

# Academic Program Assessment

## Purpose, Policies, Trends & Issues

### March 6, 2023

Academic Affairs Lunch and Learn

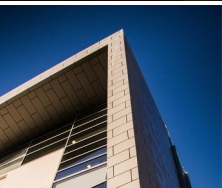
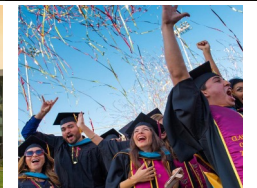
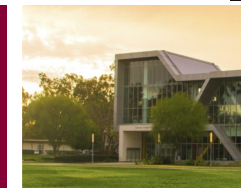
Dr. Matt G. Mutchler  
Professor of Health Sciences  
Chair of USLOAC  
Director of Assessment



Dr. Sally Mahmoud  
Assistant Professor, School of Nursing  
CHHSN Rep to USLOAC



Dr. Rui Sun  
Professor of Public Administration  
Co-Director, Public Policy Institute  
CBAPP Rep to USLOAC





Research

Curriculum

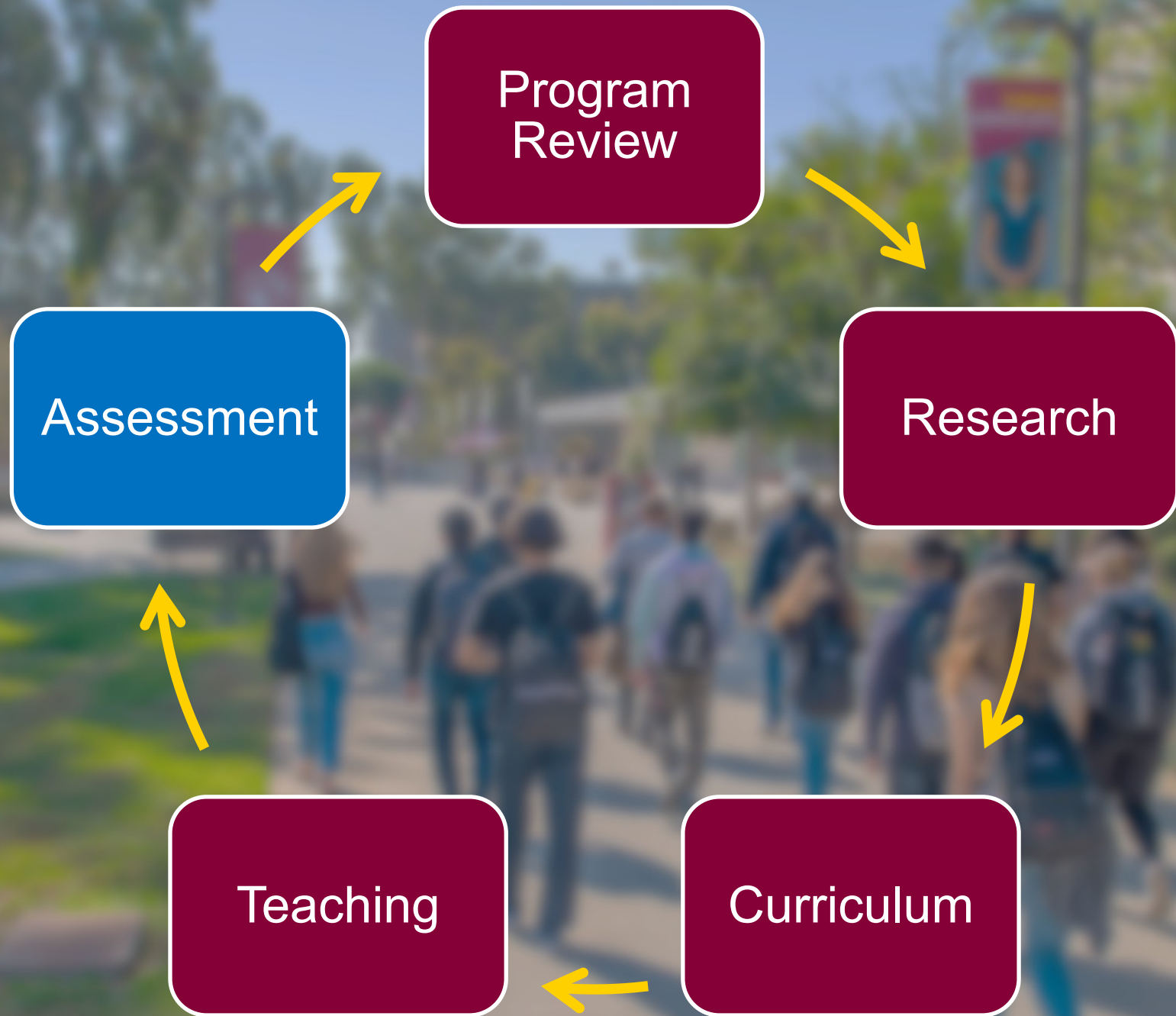
Teaching

Assessment

Program  
review

- 1) Purpose
- 2) Procedure & Policy
- 3) Trends & Issues
- 4) Recent Developments
- 5) Q&A





