

## General USLOAC Guidance for all Academic Programs at CSUDH:

### Common Gaps:

USLOAC notes common gaps in assessment practices for CSUDH academic programs include: Not ensuring that students are aware of your PLOs, not having up-to-date assessment plans uploaded (under the Documents tab) in Campus Labs/Anthology, not having an assessment committee at the departmental level, not using PLO specific rubrics, not closing the loop (re-assessing PLOs after changes are implemented), and not addressing findings or action items from previous reports.

Your next Annual Assessment Report is due **December 1, 2023**.

### Guidance for Addressing Gaps:

USLOAC expects that programs have an assessment plan that includes plans to assess all PLOs over the program review cycle (typically six years). **USLOAC recommends assessing 1 or 2 PLOs each year** so that each one can be examined in-depth and action steps can be taken to focus on improving student learning for each PLO independently. When changes are recommended from an assessment process, it may also be helpful to re-assess a PLO to evaluate whether the changes were effective and improved student learning. You are free to update and revise your assessment plan (and your PLOs) as needed (no need for USLOAC or curriculum review).

We highly recommend that all academic programs **utilize a departmental assessment committee** to look at direct measures of learning (student work) with PLO-specific **assessment rubrics**. The use of rubrics specific to each PLO is the *gold standard* as it allows you to explore the characteristics of each PLO (that your faculty and students believe to be critical) in more depth (Suskie, 2018; Allen, 2004). Therefore, it is best to have one rubric for each PLO.

USLOAC also recommends that you look at **indirect measures of learning (e.g., surveys or student interviews)**. Assessment of indirect measures helps to “triangulate” the results gleaned from direct measures of assessment. USLOAC would like to hear more about specific changes that you make for program improvement (**closing the loop**). What progress has been made on action items to improve student learning in your program was it because of the action items you implemented?

**Please provide a 6-year assessment plan** with your assessment report, including a curriculum map linking your courses to the PLOs and ILOs as well as **PLO-specific rubrics** and your **indirect measures** (e.g., exit survey) by uploading these materials and any updates to your assessment protocol under the **Documents tab in Campus Labs/Anthology** (this way it will be available to all parties for future years). Please update your assessment plan with the current worksheet (found on our website noted below). A copy of this feedback letter will also be placed under the Documents tab in Campus Labs/Anthology for future reference.

**Please note that USLOAC is eager to facilitate the integration of diversity, equity, and inclusion (DEI) in your assessment reports.** USLOAC, in partnership with the Faculty Development Center, offers workshops on basic assessment, developing and using PLO-specific rubrics, and DEI throughout the year. Please consult with the Interim Director of Assessment (Dr. Rui Sun at [rsun@csudh.edu](mailto:rsun@csudh.edu)), your college USLOAC representative, and the USLOAC website (<https://www.csudh.edu/academic-affairs/student-learning/>) for further resources on “Best Practices” in assessment of academic programs. Also, see:

Suskie, L. 2018. *Assessing Student Learning: A Common Sense Guide*. 3<sup>rd</sup> Edition. Jossey-Bass, San Francisco.

Allen, M.J. 2004. *Assessing Academic Programs in Higher Education*. Anker Publishing, San Francisco.

**DEI Program Assessment and Evaluation**  
**by Dr. Sally Mahmoud, USLOAC Member, CHHSN:**

To effectively integrate diversity, equity, and inclusion (DEI) into university program assessment, programs should adopt a holistic approach that encompasses using program data to measure outcomes. Initially, program assessment frameworks should be revised to explicitly include DEI goals, ensuring they align with the university values and strategic plans, which is grounded in offering a DEI infrastructure on campus (Barnett, 2020). This entails gathering demographic data on student enrollment and outcomes to identify disparities, employing culturally inclusive assessment methods, and developing metrics to evaluate the program's impact on marginalized students (U.S. Department of Education, 2016; McNair et al., 2020). Additionally, promoting faculty and staff training on DEI issues, fostering an inclusive classroom environment, and soliciting input from diverse stakeholders will help inform assessment processes and promote continuous improvement (Schmid, 2016). Ultimately, integrating DEI into program assessment, using data, enhances educational quality, cultivates equitable opportunities for all students, and fosters an inclusive and supportive academic community (McNair et al., 2020). Recognizing this effort is a multilayer approach, a beginner phase may include programs sharing existing DEI practices, conduct a staff DEI self-assessment, and plans to integrate DEI into the curriculum.

**Recommended Resources:**

***How to Reduce Racial Bias in Grading***

New research supports a simple, low-cost teaching tool <https://www.educationnext.org/how-to-reduce-racial-bias-in-grading-research/>

***Experimental Evidence on Teachers' Racial Bias in Student Evaluation***

The Role of Grading Scales. David M. Quinn View all authors and affiliations. Volume 42, Issue 3.  
<https://doi.org/10.3102/0162373720932188>  
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***Franklin Covey Unconscious Bias Self-Assessment***

<https://www.franklincovey.com/wp-content/uploads/2021/03/FranklinCovey-Unconscious-Bias-Self-Assessment.pdf>