Preserve materials by rehousing them in archival-quality boxes and boxes.
- Organize and describe materials as a finding aid.
- Transcribe oral histories.

Learning Outcomes
1. Work effectively with archival and special collections professionals. Understand the career path necessary to become one, and the various components of archival management: Appraisal, Acquisition, Accession, Processing, Preservation, Access, and Reference, and Outreach and Promotion.

“I feel that I gained a wealth of knowledge in how to effectively work with collections and the variety of mediums their holdings encompass. Working alongside archival and special collections professionals provided me with the opportunity to understand the inner workings of a repository as a whole, as well as what the daily decisions and tasks they deal with. Henry talked with Kate, the Head of Special Collections and Archives, I learned how often the fields of archivist and curator blend and often involve each other, and felt particularly encouraged as I had previously worried how I would ultimately choose which I would rather pursue. Truly, I feel that this experience has helped me to focus my career goals into more of a contemplation of what mediums I enjoy working with most.” - by an intern

2. Apply appropriate methods according to assignment: e.g., apply survey and arrangement methods to unprocessed manuscript collections; compare, select, and apply appropriate conservation methods; appraise collection materials for retention and disposition based on institutional policies, research needs, and archival standards/guidelines.

“I found researching and educating myself about the historical context of the things [a donor] provided some of the most important parts of the sorting process. This helped me in examining the ephemera he donated for important information to be used in cataloging and sorting his donations.” - by an intern

3. Understand the role of special collections in research and higher education.

“I can now look back and see that I learned valuable and engaging skills during these past several weeks. I now understand the archival process and expectations for end of archives, the stages of archiving, as well as a new appreciation for the information I easily view online or on site.” - by an intern

4. Articulate how the experience has advanced their understanding of historical practice and how skills learned may be applied in the future.

“The project changed the way I approach research because I realized how deep one can go into a specific subject. Someone researching Arabian horses in China or Canada may have to search through thousands of miles to visit Cal Poly to read rare and obscure books about them. Searching for answers from a historian’s own notes and documents was the deepest research I have yet to participate in, but expect to go deeper in my future studies when I pursue my master’s degree.” - by an intern

Evaluation and Measuring Success
1. Compare students’ application essay and learning outcomes at the beginning of the internship to their reflective essay at the end to see if they have achieved goals and objectives.

2. Keep in touch with students after their internship ends.

Key Takeaways
Students routinely commented that the internship provided them with important skills such as time management, patience, organization, and communication. Furthermore, working on special collections projects gave them insight into the wealth of knowledge available through both expected and unexpected avenues and the tools the need to access this knowledge and apply it.

“I felt that the internship has been a rather enjoyable experience and I hope that the program will continue to educate and inspire other students in the future.” - by an intern
Education Specialist Candidate Symposium: Engaging Students through Field-Based Intervention Case Study Presentations

Abstract

Two faculty members from the Education department, Education Specialist credential program, integrated course learning assessments to provide students an opportunity to engage with one another regarding their own action-research and field-based learning, and to be a part of a learning community with common learning experiences (High-Impact Practices). The two courses were EDS 512: Diagnosis and Remediation of Reading Difficulties and EDS 520: Teaching Mathematics to Students with Disabilities. Students in these courses are required to complete an intensive, course-long math or reading intervention with a struggling student in a K-12 setting. Students had been completing a written case study at the conclusion of this project to detail how they assessed their focus student, and planned and implemented an intervention. Students would detail and analyze their data collection processes and how they adjusted instruction based on data collected. These written case studies assessed several student learning outcomes.

Faculty collaborated and redesigned the final written assessment to have students present their intervention case studies at an Education Specialist Candidate Symposium. This was done in order to have students engage with one another and to have them be able to proficiently share their course learning with a wider audience which is a skill needed professionally. This was a successful venture as students developed and practiced their own professional skills by sharing their experiences with peers in a scientific poster presentation setting. The Council for Exceptional Children's High Leverage Practices for teacher preparation programs that were integrated into the project requirements will be shared. How this project supports students in meeting program and course learning outcomes will be discussed. Student and peer data will be shared during the Stories of Successful Learning poster presentation. Future plans to include other courses in the Symposium, such as Adapted Physical Education courses, will be highlighted as well.
Results of Student Survey

### Student Survey Aligned to CEC High-Leverage Practices, Winter and Spring 2018 (N=72)

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Agree</th>
<th>Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) This assignment was effective in helping me understand and apply course content.</td>
<td>40%</td>
<td>54%</td>
</tr>
<tr>
<td>2) This assignment was effective in preparing me to use multiple sources of information to develop comprehensive understanding of students' strengths and needs (HLP4).</td>
<td>44%</td>
<td>57%</td>
</tr>
<tr>
<td>3) This assignment was effective in preparing me to communicate assessment information with stakeholders (i.e., IEP Team members, parents, colleagues, administrators) to collaboratively design and implement educational programs (HLP5).</td>
<td>36%</td>
<td>49%</td>
</tr>
<tr>
<td>4) This assignment was effective in preparing me to use assessment data, analyze instructional practices, and make necessary adjustments that improve student outcomes (HLP6).</td>
<td>57%</td>
<td>43%</td>
</tr>
<tr>
<td>5) This assignment was effective in preparing me how to identify and prioritize long- and short-term learning goals (HLP11).</td>
<td>42%</td>
<td>58%</td>
</tr>
<tr>
<td>6) This assignment was effective in preparing me how to systematically design instruction toward a specific learning goal (HLP12).</td>
<td>41%</td>
<td>57%</td>
</tr>
<tr>
<td>7) This assignment was effective in preparing me how to adopt curriculum tasks and materials for specific learning goals (HLP13).</td>
<td>59%</td>
<td>41%</td>
</tr>
<tr>
<td>8) This assignment was effective in preparing me how to provide intensive instruction (HLP20).</td>
<td>50%</td>
<td>46%</td>
</tr>
</tbody>
</table>

### Student Learning Outcomes Met

- **EDU 5334: Diagnosis and Remediation of Reading Difficulties**
  - 1. Identify the principles of effective assessment and diagnosis.
  - 2. Design formal and informal reading assessments.
  - 3. Use assessment data to plan, evaluate, and revise effective instruction that meets the needs of students at different developmental stages and from diverse cultural and linguistic backgrounds.
  - **Curriculum and Instruction**:
    - Develop a unit plan that integrates reading instruction with other content areas.
    - **Technology**:
      - Select, adapt, and evaluate technology that supports reading instruction.

- **EDU 5335: Teaching Mathematics to Students with Disabilities**
  - **Assessment**
    - Employ assessment strategies that provide evidence of students' understanding and progress.
  - **Curriculum and Instruction**
    - Develop a curriculum that accommodates diverse learning needs and styles.
    - **Technology**:
      - Use technology tools to enhance mathematical understanding.