# Program Assessment USLOAC

## Voting Members:

CNBS: Dr. Hyo Joon Chang  
CAH: Dr. Victoria Kim  
CHHSN: Dr. Sally Mahmoud  
COE: Dr. Jarod Kawasaki  
CBAPP: Dr. Rui Sun  
Library: Vacant



## Non-Voting Members:

Dr. Marisela R. Chavez (FDC)  
Dr. Michele Dunbar (Integrated Assess)

Cynthia Napoles, MPA('22)  
Assistant to the Vice Provost



Meetings: Wednesdays 1:00-2:15pm



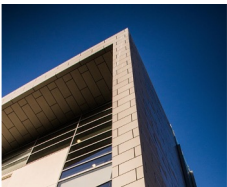
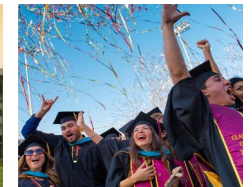
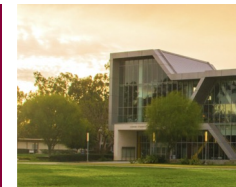
# Academic Program Assessment - Vision

## WHY: Program Assessment

USLOAC hopes that program assessment leads to meaningful changes in academic programs that improve student learning and student success.

“The quality of life in communities, economic competitiveness, the health of the democracy, and society’s capacity to innovate, create, and complete all rest on high quality educational outcomes.” (Kuh, 2014, page 235)

Kuh, G.D., Idenberry, S.O., & Jankowski, N. 2014. Using Evidence of Student Learning to Improve Higher Education. John Wiley & Sons, Inc.

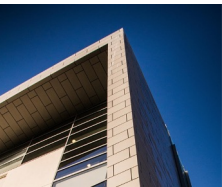
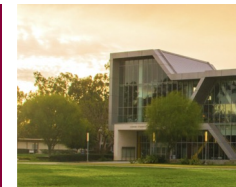


# Academic Program Assessment – Purpose

## WHY Program Assessment (and Review)

### **Institution:**

- Ensure quality for all stakeholders
- Highlight current trends and issues
- Inform campus planning
- Chancellor's Office compliance
- WASC Requirement
- Reflect on Learning and Continuous Improvement
- Tell Stories and Celebrate





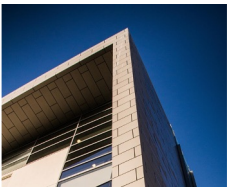
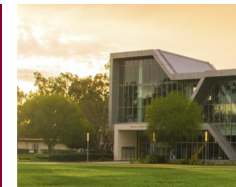
# Academic Program Assessment - Purpose

WHY

Alignment

USLOAC:

- Oversees the implementation and assessment of the University academic program assessment plan. (**AAAP027.001**)
- Assessment “is an ongoing process required of academic units in the University and conducted by the faculty of each unit.” (**PM 00-04**)



# Academic Program Assessment - Procedure

## WHAT Program Assessment Annual Cycle for Programs





# Academic Program Assessment - Procedure

## WHAT Program Assessment Annual Cycle for USLOAC



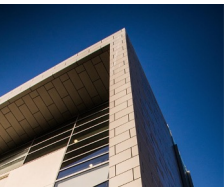
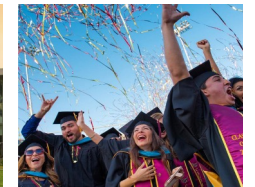
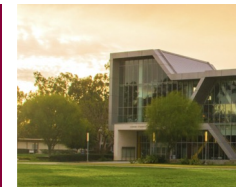
# Academic Program Assessment - Procedure

## How Program Assessment

### See UCLOAC checklists:

- **Assessment Plans**
- **Indirect Measures**
- **PLO-Specific Rubrics**
- **Assessment Reports**

<https://www.csudh.edu/academic-affairs/student-learning/>



# Academic Program Assessment - Purpose

## WHAT Program Assessment Plan

Sample Assessment Plan Dance.pdf - Adobe Acrobat Pro DC (32-bit)

File Edit View Sign Window Help

Home Tools 1901... Facilitat... Sample ... Biology... FTVM%... Graduat... USLOA... Sample ... x < > ? Sign In

1 / 9 100%

Instructions: Every year, each program should plan to assess at least one or two program learning outcomes. Every outcome does not have to be assessed every semester/year. It is expected that all PLOs are assessed at least once over a 6-year (program review) cycle. Insert additional table rows below as needed to indicate assessment schedule for all PLOs.

