



Co-Directors of Academic Assessment

2020-2021 Report

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TABLE OF CONTENTS

Scope of the Report	4
Executive Summary	5
I. Academic Assessment in Transition	8
II. Middle States Self Study & MSCHE Team Visit	9
III. Transition Accelerated	10
A. ISLO Assessment Initiatives	10
1. LEAP+ Integration	11
2. 5 Phase Assessment Cycle	12
B. PSLO Assessment Initiatives	16
1. Program Assessment Plan (Spring 2021)	16
2. Degree (Major) Program Assessment Year-End Report AY2020-2021	23
3. Assessment Fellows Program & Assessment Coordinator System (2022-, Pending Funding)	27
4. “Closing the Loop” Model Program Showcase	30
C. Other Initiatives	30
1. Academic Assessment Website	30
2. Introducing Assessment Technology (Weave+)	30
IV. Moving Forward	35

Tables & Figures

	<u>Page</u>
Figure II-1. The Assessment Cycle and “Closing the Loop”	9
Table III-A1. LEC Assessment Schedule (2021-2026)	15
Table III-B1. Continuous Assessment: A Full PSLO Assessment Schedule for SAS & SPS Programs from S21 Program Assessment Plan	17
Table III-B2. “Closing the Loop” Plans for SAS and SPS Programs from S21 Program Assessment Plan	18
Table III-B3: Plans for Additional Forms of Program Assessment for SAS and SPS Programs from S21 Program Assessment Plan	21
Table III-B4. PSLO Assessment Data Collection Activities, AY2020-2021 Year-End Report	23
Table III-B5. Academic Assessment Related Achievements, AY2020-2021 Year-End Report	25
Table III-B6. “Closing the Loop” - Utilization of Assessment Results, AY2020-2021 Year-End Report	26
Figure III-B1. Assessment Fellows Program & Assessment Coordinator System	27
Table III-B7. The Assessment Fellows Program Schedule	29
Table III-B8: Assessment Fellows Activities (Oct & Nov) and Their Objectives	29
Table III-D1. The PSLO Assessment Status of SAS & SPS Program, as of Nov 12, 2021	32
Table III-D2. The Status of Academic Assessment per Relevant MSCHE Standard Criterion and Supporting Evidence from Co-DAA Initiatives	33
Table IV. Academic Assessment at OW: Overview	37

Appendix List

1. Assessment Conversation Themes
2. Degree Program Assessment Year-End Report Pilot AY2019-2020 Form
3. F20 Remote Instruction Impact Survey
4. LEC Assessment: American Experience S20 Report
5. LEC Assessment: Humanities S20 Report
6. LEC Assessment: Western Tradition S20 Report
7. S21 Program Assessment Plan Forms and Examples
8. Degree Program Assessment Year-End Report AY2020-2021 Form
9. SAS & SPS PSLOs
10. Academic Assessment Website – Selected Pages
11. Assessment Fellows: Schedule & Topic List
12. Assessment Fellows: Curriculum Conversation Report Instruction & Template
13. Assessment Fellows: “Assessment of Assessment” Exercise
14. Assessment Fellows: F21 Academic Assessment Follow-up Form
15. Assessment Fellows: Mission-PSLO Alignment Exercise
16. “Closing the Loop” Model Department Showcase: Description and Template

SCOPE OF THE REPORT

This report is prepared by Co-Directors of Academic Assessment (Co-DAAs), Ashlee Lien and Ryoko Yamamoto, to document and share the development of academic assessment and their initiatives since the time of appointment to the present (Jan 15, 2020 – Nov 12, 2021).

According to the performance programs, responsibilities of Co-DAAs include documenting academic assessment activities and analysis, facilitating the college-wide communication regarding academic assessment, representing the College in venues relevant to academic assessment, and providing support and guidance to faculty regarding academic assessment.