### Conclusions

This was a successful learning experience as students developed and practiced their own professional skills by sharing their hands-on fieldwork experiences. The project was designed to provide a real-world application of the course content. Students were able to achieve the intended learning outcomes as well as recognize the value of the new format. For future symposiums, this approach could be replicated and expanded to include other pedagogical tools, such as mentorship and peer observation.
Focus on the Future: Leadership Skills for the 21st Century

Abstract

Focus on the Future (AMM 2480) is a Huntley College of Agriculture general education area E course that trains CPP undergraduate and graduate students as well as iPoly High School students participating in the Young Scholars Program in the leadership skills needed to be college and career ready using a student centered active learning flipped classroom instructional method that promotes engaged student learning. The curriculum is grounded in empirical and secondary research regarding the skills students need to succeed in college and graduates need to be career ready that finds communication skills to be regularly ranked as most important for students to be college ready and most desired by employers in the graduates they seek to hire. The course focuses on nonviolent communication that includes the ability to be respectful, demonstrate empathy and compassion, and build trust as key qualities students and graduates need to succeed and are aligned with the qualities that employers desire. The need and the importance of communication skills and these qualities was recently validated by the GOOGLE Aristotle report that ranked communication skills more important than STEM skills in a team-centric organization. Assessment methods differed from the typical CPP course feedback survey in that the questions focused on the course learning objectives to determine if the students learned what was intended to be learned. Course exit surveys addressed student perceptions of the degree of change in their competency before taking the course and upon completion of the course and longitudinal surveys of the impact of the training on student confidence and performance upon graduation. Findings from the course exit surveys revealed that student leadership skills improved 57.20% and career readiness increased approximately 77% from participation in the course and the teaching method. The longitudinal survey of participants revealed that all participants experienced a positive impact on their leadership skills, confidence and career readiness as the result of the content of the curriculum and the student centered active learning flipped classroom instructional method. The outcome of the design of the course was quite interesting from not only the quantitative data but also reflections of the students, faculty and college and university leadership of value of the course content and teaching method, observing that the course should be scaled across the university.
Focus on the Future: Leadership Skills for the 21st Century

Ron Heimler MBA, Ed.D (Project Director), Lisa Kessler DrPH, RD, Peter Kilduff Ph.D., Nancy Merlina Ed.D., Andrea Jackson MS

Introduction

- Focus on the Future (AMM 2830) was developed from 2 1-year UCDA grants.
- Nova University College of Agriculture is a course with the goal to train undergraduate, graduate and Ph.D. High School students in leadership skills needed to be college, graduate school and career ready upon graduation.
- Curriculum grounded in empirical and secondary research regarding the skills employers desire in the graduates they seek to hire. The curriculum is proven from the results of a 7 year pilot program.

The course content emphasizes:
1) nonverbal communication skills (the ability to demonstrate respect, compassion, empathy, and build trust).
2) presentation skills (the ability to present professionally with confidence and clarity and interactively lead or participate in teams using nonverbal communication skills to build emotional security).

- The need for these skills was recently validated by the Google Aristotle report that ranked communication skills more important than STEM skills in a team-centric organization. Google uses the term Emotional Security to describe how these skills can impact team performance.
- Approximately 250 students completed the training with 48 students from 12 majors across the university enrolled in 2 sections in the Fall semester.

AMM 2830 Learning Objectives

1. Demonstrate oral communication skills with respect, empathy and compassion
2. Listen to themselves as well as others with respect, empathy and compassion
3. Articulate with honesty and clarity in responding appropriately to the needs and feelings of yourself and others
4. Examine their own values, needs, motivations, and sources of satisfaction.
5. Identify and deploy communication strategies to manage the constant challenges and expectations presented daily in the diverse workforce
6. Critically compare and contrast the relationship of your inner self to leading others
7. Demonstrate effective professional presentation skills
8. Demonstrate teamwork and leadership skills using non-verbal communication
9. Recognize the aspects of underperforming poor teams
10. Explain the influence of diversity on teams
11. Describe the importance of nonverbal communication, commitment, and accountability on team performance
12. Describe emotional security and its importance in teamwork.

Instructional Methods

- A student-centered (flipped classroom) instructional method to promote student engagement.
- The instructor as a guide or facilitator with students engaged in daily classroom activities related to readings completed in advance of class.
- Enrollments were managed to ensure the ability to maintain the integrity of the instructional method.

Pilot Project Objectives

Objective 1: Students will report a 20% increase in soft skill competency.
Assessment Question: “How much did your soft skills improve as a result of this course?”

Objective 2: Students will report a 20% increase in career readiness.
Assessment Question: “To what degree did your career readiness improve during participation in this course?”

Pilot Project Findings

- Students self-reported that their:
  - soft skills improved 37.2%
  - college readiness increased 15%
  - career readiness improved approximately 77%

- The longitudinal study revealed that all participants experienced a positive impact on their leadership skills, confidence and career readiness as a result of the curriculum and flipped classroom method.

Table 1: High School Student Attitudes Regarding Participation in Focus on the Future

<table>
<thead>
<tr>
<th>Survey Response</th>
<th>N</th>
<th>M</th>
<th>Percent Who Experienced a Negative Impact</th>
<th>Percent Who Experienced a Positive Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>on my confidence to succeed in high school</td>
<td>28</td>
<td>4.12</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>on my skills necessary to succeed in college</td>
<td>28</td>
<td>4.12</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>on my academic performance in high school</td>
<td>28</td>
<td>4.12</td>
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<td>100.00%</td>
</tr>
<tr>
<td>on my confidence to be college ready</td>
<td>28</td>
<td>4.12</td>
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<td>100.00%</td>
</tr>
<tr>
<td>on my skills necessary to succeed in college</td>
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<td>100.00%</td>
</tr>
<tr>
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<td>4.12</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Table 2: College Student Attitudes Regarding Participation in the Future

<table>
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<tr>
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Assessment Methods

- Assessment methods included:
  - student pre-tests, post-tests, and reflective essays to examine the degree of improvement in leadership skills, college and career readiness.
  - A pilot longitudinal study to understand the impact of the training on students that completed the program and were either in college upon graduation from high school, graduate school or work upon graduation from college.

Participant Comments (this course...)

- had a positive impact on my self perception and how to interact with others
- really opened my perspective of skills needed to success
- had the most positive impact on my skills for a career and for life.
- helped me transition into graduate school
- helped me with my professional development
- allowed me to use my leadership skills to advance at my current job.
- made me a more confident individual and to speak better in front of audiences.
- taught me respect and appreciation for people and the importance of team work.

Industry Comments

- MCAI’s Advisory Council provided this insightful observation: “food and agriculture science business place unique demands on leadership, teamwork and communication skills.”
- California Department of Food and Agriculture Secretary Karen Ross validated observation: “Leadership skills, such as the ability to listen and be inclusive of different views, are critical to collaborative and problem solving. These are important skills that are not often taught but much needed.”
- USDA Department of Human Resources noted that: leadership skills are important to communicate policy to stakeholders. Additionally, graduates may be hired for their technical skills, the lack of leadership skills and personal qualities may limit career advancement opportunities.