Program	BA in Dance	Submitted by	Doris Ressler
Date	9/24/2020	Title/Position	Chair, Theatre and Dance

	Program Learning Outcome	Link to the ILOs (from below)	When will this be assessed?	In what class(es) will this be assessed?	What evidence will be used (type of assignment)	Who will collect the evidence?	How will the evidence be evaluated?	How will the curriculum revision decisions, if any, be made?
1.	Cultural Literacy	ILO3 Information Literacy ILO5 Engaged Citizenry	2021- 2022	DAN110 Dances of World Cultures DAN130 Global Dance Perspectives DAN355 Forces and Figures in Dance	Papers, Class Presentations Papers, Class Presentations Research Paper, Oral Presentations	Assessment Committee: Prof. Doris Ressler Asst. Prof. Amy Allen 1 Lecturer TBD	Rubrics for Cultural Literacy, Oral and Written Communication Senior Exit Interview/Survey	Assessment Committee will discuss findings at dance faculty meetings
2.	Performance Skills	ILO4 Disciplinary Proficiency	2023- 2024	DAN230 Dance Touring Ensemble DAN330, 335, 430 Dance Composition I, II, III DAN480 Rehearsal & Performance	Performance Class Presentations Performance	Assessment Committee: Prof. Doris Ressler Asst. Prof. Amy Allen 1 Lecturer TBD	Rubrics for Performance Rubrics for Choreography Rubrics for Performance	Assessment Committee will discuss findings at dance faculty meetings

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# Academic Program Assessment - Procedure

## HOW Program Assessment

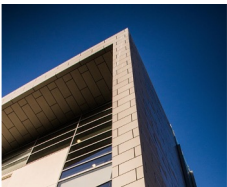
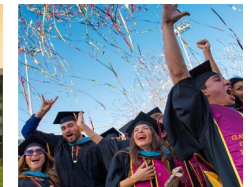
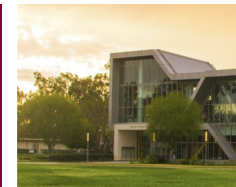
The university currently uses **Campus Labs** (Anthology) to manage program learning outcomes assessments for departments and programs across the university.

Your assessment reports and feedback letters from USLOAC should be utilized during the program review to tell your story of **continuous program improvement**.

**Assessment “stories”** can be a powerful tool for asking for what you need to improve student learning via your PLOs!

*“Assessment reports that end up briefly perused and then filed without any resulting action are, to be blunt, a waste of time.”*

- Linda Suskie, *Assessing Student Learning: A Common Sense Guide*



# Academic Program Assessment - Procedure

## Policy & Procedures: Feedback Letters



## Program Review

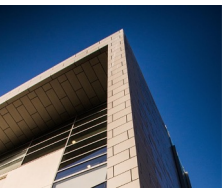
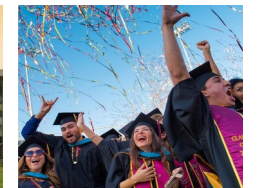
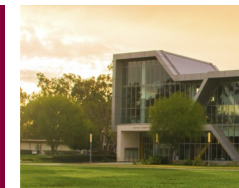


OFFICE OF THE PROVOST & VICE PRESIDENT  
DIVISION OF ACADEMIC AFFAIRS  
(310) 243-3307  
WH 440

### MEMORANDUM

**DATE:** September 1, 2022

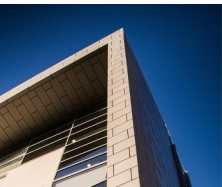
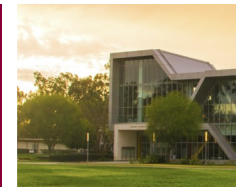
**TO:** Dr. Helen Chun, Chair, Biology, Bachelor of Arts  
Dr. Sonal Singhal, Assistant Professor/Assessment Coordinator, Biology  
Dr. Philip LaPolt, Dean, College of Natural Behavior Sciences



