ANNUAL ASSESSMENT REPORT 2021-2022

Annual assessment reports document the various assessment activities undertaken by each program, providing programs the opportunity to take stock of the different ways they have engaged in the various stages of a typical assessment cycle. To help capture the many assessment activities programs conduct and to ensure that Cal Poly Pomona students achieve intended learning outcomes, this report is a summary of the various assessment activities reported by academic programs across the campus. It also identifies various ways the Office of Assessment and Program Review may work with faculty and programs to advance their assessment activities to strengthen student learning and success in a meaningful, manageable, and sustainable manner.

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

Methodology

In early-September 2022, undergraduate and graduate academic programs were invited to submit their annual assessment reports electronically, summarizing their assessment efforts in the 2021-2022 academic year. Programs with multiple options submitted a single report with the exception of degree programs with significantly different options (e.g., BS Business Administration; see Appendix A for a complete list of report submissions). The report requirements accompanied the email sent to program assessment leads to use as reference. The College Assessment Liaisons (CALs) provided support to those completing the report within their respective colleges. A workshop conducted by the Office of Assessment and Program Review was also offered.

Completion Rate

A total of 83 academic programs/options (85%) submitted reports. Of these, 37 programs indicated they hold specialized disciplinary accreditation. In addition, 5 (6%) programs reported they offer a certificate or credential program.

Annual Assessment Report Completion Rate by College

College	Total # of Academic Programs/Options	Submitted[1] (N & %)
AG	12	10 (83%)
CBA	14	13 (93%)
CEIS	5	4 (80%)
CLASS	22	19 (86%)
Collins	2	2 (100%)
ENG	18	11 (61%)
ENV	10	8 (80%)
SCI	15	15 (100%)
TOTAL	**98**	**83 (85%)**

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

Documentation of Student Learning Outcomes

One of the principles of good assessment practice is the responsibility higher education has in ensuring that future generations are well-prepared by meeting educational goals and expectations.[2] This responsibility to our prospective and current students, and to the public at large, is even greater as a state institution. Hence, the ease of accessibility to a program's student learning outcomes (SLOs) and students' continued exposure to them are ways to demonstrate the program's commitment to the SLOs, and that the institution and faculty are prepared to meet the goals of the outcomes.

To be transparent about the learning outcomes students are expected to achieve, programs were asked to identify the various locations where their SLOs were published. Of the programs who submitted annual assessment reports, 64 (77%) published SLOs on their program or department webpage, and 37 (45%) included them on course syllabi. Only 5 (6%) programs reported not publishing them. To complement academic programs' efforts in this regard, program assessment plans and curriculum matrices containing the SLOs are also published on the Office of Assessment and Program Review's website. The Catalog also refers to curriculum matrices and associated SLOs.

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

Documentation of Student Learning Outcomes by College

College	Department/ Program Website	Student Handbook	Course Syllabi	Brochure/ printed material	Published in alternate place	Not currently published
AG	7	2	6	0	2	0
CBA	7	0	7	0	4	2
CEIS	2	0	1	0	0	1
CLASS	16	2	8	0	6	0
Collins	2	0	1	1	0	0
ENG	9	0	1	1	1	0
ENV	8	0	7	0	1	0
SCI	13	0	6	0	0	2
TOTAL	**64**	**4**	**37**	**2**	**14**	**5**

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

Assessment Activities in 2021-2022

Academic programs were asked if they engaged in assessment activities during the year. While 65 (78%) programs reported engaging in assessment activities, and 12 (14%) programs engaged in assessment activity not related to any specific SLO (i.e., modified curriculum matrix or assessment plan, etc.), 2 (2%) reported no engagement in assessment activities in 2021-2022. The table below reflects responses by college.

Engagement in Assessment Activity by College

College	Programs Reporting Engaging in Assessment Activity	Programs Reporting Engaging in Other Assessment Activity Not Specific to Any SLO	Programs Reporting No Engagement in Assessment Activity
AG	8	2	0
CBA	12	0	0
CEIS	4	0	0
CLASS	17	1	0
Collins	1	1	0
ENG	8	1	1
ENV	1	6	1
SCI	14	1	0
TOTAL	**65**	**12**	**2**

Note: Only 77 programs responded to this question. This question did not require a response.