Conclusions

1. curriculum aligned with the critical skills students need to be college ready, succeed in college and to be career ready upon graduation.
2. an instructional method that promotes student engagement,
3. instructor that are passionate about course content and the desire to nurture students,
4. instructional support.
5. and assessment methods that collect course outcome and longitudinal data for continuous improvement lead to improved student confidence, performance and a career readiness.
Implementing a Practical Model for Group Advising: Assessment & Findings of Student Learning Outcomes

Abstract

With the increasing enrollment numbers in some institutions within California and lack of resources, advisors are required to think of solutions to creatively support students through their academic journeys (Bentley-Gadow & Silverson, 2005). Group advising promotes student involvement in understanding degree requirements for a majority of students, thus allowing advisors to have more time to focus on complex individual student issues through one-on-one advising (Bentley-Gadow & Silverson, 2005; Allen, 2002). Advising a growing number of students effectively and efficiently is crucial to student success. The College of Science Advising Center at Cal Poly Pomona needed a quick solution to the growing student enrollment, mandatory advising holds, and a high advisor to student ratio. We implemented a practical group advising model for two of the departments that we primarily advise for, Kinesiology & Health Promotion and Computer Science. We have continued to host group advising sessions every quarter since winter 2017. On top of our regular drop-in hours we have advised an additional 787 students through this group advising process. The advising sessions focused on current advising trends such as semester conversion, explanation of academic standing, and tips for student success. Through our poster, colleagues will learn how we measured the effectiveness of our group advising model through our goals, learning outcomes, and assessment questions. Our poster will include group advising data by quarter and assessment results from two quarters—winter 2017 and spring 2018. Lastly, colleagues will learn about our best practices based on assessment findings uncovered through implementing this group advising model.
Implementing a Practical Model for Group Advising: Assessment & Findings of Student Learning Outcomes
College of Science Advising Center: Ashley Ysais, Kristi Kelly, Vanessa Lopez

Context:
Advising a growing number of students effectively and efficiently is crucial to student success; therefore, the College of Science Advising Center developed a group advising model and encouraged students to attend a group advising session. Assessment was key to ensuring the success of the program. This assessment and data collected was from 32 freshmen/sophomore students; 102 junior/senior undergraduate, Computer Science majors in Winter 2017.

Assessment Outcomes:
Group advising was successful based on our assessment findings. In our post-evaluation there was a measurable increase in students who “strongly agree” with the desired learning outcomes as compared to the pre-evaluation.

Based on the pre-assessment, 21% of freshmen/sophomores strongly agreed that they understood how to read their curriculum sheet, DPR, and could plan for 3 quarters prior to attending the session. After the session, 68% of the freshmen/sophomores indicated they understood how to read their curriculum sheet, DPR, and could plan for 3 quarters.

Based on the pre-assessment, 55% of junior/seniors strongly agreed that they understood how to read their curriculum sheet, DPR, and could plan for 3 quarters prior to attending the session. After the session, 79% of the junior/seniors indicated they understood how to read their curriculum sheet, DPR, and could plan for 3 quarters.

In conclusion, from this data, one can gather the success and impact group advising had on student’s learning.

Outline of Assessment:
For our assessment we provided a pre-evaluation and post-evaluation. Students were given the same questions to answer at the beginning and end of the session. It was a Likert scale* which students had to complete handwritten. Data was separated by class standing, collected and inputted into Excel, and pre and post responses were evaluated.

Freshmen/Sophomore
1) I know and understand how to read my curriculum sheet.
2) I know and understand how to read my Degree Progress Report.
3) I can plan out my next 3 quarters.

Junior/Senior:
1) I know and understand how to read my curriculum sheet.
2) I know and understand how to read my Degree Progress Report.
3) I am aware of my remaining degree requirements and can map them out.

*Likert Scale included: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree
Library 101 Workshops: Emphasizing Basics Skills

Abstract

The Library 101 Workshops: Emphasizing Basic Skills series was created to supplement the active subject-based information literacy program at Cal Poly Pomona. Our goals for these sessions were to: create a space for students to explore and learn basic research skills in an informal, casual setting; allow students to interact with the resources with hands-on activities and exercises; and give librarians extra time on a specific resource type or skill to engage students in the research process.

The series began in the 2018 Winter quarter with six workshops: Library Tour; Google Searching; Finding Articles in OneSearch & Google Scholar; Locating (Print) Books; MLA & APA Citations. We designed the workshops to mimic the current trends of student research: familiarity with the physical space of the library; internet searching for tertiary searching; locating secondary sources (e.g., finding books and articles) for academic and scholarly research; and concluded with an overview MLA and APA citation formats, with an emphasis on Works Cited and References entries. The Library 101 research guide was used as a teaching tool during the workshop and could be used as a resource by the students following the session. At the end of each workshop, we asked the students to reflect and evaluate the session. Due to the positive response from participants, we expanded our series in the 2018 Spring quarter. We offered the same basic classes more frequently, quintupling the number of workshops. Moreover, we added topics such as Google Searching 2.0, Online Library Resources Tour, Using Citations and References, Finding and Understanding Scientific Research Articles, Business Research, and Engineering Research. We concluded the series with sessions called Office Hours. Office Hours was an open session where students could drop-in for additional research help at the end of the quarter. By expanding our workshop series, we increased the number of attendance.

The student learning outcomes (SLO) for the Library 101 workshop series were:

SLO 1: to identify library services and availability of resources;
SLO 2: to identify the range of information source types appropriate for the information need;
SLO 3: to examine a citation to determine its relevance.

We used various methods to meet our student learning outcomes. For example, conducting a hands-on activity in the Locating Books workshop. Students were able to successfully search a book in the catalog as well as locate the physical book on the shelf. In addition, in the Finding Articles workshop, students were also tasked to find a scholarly, peer-reviewed article within library databases. During the Library Tour, students learned where to get research and technical help; discovered where Special Collections and the W.K. Kellogg Arabian Horse library are located; and visited the major service points.

Student Learning Outcome 1 and 2 were met with Library Tour, Finding Books, Finding Articles, and Google Searching workshops. Students were able to successfully search and evaluate websites; find and locate books, e-books, and academic journals using the library’s databases as well as using Google Scholar. The feedback we received from student online surveys reflected our intended goals. For example, a student stated that “to have someone walk you through these resources helped me discover how to simplify my searches and to ease the
process of looking up sources.” Another student shared, “I learned a lot about the different centers which I did not know about too much before.”

Student Learning Outcome 3 was met with Finding Books, Finding Articles, and MLA & APA Citation workshops. Students were able to identify the elements of citation entries. In the MLA and APA Citation workshops, students were able to successfully develop a citation for an information source. In order to reinforce creating a citation properly, we asked the students to correct citations in the appropriate format. At the end of the workshop, students demonstrated knowledge and understanding of basic citation style guidelines. For example, a student commented “I learned that you can cite YouTube videos and Tweets.”

Overall, the Spring 2018 Library 101 Workshop series resulted in all surveyed students agreeing that the workshop they attended was helpful. There was a 35% attendance increase from the Winter 2018 workshop series to the Spring 2018 series. In addition, our online research guide was visited 860 times in a 65-day period.
Library 101 Workshops Emphasizing Basics Skills

Winter 2018 - 5 Topics

By the Numbers -Attendance

Libguide Views - Spring 2018

Student Feedback

Library Tour

“Tours are a great way to learn more about what resources are available to you.”

Library Online Resources Tour

“Tours are a great way to learn more about what resources are available to you.”