# Academic Program Assessment

High (88%+) program engagement with USLOAC 2022/23

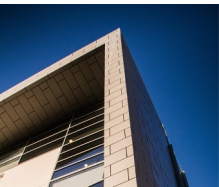
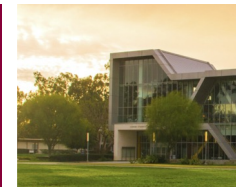
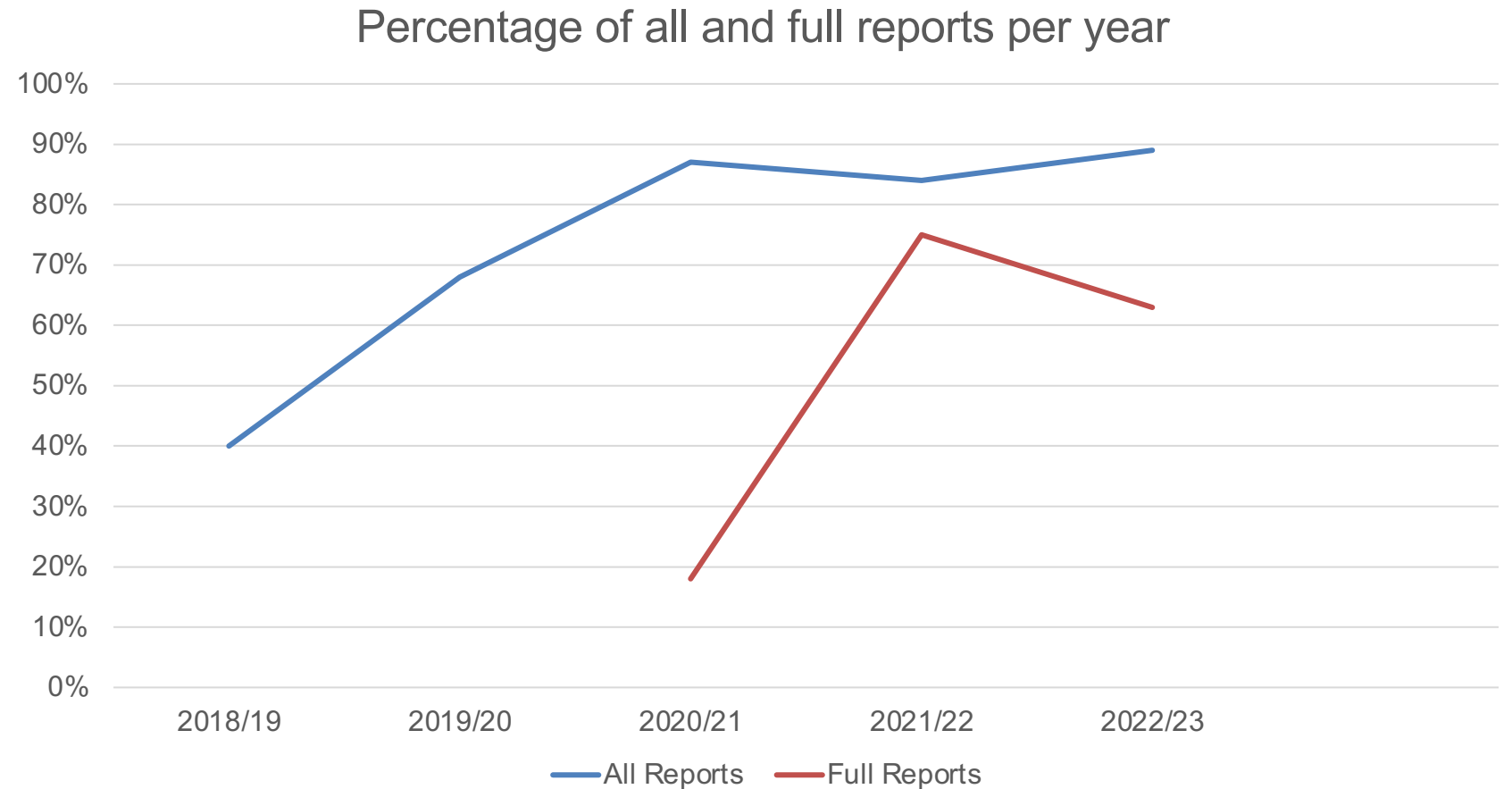
College	Number of Reports	Percentage of Reports
CAH	17/22	77.3%
CBAPP	5/5	100%
CHHSN	11/11	100%
CNBS	22/23	95.7%
COE	4/5	80%
Library	1/1	100%
TOTAL	60/68	<b>88%</b>





