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

Assessment

Research

Teaching

Curriculum
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)

Meetings: Wednesdays 1:00-2:15pm

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

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
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)
WHAT
Program Assessment Annual Cycle for Programs

Collect PLO Data (Fall and/or Spring)

Submit USLOAC Report documenting the cycle annually, End of Fall

Analyze Data (Ongoing, esp. Fall)

Discuss with Faculty/Propose changes (Fall)

Reflect on past changes/USLOAC feedback letter
Academic Program Assessment - Procedure

WHAT
Program Assessment Annual Cycle for USLOAC

Trainings and Workshops (Fall and/or Spring)

Train USLOAC members (Ongoing, esp. Fall)

USLOAC Feedback Letters (Spring and Summer)

Review and Discuss all academic program assessment reports (Spring)

1:1 meetings, group meetings, office hours TA for report submission (Fall)
See UCLOAC checklists:

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

https://www.csudh.edu/academic-affairs/student-learning/
## Program Assessment Plan

### Purpose
- UCC Assessment Plan 6 Year Cycle
- USLOAC Annual Report Every PLO over Six Years
- Program Review Every Six Years

### WHAT

### Program Assessment Plan

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Link to the ILOs (from below)</th>
<th>When will this be assessed?</th>
<th>In what classes will this be assessed?</th>
<th>What evidence will be used (type of assignment)?</th>
<th>Who will collect the evidence?</th>
<th>How will the evidence be evaluated?</th>
<th>How will the curriculum revision decisions, if any, be made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Cultural Literacy</td>
<td>ILO3 Information Literacy, ILO5 Engaged Citizenry</td>
<td>2021-2022</td>
<td>DAN110 Dances of World Cultures, DAN130 Global Dance Perspectives, DAN305 Forces and Figures in Dance</td>
<td>Papers, Class Presentations, Papers, Class Presentations, Research Paper, Oral Presentations</td>
<td>Assessment Committee, Prof. Doris Resil, Asst. Prof. Amy Allen, 1 Lecturer TBD</td>
<td>Rubrics for Cultural Literacy, Oral and Written Communication, Senior Exit Interview/Survey</td>
<td>Assessment Committee will discuss findings at dance faculty meetings</td>
</tr>
<tr>
<td>2. Performance Skills</td>
<td>ILO4 Disciplinary Proficiency</td>
<td>2023-2024</td>
<td>DAN230 Dance Touring Ensemble, DAN330, 335, 430 Dance Composition I, II, III, DAN480 Rehearsal &amp; Performance</td>
<td>Performance, Class Presentations, Performance</td>
<td>Assessment Committee, Prof. Doris Resil, Asst. Prof. Amy Allen, 1 Lecturer TBD</td>
<td>Rubrics for Performance, Rubrics for Choreography, Rubrics for Performance</td>
<td>Assessment Committee will discuss findings at dance faculty meetings</td>
</tr>
</tbody>
</table>

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**Sample Assessment Plan Document - Adobe Acrobat Pro DC (2014)**

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.

Submitted by: Doris Resil  
Title/Position: Chair, Theatre and Dance

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CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

CSUDH
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.”

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

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Reports</th>
<th>Percentage of Reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAH</td>
<td>17/22</td>
<td>77.3%</td>
</tr>
<tr>
<td>CBAPP</td>
<td>5/5</td>
<td>100%</td>
</tr>
<tr>
<td>CHHSN</td>
<td>11/11</td>
<td>100%</td>
</tr>
<tr>
<td>CNBS</td>
<td>22/23</td>
<td>95.7%</td>
</tr>
<tr>
<td>COE</td>
<td>4/5</td>
<td>80%</td>
</tr>
<tr>
<td>Library</td>
<td>1/1</td>
<td>100%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60/68</td>
<td>88%</td>
</tr>
</tbody>
</table>
Positive Trends: Increase in Program Assessment Engagement
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

**CSUDH MPA Program**

<table>
<thead>
<tr>
<th>Performance Criteria</th>
<th>Poor (1)</th>
<th>Fair (2)</th>
<th>Acceptable (3)</th>
<th>Good (4)</th>
<th>Superior (5)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>(Inquire)</strong> Identify and define key issues/problems</td>
<td>None of the key issues/problems are identified or defined.</td>
<td>The key issues/problems are identified or defined inaccurately.</td>
<td>Identifies some key issues/problems. May have some inaccuracies, omissions or errors present that interfere with meaning.</td>
<td>Identifies most key issues/problems. Some minor inaccuracies or omissions may be present, but do not interfere with meaning.</td>
<td>Clearly, accurately, and appropriately identifies all key issues/problems.</td>
</tr>
<tr>
<td><strong>(Analyze)</strong> Present and Analyze Data/Information</td>
<td>Does not present relevant and appropriate data/information. Fails to analyze the data/information.</td>
<td>Uses inaccurate or inappropriate analysis of data/information. Copies information without analysis.</td>
<td>Presents some appropriate data/information. May miss or ignore relevant data/information.</td>
<td>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.</td>
<td>Presents accurate, sufficient and credible data/information. Clearly analyzes information for accuracy, relevance, and validity. Information clarity relates to meaning.</td>
</tr>
<tr>
<td><strong>(Evaluate)</strong> Apply a Multi-Dimensional Approach/Consider Context</td>
<td>Student’s position is grounded in a singular, often personal perspective. No awareness that position may have limits or context.</td>
<td>Student’s position may be simplistic and obvious. Little awareness that position may have limits or context.</td>
<td>Somewhat simplified position with some sense of multiple approaches. Minor or vague synthesis of perspectives. Some acknowledgment position may have limits. May not acknowledge context.</td>
<td>Acknowledges multiple approaches. Some synthesis of perspectives. May not fully acknowledge limits of position or context. In aware of limits or context.</td>
<td>Clearly applies a multidimensional approach. Synthesizes various perspectives. Acknowledges limits of position or context.</td>
</tr>
<tr>
<td><strong>(Synthesize)</strong> Demonstrate Sound Reasoning and Conclusions</td>
<td>Reasoning is disjointed or absent. Conclusion is simplistic and stated as an absolute.</td>
<td>Reasoning is simplistic or inconsistent. Conclusion is inconsistent with evidence or reasoning. Lack of coherent or clear conclusion.</td>
<td>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 inaccuracies.</td>
<td>Reasoning is mostly logical, complete, and convincing. Demonstrates some unique or creative insights. Conclusion is generally complete, supported, and mostly consistent and relevant.</td>
<td>Reasoning is logical and creative, consistent, complete, and coherent.</td>
</tr>
</tbody>
</table>

**FLOWS:** Analyze, synthesize, think critically, solve problems and make decisions. **Standardized Assessment Rubric – Critical Thinking**
Positive Trends:
Matt and Rui at ARC, 2022

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
Positive Trends:

USLOAC Retreat, Fall 2022: A Focus on DEI

Academic Program Assessments - Trends
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
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)
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?
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/