Conclusion

The Spring 2018 Library 101 workshops series included an experiential learning activity where students engaged in hands-on exercises to practice and reinforce the skills learned during the workshop sessions. The workshops were designed to be interactive and engaging, providing students with practical opportunities to apply the concepts and skills covered in the workshops. The feedback was overwhelmingly positive, with participants stating that the workshops were helpful, informative, and enjoyable. The workshops were conducted by experienced librarians and instructors who provided clear and concise explanations of the concepts and demonstrated the skills in a step-by-step manner.

The Library 101 Workshop series will continue in Fall 2018 with a series of workshops designed to build upon the skills and knowledge gained during the Spring 2018 sessions. The workshops will be updated and refined to reflect the latest developments in library research and information management, ensuring that the workshops remain relevant and effective in helping students achieve their academic and professional goals.

The workshop sessions will be held on the Cal Poly Pomona Library campus, and all sessions are free and open to the public. Students, faculty, and staff are encouraged to participate and to share their experiences with others. The workshops will be held in the Library 101 Workshop Room, which is located on the first floor of the Library. The workshop schedule is available online, and students are encouraged to register in advance to secure their spot.

The workshops are led by experienced librarians and instructors who provide clear and concise explanations of the concepts and demonstrate the skills in a step-by-step manner. The workshops are designed to be interactive and engaging, offering students the opportunity to practice and reinforce the skills learned during the workshop sessions.

The workshops are open to all members of the Cal Poly Pomona community, including students, faculty, and staff. The workshops will be held on the Cal Poly Pomona Library campus, and all sessions are free and open to the public.

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Promoting Integrative Learning Experiences in Senior Level Engineering Courses: Enhancing Student Interaction and Participation

Abstract

Student learning in senior-level engineering courses depends to a large extent on the student's ability to integrate past knowledge and experiences (traditionally taught in isolated situations) with specific constraints and design standards, to later be able to propose and recommend technically appropriate solutions. Open ended problems without unique solutions provide an enhanced learning opportunity when pedagogic tools are made available to the learner, and when feedback is frequent. Senior courses by nature challenge students, which can result in a frustrating learning experience without the appropriate support. The combined use of pedagogical tools that promote student interaction showed an improvement in students' performance in projects and exams. In addition, such experiences made students feel that they had gone through rewarding learning experiences. The study focused on:

1. The use of integrative learning pedagogical tools in senior level courses.
2. The evaluation of students' performance on the course when such pedagogical activities were part of their learning experience.
Promoting Integrative Learning Experiences in Senior Level Engineering Courses: Enhancing Student Interaction and Participation

Monica Palomo, Ph.D., P.E.,
Associate Professor, Civil Engineering Department, Cal Poly Pomona

Objective

Student learning in senior-level engineering courses depends to a large extent on the student’s ability to integrate past knowledge and experiences (traditionally taught in isolated situations) with specific constraints and design standards, to later be able to propose and recommend technically appropriate solutions. Open ended problems without unique solutions provide an enhanced learning opportunity when pedagogic tools are made available to the learner, and when feedback is frequent. Senior courses by nature challenge students, which can result in a frustrating learning experience without the appropriate support.

The combined use of pedagogical tools that promote student interaction showed an improvement in students’ performance in projects and exams. In addition, such experiences made students feel that they had gone through rewarding learning experiences.

The study focused on:
1. the use of integrative learning pedagogical tools in senior level courses, and
2. the evaluation of temporal students’ performance on the course when such pedagogical activities were part of their learning experience.

Integrative Learning Tools

Physical Models

Learning Objects

Directed working sessions

Service Learning

i-Clicker

In-class games, competitions, and group quizzes

Student-developed 3D models

Senior Level Courses

CE 451 - Water Treatment Engineering
- Group quizzes
- Tenax project
- Case studies
- Final oral presentation
- Learning object
- Student 3D models
- Competitions

CE 456 - Groundwater Mechanics
- Group quizzes
- Tenax project
- Case studies
- Final oral presentation
- i-Clicker or Poll Everywhere
- Games

CE 456 - Groundwater Mechanics

Games were used to promote student participation, practice and review of concepts, exposure to complex situations with defined solutions, and used as a quick way to provide feedback and have discussion in class.

Lessons Learned

- Integrative learning tools take several terms to be developed and redeveloped to ensure their effectiveness. All tools resulted in improvement of student performance.
- i-Clicker promoted participation of all students, provided an easy way to review concepts, and an organized discussion that supported the integrative learning process.
- Online games, learning objects, and 3D models allowed students to practice or demonstrate their knowledge in complex situations.

Acknowledgments

Support 2017-2018 Provost Teacher-Scholar Assigned Time Program
Thanks to E-Learning for the development of the Filter learning object and the i-Clicker training.
Purposeful Assessment Design: Aligning Course-Embedded Assessment with Program-Level Learning Goals

Abstract

This poster is based on a research paper published in the Business Educational Innovation Journal (vol. 19, no. 1, 2018). It describes the development and testing of two course-embedded instruments to assess written communication skills of undergraduate business majors at Cal Poly Pomona University. This assessment was an integral part of a college-wide Assurance of Learning (AOL) system to ensure that students possess the desired level of competency upon the completion of business core courses.

Based on Gerretson and Golson's (2004) model for course-embedded assessments, two different assignments adaptive to the specific course contents in marketing and management were developed and tested in two different courses, using a common scoring rubric with specific criteria and standards of performance. A total of 143 students participated in the assessment. Based on the results, faculty identified areas of improvement and made changes to the curriculum to strengthen students' writing competencies. The insights from the design and implementation of the course-embedded assessment will benefit future innovative outcomes-based assessment practices in higher education.
Purposeful Assessment Design: Aligning Course-Embedded Assessment with Program-Level Learning Goals

Rita Kuman, Professor, College of Business Administration
Jan Myers, Associate Professor, College of Business Administration
Zaynep G. Aytekin, Assistant Professor, College of Business Administration
Larisa Preiser-Hong, Special Assistant to the Provost on WAC/Facilitator, Professor, College of Business Administration

Abstract
This poster describes the development and testing of two course-embedded instruments to assess written communication skills of undergraduates in a business major. This assessment was an integral aspect of a college-wide assessment of learning (CAL) system to ensure that students possess the desired level of competency upon the completion of business core courses.

Based on Gannett and Collett's (2005) model for course-embedded assessment, two different assignments were designed to assess the specific course content in marketing and management. Both assignments were used to collect data from two different courses, using a common scoring rubric with specific criteria and standards of performance. A total of 342 students participated in the assessment. Based on the results, faculty identified areas of improvement and made changes to the curriculum to strengthen students' writing competencies. The insights from the design and implementation of the course-embedded assessment will benefit future innovative outcomes-based assessment practices in higher education.

Introduction
Communications skills are one of the five learning goals for the Bachelor of Science in Business Administration (BSBA). Figure 1 shows the program-level learning goals for the BSBA. Communication skills include both written and oral communication. Figure 2 shows the CBA Assurance of Learning process.