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

Number of SLOs Assessed

Best assessment practices recommend that programs assess from one to three SLOs in a single year. This range is often described as being most manageable, allowing faculty the time to collect and analyze the data, discuss the findings, and develop and implement change strategies to strengthen teaching and learning. Known as "closing the loop," developing and implementing change strategies may involve collaborating with others (e.g., librarians, academic advisors, other faculty etc.) to execute effectively. This year, 47 (57%) programs assessed between one and three SLOs. There were 8 (8%) programs assessed seven or more SLOs, an increase from the previous year by 5.

Number of SLOs Assessed by College

College	Number of Program-Level SLOs Assessed			
	None	1-3	4-6	7-10
AG	2	7	0	2
CBA	0	13	1	0
CEIS	0	3	1	0
CLASS	1	12	4	1
Collins	1	1	0	0
ENG	2	1	3	4
ENV	7	1	0	0
SCI	1	9	4	1
TOTAL	**14**	**47**	**13**	**8**

Types of Assessment Activities

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

Academic programs were asked to highlight the various assessment activities they engaged in in the 2020-2021 academic year. In reporting all of the activities they undertook, 34 programs focused on changes to assessment procedures, 61 programs collected direct evidence of student learning, and 56 programs scored direct evidence. On the other hand, 24 programs collected indirect evidence, and 16 scored indirect evidence. Examples of indirect evidence include surveys, focus groups, and other measurement tools to capture perceptions and opinions of student learning. Only 20 programs engaged in closing the loop implementation; these are strategies to improve SLO achievement, and include activities such as introducing scaffolded assignments, changing the sequence of courses, or improving the data collection method.

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

Types of Assessment Activity by College

College	Changes to assessment procedures	Direct Evidence			Indirect Evidence			Results discussed	Closing the loop implementation	Other
		Collect	Score	Reflect	Collect	Score	Reflect			
AG	2	7	7	4	1	0	0	3	4	2
CBA	5	12	12	11	2	0	0	7	6	0
CEIS	1	4	2	1	1	0	1	2	3	0
CLASS	13	15	15	10	9	8	6	10	13	1
Collins	0	1	1	0	0	0	0	0	0	0
ENG	6	8	7	6	6	6	6	6	5	2
ENV	0	0	0	0	1	1	0	0	0	0
SCI	7	14	12	12	4	1	3	9	14	0
TOTAL	**34**	**61**	**56**	**44**	**24**	**16**	**16**	**37**	**45**	**5**

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

Types of Evidence Collected and Reviewed

Assessment evidence, in the form of direct and indirect evidence, determine the extent to which students are achieving acceptable levels of learning outcomes. The table below outlines the various types of direct evidence collected by the 61 academic programs in the 2020-2021 academic year. Forty-seven programs collected course-embedded assignments (e.g., exams, papers, lab reports, etc.) while 21 programs collected capstone products. Twenty-four programs also collected oral performances, such as presentations.

Types of Direct Evidence Collected for Assessment

Direct Evidence	N
Artistic exhibition/performance	0
Assignment/exam/paper completed as part of regular coursework	47
Capstone products (e.g., project, senior thesis, etc.)	21
Exam created by external organization (e.g., professional licensure)	5
Exit exam created by the program	3
Oral performance (e.g., presentation, defense, conference presentation, etc.)	24
Portfolio/E-portfolio of student work	3
Publication or grant proposal	0
Supervisor/employer evaluation of student performance outside the classroom (e.g., internship, clinical, practicum, etc.)	1
Qualifying/comprehensive exam (graduate level only)	3
Thesis or dissertation (graduate level only)	8
Other	1

Data also showed that 24 programs collected indirect evidence for assessment and 16 scored indirect evidence. Twenty-three programs conducted student surveys, interviews, or focus groups, and five programs collected student self-reflection writing assignments on SLO achievement. Eight programs collected evidence that did not fall into one of the pre-determined options, and they include surveys from faculty regarding SLO achievement and oral communication practices. Other options also included a Comprehensive Assessment of Team Member Effectiveness (CATME) and advisory board meetings.

Types of Indirect Evidence Collected for Assessment

Indirect Evidence	N
Student survey/interview/focus group with self-reports of SLO achievement	23
Student reflective writing assignment (e.g., essay, journal entry, self-assessment, etc.) on their SLO achievement	5
Alumni survey/interview/focus group that contains self-reports of SLO achievement	2
Employer meetings/discussions/survey/interview of student SLO achievement	3
Interviews or focus groups that contain self-reports of SLO achievement	2
Other	8

Closing the Loop: Improving through Assessment

Closing the loop involves using results to improve student learning by reflecting on the findings of assessment. Such discussions are concerned with the development and implementation of changes to improve future achievement of student learning outcomes. Closing the loop strategies take various forms, and may include strategies like changes to the curriculum, modifications to pedagogical approaches, increased student support, and adding resources to support learning.