# Academic Program Assessment - Trends

Positive Trends:  
Increase in Program Assessment Engagement



# Academic Program Assessment - Trends

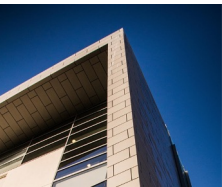
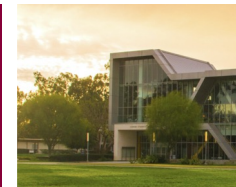
Trends:

Assessment  
Rubric

Moving from Grading to Rating:

- The best practice is to use a rubric specific to each PLO.
- The rubric should address the key characteristics that your program believes are important to student learning for each PLO
- The rubric also contains at least three levels of learning (introductory, developed, proficient)

Look out for workshops on Developing PLO-Specific Rubrics!



# Academic Program Assessment - Trends

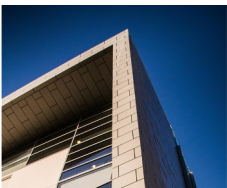
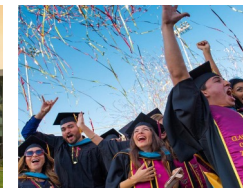
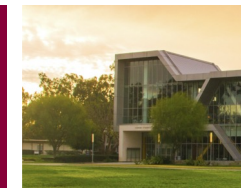
## Assessment Rubric - Example

CSUDH MPA Program

Standardized Assessment Rubric – Critical Thinking

PLO#3: Analyze, synthesize, think critically, solve problems and make decisions

Performance Criteria	Poor (1)	Fair (2)	Acceptable (3)	Good (4)	Superior (5)
(Inquire) Identify and define key issues and/or problems	None of the key issues/problems are identified or defined.	The key issues/problems are identified or defined inaccurately.	Identifies some key issues/problems. May have some inaccuracies, omissions or errors present that interfere with meaning.	Identifies most key issues/problems. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.	Clearly, accurately, and appropriately identifies all key issues/problems.
(Analyze) Present and Analyze Data/ Information	Does not present relevant and appropriate data/information. Fails to analyze the data/information.	Uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.	Presents some appropriate data/information. May miss or ignore relevant data/information.	Presents sufficient and appropriate data/information. Generally analyzes data/information for accuracy, relevance and validity. Minor inaccuracies or omissions do not interfere with analysis or meaning.	Presents appropriate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clearly relates to meaning.
(Evaluate) Apply a Multi-Dimensional approach/ Consider context	Student's position is grounded in a singular, often personal perspective. No awareness that position may have limits or context.	Student's position may be simplistic and obvious. Little awareness that position may have limits or context.	Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgement position may have limits. May not acknowledge context.	Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context, but is aware of limits or context.	Clearly applies a multi-dimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.
(Solve) Demonstrate Sound Reasoning and Conclusions	Reasoning is illogical or absent. Conclusion is simplistic and stated as an absolute.	Reasoning is simplistic or inconsistent. Conclusion is inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.	Reasoning contains elements of logic and/or creative insight, but not fully resolved. May have minor inconsistencies or omissions. Conclusion is relevant but abbreviated or simplified, not fully supported, and/or contains minor inconsistencies.	Reasoning is mostly logical, complete, and consistent. Demonstrates some unique or creative insight. Conclusion is generally complete, supported, and mostly consistent and relevant.	Reasoning is logical and creative, consistent, complete and often unique. Conclusion is complex and/or detailed, well supported, creative, complete, and relevant.





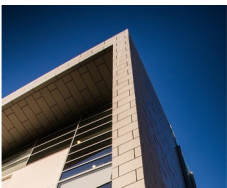
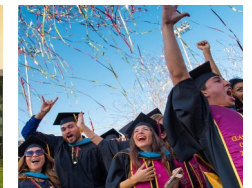
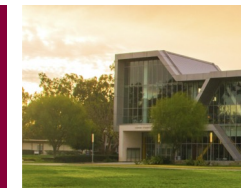
# Academic Program Assessments - Trends

Positive Trends:

Matt and Rui at ARC, 2022



**Mutchler, M.G., Chang, J., Victoria, K., Mahmoud, S., O'Donnell, K. & Sun, R. 2022. A Model of Success: A Real-World Application of the Humanizing Approach to Increase Engagement in Assessment During the Pandemic. Oral Presentation at the Academic Resource Conference, San Francisco, CA.**