Methodology
- Two different written communication assignments in two required undergraduate business core courses—Principles of Management, and Principles of Marketing Management
- Both courses follow the University and the college’s “meaningful writing requirement”
- Aligning program-level learning goals and course-level learning objectives
- Principles of Management course-embedded assignment:
  - Write a 2-page essay about individual characteristics, behaviors, and activities of an outstanding manager. Support your arguments using examples.
- Principles of Marketing Management course-embedded assignment:
  - Rank the university’s core values and write a 2-page narrative discussing how your educational experience reflects one or more core values of the university.
- A common rubric used to score submissions on three criteria—basic grammar, structure, and content; scoring scale from 1 (poor) to 4 (excellent)
- Each essay scored by two raters—the course instructor, and a second rater

<table>
<thead>
<tr>
<th>Course</th>
<th>Score Distribution</th>
<th>Mean Score</th>
<th>Median Score</th>
<th>% of students scoring ≥3 or higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Grammar</td>
<td>82%</td>
<td>3.3</td>
<td>3.2</td>
<td>82%</td>
</tr>
<tr>
<td>Structure</td>
<td>82%</td>
<td>3.2</td>
<td>3.2</td>
<td>82%</td>
</tr>
<tr>
<td>Content</td>
<td>75%</td>
<td>3.2</td>
<td>3.1</td>
<td>75%</td>
</tr>
<tr>
<td>Overall Score</td>
<td>86%</td>
<td>3.3</td>
<td>3.2</td>
<td>86%</td>
</tr>
</tbody>
</table>

Table 3: Summary of Results—Aggregate Data

- Total of 342 students participated in the assessment
- College’s benchmark: at least 70% of students should receive a score of at least 3 (on a 4 point scale)

Results

Summary of Insights

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Insight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course design</td>
<td>Aligning program-level objectives with course-level student learning outcomes</td>
</tr>
<tr>
<td>Assignment design</td>
<td>Aligning the assignment design to students’ expected competency level in the program</td>
</tr>
<tr>
<td>Faculty</td>
<td>Leveraging the course-embedded assessment process to balance faculty time spent on assessment with usefulness and relevance of assessment evidence to inform teaching and learning practices within the course and program level</td>
</tr>
<tr>
<td>Students</td>
<td>Sharing the assessment rubric with students prior to assigning the assignment; this ensures common understanding of expectations on how student work will be evaluated and at what level of performance</td>
</tr>
<tr>
<td>Technology</td>
<td>Leveraging Learning Management System (e.g., Blackboard) to embed assignment and rubric in student course experience</td>
</tr>
<tr>
<td>Culture of Assessment</td>
<td>Utilizing course-embedded assessment to turn intermittent assessment efforts into a continuous and systematic process</td>
</tr>
<tr>
<td></td>
<td>Promoting course-embedded assessment as an innovative pedagogy that demonstrates program quality and integrity</td>
</tr>
<tr>
<td></td>
<td>Learning course-embedded assessment as a strategy for quality assurance, organizational learning, and improvement</td>
</tr>
<tr>
<td></td>
<td>Utilizing evidence from course-embedded assessment in annual assessment reports to the university and in discipline-based accreditation reports for external assessment</td>
</tr>
<tr>
<td></td>
<td>Developing a culture of assessment through broad faculty participation and communication of assessment results to internal and external stakeholders on a regular basis</td>
</tr>
</tbody>
</table>

Conclusions

- Results show college’s benchmark is met
- Several insights identified in above summary
- Continuous improvement and “closing the loop”
  - New core course “Applied Business Communication” introduced in curriculum, and will be offered for the first time in Fall 2010
  - Includes an English Composition class as a prerequisite to Principles of Marketing Management

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Stop Tail Chasing: Using Assessment in the Design of GE and Degree Program Courses

Abstract

AVS 333: Canine and Feline Compendium is a General Education (GE) science and technology synthesis course. Pre-veterinary students enter the course with a large amount of discipline specific information, while students from other majors and colleges may have had few if any related courses. In effort to face this challenge, the course was re-designed "backwards" with a goal of first meeting institutional core competencies. The content became the substrate by which students demonstrated their proficiency in each area. Both indirect and direct assessment results of major and non-majors suggest that this model can be used similar courses to favorably improve student competency.
Stop Tail Chasing: Using Assessment in the Design of GE and Degree Program Courses

Cord M. Brundage
Cal Poly Pomona, Don B. Huntley College of Agriculture, Department of Animal & Veterinary Sciences

Abstract:
AVS 333: Canine and Feline Compendium is a General Education (GE) science and technology synthesis course. Premedical students enter the course with a large amount of discipline specific information, while students from other majors and colleges may have had few if any related courses. In order to face this challenge, the course was re-designed “backwards” with a goal of first meeting institutional core competencies. The content became the substrate by which students demonstrated their proficiency in each area. Both indirect and direct assessment results of major and non-majors suggest that this model can be used in similar courses to favorably improve student competency.

The Problem:
- There are inherent challenges in developing General education (GE) science and technology synthesis courses (Cal Poly Pomona GE 85 designation) that provide comparable rigor for students with that major (information experts) and non-majors (information novices).
- AVS 333: Canine and Feline Compendium is an example of such a course.
- Most degree seeking animal science and pre-veterinary students enter the course with a large amount of discipline specific information, while students from other majors and colleges may have had few science courses in general and may have never owned a pet.

The Solution:
- Change the focus of the class to student learning outcomes and skills that students should have developed by the end of the course.
- Use course content as a theme for students to incorporate in assignments that develop the student core competencies.

Approach:
- Start with the five institutional core competencies

Written Communication:
- Introduce: Writing assignment on early animal development (prompts)
- Develop: Animal disease primary literature search and critique (synopsis and review)
- Refine: Capstone reflective paper on field experience (applied reflection)

Critical Thinking:
- Introduce: Determine appropriate vaccine protocol
- Develop: Developing animal behavior modification program
- Refine: Problem solve scenario during the oral final

Information Literacy:
- Introduce: Compare primary vs. mainstream media article on domestication
- Develop: Make feeding recommendations for cases
- Refine: Animal disease primary literature search and critique

Quantitative Reasoning:
- Introduce: Drug dose calculations
- Develop: Calculate nutrient requirements
- Refine: Make feeding recommendations for cases

Oral Communication:
- Introduce: Small group discussions on ethical issues
- Develop: Present animal disease primary literature critique (high pressure prepared communication)
- Refine: Oral final (high pressure unprepared communication)

Indirect Assessment:
- Mid-term surveying and course and course evaluations
- Evaluations were not disaggregated by student demographics
- Based a 1 (very good) to 5 (very poor scale)

Outcomes:
- Introductory (I) and core competency refining (R) assignments were evaluated using institutional assessment rubrics
- Students were provided with the rubrics at the onset of the term but were not graded using this criteria
- Both majors (12 Pre-vet Majors: 7 seniors, 5 juniors) and non-majors (13: 6 seniors, 7 juniors), were challenged by the course.
- When assessed by institutional rubrics students improved overall in all competencies regardless of major or class standing
- Content became the substrate by which students demonstrated their proficiency with each competency preventing non-majors from being penalized for the lack of depth in that subject area.