In 2021-2022, 45 programs reported implementing closing the loop activities, reflecting an increase of 33% from 2018-2019 when the institution first started collecting this data point. Of the programs reporting closing the loop, the most common action was course-level changes (n=33); this may include a change in evidence collection methodology or selecting a more appropriate course assignment when programs next assess the same SLO. Twenty-nine programs made assessment procedural changes, while 18 programs looked at program-level curricular changes.

Submitted reports also revealed 12 programs still exploring or deliberating action steps for improvement. Of the programs that reported no action taken, 17 were satisfied with their results and took no further action. while 7 programs took no action at all. Ten programs also engaged in other forms for closing the loop that did not fall cleanly within pre-designated options, including reviewing and reflecting on assessment findings for their reaccreditation self-study and program review.

Types of Closing the Loop activities by College

College	Assessment procedure changes	Course-level changes	Program curricular changes	Personnel changes	Students' out-of-course changes	Resource allocation changes	No action[3]	Use is pending	Other
AG	3	4	3	0	0	0	3	1	1
CBA	2	4	2	0	0	0	8	2	1
CEIS	1	1	0	0	1	0	1	0	1
CLASS	9	10	5	2	4	0	0	6	3
Collins	0	0	0	0	0	0	1	0	0
ENG	4	4	2	1	0	1	2	0	3
ENV	0	0	0	0	0	0	1	0	0
SCI	10	10	6	3	1	3	1	3	1
TOTAL	**29**	**33**	**18**	**6**	**6**	**4**	**17**	**12**	**10**

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

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

Assessment Planning and Discussion

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

The table below details the number of programs that discussed assessment findings with various entities in the 2021-2022 academic year. Data revealed that of the 77 programs who reported engaging in assessment activity, assessment results were most often shared with program or department faculty as a whole (51; 66%) and with program or department assessment committees (34, 44%), supporting the notion that program assessment very much remains an internal effort. Assessment results were not often shared with college curriculum committees with only 19 programs doing do across the campus. College curriculum committees have a macro-level perspective of the college's curricula, including course and program offerings, and overall oversight of program quality, and would benefit from a broader understanding of the extent to which SLOs are achieved. A handful of programs did share assessment results with persons or organizations external to the program or "other" including discussions with College Assessment Liaisons (CALs) and external accreditors in their self-studies or visits. Unfortunately, two programs did not discuss assessment at all.

College	Program/ department faculty as a whole	Committee of program/ dept faculty	Program/ department assessment committee	College curriculum committee	College assessment committee	Other college or divisional committee	College assessment liaison	Advisory board	Persons/ organizations outside program	Students	Other	Did not discuss assessment
AG	7	4	3	0	1	0	0	2	1	1	1	0
CBA	10	2	8	4	5	1	2	0	1	0	0	1
CEIS	2	1	1	0	1	0	0	0	0	0	0	1
CLASS	12	10	8	2	5	0	1	1	0	4	3	0
Collins	0	1	1	0	1	0	0	0	0	0	0	0
ENG	7	1	6	1	2	0	0	2	0	1	0	0
ENV	1	0	0	1	1	0	0	0	0	0	0	0
SCI	12	11	7	2	3	0	2	0	0	2	1	0
TOTAL	**51**	**30**	**34**	**10**	**19**	**1**	**5**	**5**	**2**	**8**	**5**	**2**

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

Closing the Loop/Next Steps

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

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

Appendix A

List of Programs/Options

Huntley College of Agriculture
BS Agribusiness and Food Industry Management
BS Agricultural Science
BS Animal Health Science
BS Animal Science - Pre-Vet Science/Graduate School Option
BS Apparel Merchandising and Management
BS Food Science and Technology
BS Nutrition – Nutrition Science, Nutrition and Health, and Dietetics Options
BS Plant Science *
MS Agriculture - all options
MS International Apparel Management
MS Dietetics

Report not submitted

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

Report not submitted

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

Report not submitted

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

Report not submitted

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

Report not submitted

Collins College of Hospitality Management
BS Hospitality Management
MS Hospitality Management

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

Report not submitted; † A single report was submitted

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

† A single report was submitted