# Academic Program Assessment – Recent Developments

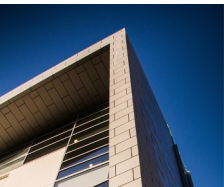
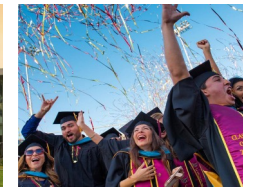
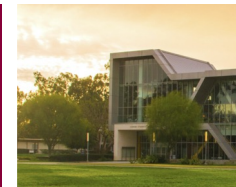
## Ongoing Changes

COVID-19 guidelines evolving

- USLOAC members remain flexible
- Some years, it may make sense to focus on “re-tooling”

We are now expecting programs to return to implementing their assessment plans (full reports)

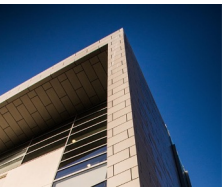
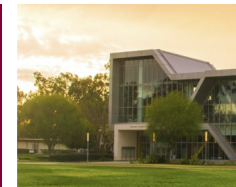
- Programs are always free to update their plans. And if you do, please include your new plan with your reports



# Academic Program Assessments - Trends

Positive Trends:

USLOAC  
Retreat,  
Fall 2022: A  
Focus on DEI





# Academic Program Assessment – Trends

## Ongoing Work: DEI/JEDI Guidelines

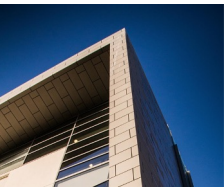
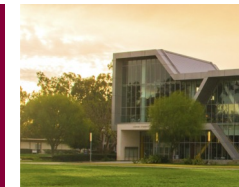


How are students from different backgrounds (racial/ethnic, gender, first generation, etc.) doing in learning and achieving outcomes?

Incorporate DEI (Diversity, Equity, and Inclusion) in all aspects of teaching, learning, and assessment

- Consider how your program curricula are addressing cultural differences and differences in learning styles
- Talk with students in your programs about their learning experiences
- Assess sense of belonging, cultural awareness
- Disaggregate data and explore any differences between groups
- Share DEI activities in your USLOAC reports!

**Incorporating DEI should be a campus-wide collaboration that reflects our shared values around CSUDH student success**



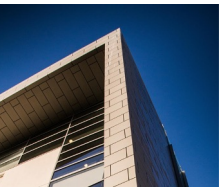
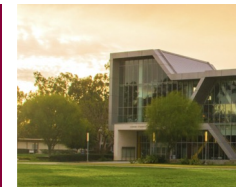
# Academic Program Assessment – Recent Developments

## Recent Developments and Challenges

Integrating DEI into Program Assessment in a MEANINGFUL way

With the shift toward Canvas and Dropbox, we are re-thinking the use of Campus Labs/Anthology

Sharing campus data on meeting standards of success for student learning





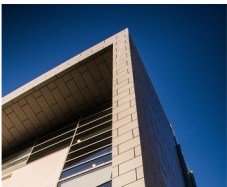
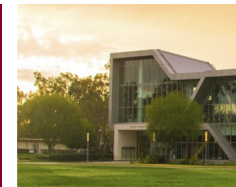
# Academic Program Assessment – Recent Developments

## Recent Developments and Challenges

Closing the Loop Stories

Revising our ILOs

USLOAC reviews for UCC (going on-line)



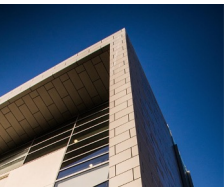
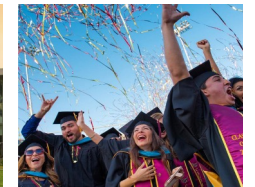
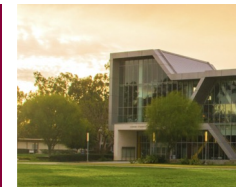
# Academic Program Assessment – Q & A

## Q & A

**Ways to celebrate successes (standards of success and closing the loop on student learning)?**

**How can we better support DEI in program assessment without increasing cultural taxation?**

**Thoughts about migrating assessment reporting into other platforms?**



# Academic Program Assessment - Resources

One-on-one consultations

Campus Labs User Guides and Samples (on CL dashboard/announcements)

USLOAC Liaisons (per college/previous slide)

[USLOAC website: https://www.csudh.edu/academic-affairs/student-learning/](https://www.csudh.edu/academic-affairs/student-learning/)