Conclusion:
- At the end of the course, feedback from both majors and non-majors suggested that a GE course, presented with transparency and aimed at developing student competency can be rewarding regardless of a student's major.
Successful Student Directed Self-Placement (DSP) in the First-Year Composition Program

Abstract

Since implementing a Stretch model for supporting students who struggle the most with writing and Directed Self-Placement (DSP), the Composition Program has conducted assessment of the Stretch Program through rating random samples of students' final portfolios and through analysis of student success in the courses they selected through DSP. One of our key findings indicated that students who participated in Early Start English (ESE)-and therefore had serious conversations with a writing tutor and their ESE instructor about their DSP results and the best Composition sequence and course type (multilingual or monolingual sections)-were far more likely to succeed in their Composition sequence than students who did not take the DSP or who were not advised through the process. This has led the program to recommend that all incoming students take the DSP and that advisors take the DSP results seriously as they help students enroll in classes. Additionally, as we convert to our semester curriculum and to replacing the English Placement Test (EPT) with CSU’s multiple measures categories as a factor in DSP, the Composition Program is collecting data about category placement, DSP results, and student performance in their first-year writing courses, as well as continuing to sample portfolios of student work. We are also planning a new study of the program's student learning outcomes, to lay the groundwork for revising those outcomes, as necessary. This poster reviews what we know about the successes and needs in the Composition Program and outlines our plans to learn about its strengths and weaknesses under EO1110 and in semesters, to ensure successful student learning.
Successful Student Directed Self-Placement (DSP) in the First-Year Composition Program
Kristin Prins, Composition Coordinator, Department of English & Modern Languages

Stretch Comp & DSP
The “stretch” model and a directed self-placement (DSP) mechanism were implemented in the First-Year Composition (FYC) Program in AY 2014-15. Instead of having pre-college level remedial courses for under-prepared students and using the CSU’s English Placement Test (EPT) or other standardized exams as the sole measure for placement, the program offers students, through the DSP process, the option to choose a one-, two-, or three-quarter sequence of writing classes to fulfill the 15 learning outcomes in the revised Stretch Composition curriculum. The Composition Program’s proposal to the Academic Senate emphasized the idea that these changes would benefit students by:
- eliminating remedial coursework that does not count toward graduation,
- giving students agency—and securing their buy-in—by composing courses through the DSP process, and
- strengthening the composition curriculum through a set of shared learning outcomes and a required portfolio at the end of each sequence.

Purpose of Assessment
Although there is strong research in the field of Rhetoric & Composition indicating the value of DSP, we want to make sure that our program serves our students as well as possible. In the past two years of our ongoing assessment of the FYC Program, we’ve found that 85% of students who took Early Start English (ESE) S went on to enroll in the recommended composition sequence or a longer one. However, only 58% of students who did not take Early Start did so. We believe this is because, while ESE S students take the DSP survey in the course, discuss their survey results with a tutor, and then receive an overall placement recommendation from their instructor, non-ESE S students only take the DSP survey, receiving less guidance in their placement decision.

Importantly, for ESE S students, their FYC enrollment choices correlated with their ESE grades in the ways we would expect: students who took the recommended or a longer sequence earned higher grades in FYC. However, almost the inverse was true for non-ESE S students: while those who took the recommended sequence or a longer one did about equally well in FYC, students who took a shorter sequence than recommended earned a higher grade in FYC, although why this is the case is a question we are still trying to answer.

One key finding in AY 2016-17 was that the original DSP survey recommendation structure was less accurately correlated with student success in FYC than we’d like. Based on that data, we revised the scoring on DSP answers, to make better placement recommendations to students.

We are still analyzing 2017-18 data to confirm whether or not the revised DSP recommendation is better correlated with student success in FYC.

There have been several changes to the FYC Program for AY 2016-18 because of semester conversion (going from three course sequences options to two) and ED 1110’s replacement of the EPT (English Placement Test) with the CSU multiple measures placement mechanism. In the course of implementing these changes, we have:
- shifted the platform for the DSP survey, moving from Formstack to Qualtrics, which provides a more powerful tool for communication with students and more robust reporting tools,
- revised the scoring for the DSP survey to make more accurate recommendations, and
- worked intensively with University Advisors and orientation staff to communicate the importance of encouraging students to take the DSP survey and its recommendation seriously when choosing an FYC course.

In previous years, both DSP survey participation and following the DSP’s recommendation have been lower participation than we’d like, so one of our hopes for the above changes is that a larger number of students would both take the DSP and use its recommendation as a guideline for choosing their FYC sequence.

This poster takes a look at just a few components of these latest changes, including DSP survey participation and whether one slice of the student population followed the DSP recommendation: those who were identified as likely to benefit from taking a multilingual (ML) section of FYC. These courses are designed to provide multilingual students with linguistic instruction and academic writing in English. Some sections have the same learning outcomes and the same kind of writing assignments as all other sections in each FYC course: the only difference is that ML instructors are specifically trained to provide linguistic support for students who do not use English for academic writing as fluently as their peers.

By the end of this AY, we also hope to know the rate at which incoming first-year students overall follow the DSP’s recommendation, both for FYC sequence and for section type, and to what extent those choices made a meaningful difference in their learning and their success in FYC.

Methodology
The DSP survey itself asks students about their language background and experiences with and attitudes about academic reading and writing, and it factors in their previous coursework, standardized test scores, and CSU multiple measures placement category. The results provide a recommendation about which FYC sequence to take (one or two semesters) and what section number (sections in the 30s are taught by instructors who can best support multilingual students).

The information collected in the survey data include student ID number, CPP email address, CSU multiple measures placement category, language background score, reading and writing score, and DSP survey recommendation, providing us with the information we need in order to track DSP results along with FYC enrollment (and, by the end of this AY, FYC grades and program assessment data).

4196 students were contacted through their CPP email address, instructing them to take the DSP survey before coming to Orientation. We used Qualtrics to personalize this email so that students would not have to look up their CSU multiple measures category in written communication, but we also linked to a generic version of the DSP survey on the FYC Program’s website, which students could use if they couldn’t find the survey emailed to them (for which they would have to look up their multiple measures category in written communication).

Conclusion & Implications
We are very pleased with the DSP survey participation rate. The total number of DSP invitations includes students who did not end up actually enrolling in CPP, so it’s possible that the participation rate was slightly higher than indicated. We plan to continue using Qualtrics to contact students and remind them to take the DSP prior to Orientation. We also believe that college advisors took the DSP seriously and encouraged students to take the survey before helping them to enroll in Fall 2018 courses.

However, we are concerned about the rate at which multilingual students followed their recommendation to take a ML section of the course, regardless of which FYC sequence they were recommended to take or subsequently enrolled in. While it is possible that many multilingual students will learn quite a bit in monolingual sections of FYC, we will collect further data this AY to track their success in FYC. Additionally, it should be noted that there are a total of 400 seats in ML sections of FYC this fall—this means that the majority of those seats are taken by students who were instructed not to take a ML section of FYC. We believe that the necessities—and preferences—of students’ schedules is one of the main reasons that they did this. In the short term, we will continue working with monolingual students to move out of ML sections to make room for ML students, which is something we’ve done at the beginning of every term since the implementation of ML sections. However, in the long run, we plan to try to integrate the DSP recommendation into BroncoDirect so that students who should not be taking ML FYC are not able to register for those sections.

We look forward to gathering and analyzing additional data.
Abstract

In partnership with various departments on campus, the Bronco Advising Center works to provide general, academic and enrollment services to incoming and returning students in a centralized and holistic way. The BAC saves all data about visits - in-person, over the phone and online - in the ServiceNow database, helping us to track trends in students' questions. In this data, there is opportunity to dig deeper and learn more about the longevity of our interactions. The purpose of this assessment project is to evaluate the Bronco Advising Center's services based on Bloom's Taxonomy's model of educational learning, focusing on the first three levels of remembering, understanding or applying knowledge learned. We plan to survey approximately 2,000 students who have interacted with our department from the beginning of the academic year, September 1st, to the end of the academic year, June 15th. Using this model to analyze our services will help us further understand how our students recall university policies and procedures and apply that knowledge for later use. Additionally, we hope this assessment will provide insight into how satisfied students are with our services as well as whether they feel like they matter, are valued, supported and empowered to take charge of their educational journey when engaging with our department. Research done by Bloom and his colleagues posit that students' needs' in the affective domain, the domain in which we deal with things emotionally such as feeling valued, mattering and belonging, must be addressed first as prerequisites for cognitive readiness and learning.
The Impact of Multi-Faceted Enrollment Services and General Advising in a Centralized Model

Soleil Burgess, Jay Ebue, & Dr. Cecilia Santiago-Gonzalez

Introduction
The Bronco Advising Center (BAC) is a department on campus designed to provide centralized support for students in regard to academic and enrollment services. Not only can students visit the Bronco Advising Center to learn how to utilize their academic tools such as their Degree Progress Report or MyPlanner, they can also receive assistance with general academic advising, financial aid, class registration, and student account services. In partnership with various departments on campus, the goal of the BAC is to assist students with their needs in a holistic approach and contribute to their success on their pathway to graduation.

Purpose of Assessment
Through data, there is an opportunity to dig deeper and learn more about the longevity of The Bronco Advising Center's interactions with students. The purpose of this assessment is to understand how the Bronco Advising Center is contributing to the learning - in terms of academic and enrollment services policies and procedures - of students who interact with our department. These learning outcomes are based on Bloom’s Taxonomy’s model of educational learning, focusing on the first three levels of remembering, understanding or applying knowledge learned.

Learning Outcomes
After interacting with the Bronco Advising Center, students will be able to:
- Recall policies and procedures related to academics and/or enrollment services
- Understand academic and/or enrollment services policies and procedures
- Apply appropriate actions in future terms related to academic and/or enrollment services policies and procedures

Methodology
To evaluate our learning outcomes, quantitative assessment was used to gather data about students’ ability to remember, understand and apply knowledge of academic/enrollment services policies and procedures after visiting the Bronco Advising Center. An online survey was disseminated to approximately 5,000 students who have interacted with the BAC from the beginning of the academic year, September 2017, to the end of the academic year, June 2018. Chart 1 shows the number of visits.

Results
- 83% of students who interacted with our department via phone, email, in-person or social media anywhere from 1 to 5 or more times strongly agreed or agreed that they were able to recall the steps they needed to take for later use.
- These students also strongly agreed or agreed that they were able to understand a particular policy or procedure after being assisted by the BAC in regards to academics and/or the university.
- 12% of students who interacted with our department via the same means stated that they neither agreed or disagreed, disagreed or strongly disagreed that they were able to recall the steps they needed to take for later use or understand a particular policy or procedure after being assisted by the BAC in regards to academics and/or the university.
- The remaining 5% answered that recall and understanding policy or procedure in regards to academics and/or the university were not applicable to the service they received when visiting the Bronco Advising Center.
- When looking at the number of times students visited the office, 81% of students who visited our office between 1-2 times stated they were able to recall the steps they needed to take for later use as well as understand a particular policy or procedure after being assisted by the BAC staff.

Conclusion & Implications for Practice
Being able to recall, understand and apply knowledge in regard to academic and enrollment services policies and procedures is a vital skill for students to have on their journey towards graduation. Not only does further their understanding of how to navigate the institution, they can also be proactive about any steps they need to take in the future to facilitate their success. Additionally, while our survey focused on the learning that occurred for students when interacting with the Bronco Advising Center, we also asked students the degree that they felt supported, empowered to take charge of their education and like they mattered during their interactions. Out of the total students surveyed, 79% of them agreed or strongly agreed that they felt supported, empowered to take charge of their education and like they mattered when being assisted by BAC staff. Krathwohl, Bloom and Masia (1973) posit that a student’s needs in the affective domain – the domain in which we deal with things emotionally such as feeling valued, matters and belonging – must be addressed first as “prerequisites for cognitive readiness and learning.” When needs in the affective domain are addressed first and foremost, students are ready to learn and engage in that learning. The BAC will continue to make sure that we are contributing to the learning of our students, maintaining a welcoming environment where students have the opportunity to do this in an engaged manner and utilizing our data to better how this will be done moving forward in order to reach those who might have had a different experience.

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References
The Impact of Supplemental Instruction on Student Success in EC 201

Abstract

The data from CSU Dashboard indicate that Principles of Microeconomics has the highest D, F, and WU rate in the College of Letters Arts and Social Sciences at Cal Poly. CLASS implemented a pilot Supplemental Instruction program during Spring 2016 and a full-scale program during the 2017-2018 academic year to improve the grade distribution in this course. Supplemental Instructors posed as model students and mentors. They attended classes, took notes, and completed homework assignments. Supplemental Instructors also held office hours where they engaged with students and guided them through sample problems, and reviewed note taking strategies. All students enrolled in EC 201 could attend office hours held by the Supplemental Instructors. Supplemental Instructors collected office hour attendance data throughout the year. Data on the number of times each student received Supplemental Instruction was combined with their EC 201 grade, URM status, and GPA. I analyzed the data to determine the impact of Supplemental Instruction on student success and the grade distribution in Principles of Microeconomics.
The Impact of Supplemental Instruction on Student Success in EC 201

Kellie Forrester, PhD1, Sara Garver, PhD2
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Abstract
The data from CSU Dashboard indicate that Principles of Microeconomics has the highest D, F, and W rate in the College of Letters Arts and Social Sciences at Cal Poly. CLASS implemented a pilot supplemental instruction program during Spring 2016 and a full-scale program during the 2017-2018 academic year to improve the grade distribution in this course. Supplemental Instructors were assigned to each instructor and posed as model students and mentors. They attended classes, took notes, and completed homework assignments. Supplemental instructors also held office hours where they engaged with students and guided them through sample problems, and reviewed note taking strategies. All students enrolled in EC 201 could attend Supplemental Instructors’ office hours. Supplemental Instructors collected office hour attendance data throughout the year. We combined data on the number of times each student received supplemental instruction with their EC 201 grade, URM status, and GPA. We analyzed the data to determine the impact of Supplemental Instruction on student success and the grade distribution in Principles of Microeconomics. Students who attended Supplemental instruction performed better on average than students who did not attend Supplemental instruction. In addition, the D, F, and W rate for EC 201 dropped to 12% for the 2017-2018 academic year.

Methods and Materials
The University provided data on students enrolled in EC 201 during the 2017-2018 academic year. The data included: course grade for EC 201, cumulative CPP GPA in the quarter prior to taking EC 201, gender, and URM status. Supplemental Instructors also collected data on student visits to office hours throughout the quarter. The University dataset and SI dataset were combined and used for the analysis.

We report average D, F, and W rates conditional on SI attendance. We also compute average numerical course grades conditional on SI attendance and CPP GPA.

Results

![Graph showing D,F,W Rates By Academic Year](image)

<table>
<thead>
<tr>
<th>Year</th>
<th>D Rate</th>
<th>F Rate</th>
<th>W Rate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-2017</td>
<td>4.7</td>
<td>0.9</td>
<td></td>
<td>5.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>17.5</td>
<td>10.9</td>
<td>16.4</td>
<td>44.8</td>
</tr>
</tbody>
</table>

Discussion
Some encouraging results from the data analysis are:
- 217 students attended Supplemental instruction, with a total of 501 total SI visits.
- remains account for half of all visits to SI office hours even though they represent only 40% of students enrolled in EC 201.
- the gap between the D, F, and W rates between URM and non-URM students who attended Supplemental instruction was about 1 percentage points smaller than the gap between URM and non-URM students who did not attend Supplemental instruction.
- students in the bottom two GPA categories who attended Supplemental instruction performed better on average than those who did not attend Supplemental instruction.

Conclusions
The 2017-2018 Supplemental Instruction program improved student success along several dimensions: D, F, and W rates fell from 17 to 13 percent.
- Students with a CPP GPA below 2.7 who attended SI received higher course grades on average.
- The gap in D, F, and W rates between URM and non-URM was smaller for those who attended Supplemental instruction.
- We will continue to collect SI attendance data during the 2019-2020 academic year.
- We expect to continue to see low D, F, and W rates in the future.

References

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CAL POLY POMONA
Using Active Learning Strategies such as Team Battles & Online Tutorials to Effectively Flip a Bottleneck Course

Abstract

This paper investigates the impact of a flipped classroom pedagogy in a mechanical engineering fluid mechanics course, as part of a multi-year project designed to reduce the failure rate in bottleneck courses. In the flipped classroom, students completed multiple weekly activities including watching online videos developed by instructors, completing quizzes about the videos, discussing examples in class, and participating in an in-class active learning exercise called a "Team Battle" in which students competed in teams to complete problems quickly. Students in the traditional lecture classroom also had access to the videos, but were not required to watch them, and in-class time focused on discussing concepts and example problems. The impact of the flipped classroom pedagogy on students' academic performance and attitudes was assessed by comparing the flipped and traditional lecture sections' performance on similar quizzes and exams, connect assignments, concept inventories, psychosocial scales, and focus groups. The flipped sections experienced much lower failure rates compared to the traditional lecture section. The flipped sections continued to show lower failure rates compared to the traditional lecture section. Significant attitudinal differences between the control and experimental groups highlighted possible explanations for differences in overall course performance, as the experimental group reported feeling greater confidence, more support, greater success, and a more positive attitude overall toward the course. Focus groups revealed that students enjoyed the flipped classroom experience, especially the Team Battles and many of example problems.
Using active learning strategies such as Team Battles & online tutorials to effectively flip a bottleneck course

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1 Department of Psychology and Sociology and 2 Department of Mechanical Engineering

Purpose of the Project
Reduce the repeat rate (34%) in Table 1: Grade distribution for ME 311 students from Fall 2007 to Summer 2014 in mechanical engineering. Conduct an interdepartmental collaboration to assess efficacy of factors so the intervention can be applied to other courses.

Methodology
The course redesign was implemented in stages in order to assess the impact of each element of the redesign on student performance and attitudes. In each quarter, an “experimental” section and a “control” sections were taught by the same instructor. The interventions are summarized in Table 2.

In each quarter, a concept inventory and survey were deployed in the classroom during the first and last week of the course. The concept inventory was developed by the authors and consists of 13 questions that cover important topics in fluid mechanics. Although a much larger fluid mechanics concept inventory (FMI) has been developed and validated by Martin et al. (2003), deploying the FMI in class would have required too much time and too few students would have been able to meet outside of class.

The short survey also was developed by the authors and consists of “psychosocial” or questions regarding students’ attitudes about the course and mechanical engineering in general. For example, students were instructed to think about the course and indicate the extent to which they felt satisfied, confident, and successful, on a 7-point semantic differential scale. Students did not receive course credit for completing the concept inventory survey.

In addition, students could receive a small amount of extra credit to participate in a focus group conducted by a student researcher.

Results

Focus group findings: The focus groups conducted during Winter 2016 confirmed that students prefer to see more examples and find derivations less interesting. This information helped the authors devise the teaching strategy for Spring 2016 which moved the derivations from the classroom to video tutorials in order to increase class time for example problems.

The focus groups conducted during Spring 2016 indicate that students liked many of the features of the Connect platform and appreciated guided learning. The cost was problematic for some, the most disadvantaged students faced the most challenges.

Conclusion & Implications
In this study, the repeat rate was lowest in the flipped class, with access to Connect. Connect combined with a pedagogy that focuses on in-class examples and discussion of concepts was better than a traditional classroom.

At the very least, it appears that utilizing an online interactive assessment platform and moving derivations to videos does not pose a great risk to students’ academic performance and perceptions of the course.

Flipped classes can work well if activities are sufficiently rigorous and engaging. Positive psycho-social responses indicate classroom climate may impact student performance.

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Using Critical-thinking Assessment Test (CAT) Tool to Teach and Assess Critical Thinking in Engineering

Abstract

There is interest in measuring and improving the critical thinking skills of Cal Poly undergraduate students as a core competency. The Critical-thinking Assessment Test (CAT) was developed with input from faculty across a wide range of institutions and disciplines, with guidance from colleagues in the cognitive/learning sciences and assessment and with support from the National Science Foundation (NSF). A non-discipline specific validated CAT tool was used to evaluate the critical thinking skills of sixty junior standing students in three sections of CHE 313 at the beginning of spring quarter 2018. These students initially showed a developing level of critical thinking skills with a mean score of 2.26 on a five-point scale, whereby 0-1 is introductory, 2-3 is developing, and 4-5 is mastery. One section (n=27) were evaluated with one discipline specific CAT-like assessment question on four quizzes throughout the quarter, and the other two sections (n=33) were not exposed to additional CAT-like questions on their quizzes. At the end of the quarter, students in all three sections were re-evaluated with the same non-discipline specific CAT assessment tool. The students in the sections without CAT-like questions on quizzes showed no improvement in their performance with the same mean score on the pre-course and post-course assessments. On average, the students who were exposed to CAT-like questions on quizzes achieved a 12% increase in their score, with mean pre-course and post-course scores of 2.18 and 2.45, respectively. While this minimal approach to introducing CAT-like questions to students was successful in marginally improving critical thinking performance, the majority (89%) of all students still exhibit a developing or introductory skill level (score of 3 or lower). Only 11% of students demonstrated a mastery critical thinking skill level (score of 4 or 5) on the post-course assessment. Additional intervention may be required in the future to further students' abilities to perform at the mastery level in critical thinking.
Poster

For more information, please contact Keith Forward at kmforward@cpp.edu.
Thank you

See you again in 2019!

Office of Assessment and Program Review
Division of Academic Affairs