EXECUTIVE SUMMARY

- Academic Assessment at OW has been highly segmented by School with varied level of practice and resources.
 - ✓ SOE and SOB have established program-level assessment to satisfy accreditation requirements and have received personnel support and resources to support the work.
 - ✓ SAS departments are responsible for Institutional-level Student Learning Outcome (ISLO) assessment and Program-level Student Learning outcome (PSLO) assessment. There have been no dedicated resources for program-level assessment in SAS or SPS.
 - ✓ Regular ISLO assessment data collection has been established with coordination by Co-DAA and LEC. This practice has been long-standing but resources to support the assessment practice are negotiated annually.
 - ✓ Prior to Spring 2021, PSLO assessment in SAS departments without discipline specific accreditation was only documented through CAP Five Year Review. There was no organized process nor resource to support regular and ongoing PSLO assessment.
- Middle States Self Study and verbal and written feedback from the MSCHE Team in March 2021 identified the imminent need of establishing **a systematic and regular process for PSLO assessment practice and utilization of assessment data (PSLO and ISLO) in SAS and SPS**. These points were reiterated in the June 24 request for Supplemental Information Report (SIR). Specific points of concern include:
 - ✓ The lack of an organized process for, and a regular practice of, PSLO assessment data collection in programs without discipline-specific accreditation.
 - ✓ The lack of an organized process for, and a regular and documented practice of sharing PSLO and ISLO assessment results with stakeholders and utilizing them for the improvement of curriculum and student learning experience.
 - ✓ PSLOs are “clearly written,” but some are “not sufficiently linked to the underlying discipline(s)”.
- Since the MSCHE Team visit, **the processes to facilitate an organized, systematic, and meaningful PSLO assessment** have been designed and implemented. Specifically,
 - ✓ **The Program Assessment Plan** for each degree program, including PSLOs, a curriculum map, multi-year strategic assessment schedule, and a plan for assessment data sharing and feedback (Spring 2021, to be revised at the completion of the Assessment Fellows Program).
 - ✓ **Degree (Major) Program Assessment Year-End Report**, which includes updates on student learning data collection, the utilization of assessment data, and changes in assessment tools (June 2021).
 - ✓ **The Assessment Fellows Program**, as a preparatory program for the **SAS Assessment Coordinator System (pending funding)**.
 - ✓ **An academic assessment website** with PSLOs, curriculum maps and assessment FAQs.
- As a result, SAS and SPS departments **improved assessment tools** since the MSCHE visit and are now engaging with **more regular, strategic and better documented assessment practice with active facilitation of “Closing the Loop.”**

- ✓ All SAS departments and SPS have PSLOs linked to the discipline, curriculum maps and a strategic multi-year assessment schedule for their degree programs.
 - ✓ Multiple SAS departments created a departmental assessment committee.
 - ✓ Most of SAS departments and SPS will have completed at least one PSLO assessment by the end of Fall 2021. The rest of departments will commence data collection in Spring 2021.
 - ✓ Assessment Fellows receive training in assessment and engage with collective problem solving in biweekly meetings.
 - ✓ Assessment Fellows are coordinating departmental assessment practice and facilitating inter-departmental communication.
 - ✓ Almost all SAS departments and SPS have some plans to share and discuss PSLO assessment results within the department and the rest are in the process of creating them.
 - ✓ A shift toward meaningful, action-oriented assessment in SAS departments are facilitated through various Fellows activities.
 - ✓ Four SAS departments are engaging with “Closing the Loop Showcase” activity utilizing recent assessment reports and are scheduled to share outcomes with broader audience in Spring 2022.
- The Liberal Education Committee (LEC) has established a **systematic process for ongoing ISLO assessment and utilization of assessment data (“Closing the Loop”)** to inform the liberal education curriculum.
- ✓ A new **5-year schedule** has been established to ensure the assessment for every domain and competency in the Liberal Education Program (LEP).
 - ✓ A **5-phase model** for assessment has been developed that engages each domain in the assessment process every academic year. The phases ensure ongoing data collection, analysis, and communication and utilization of assessment data to inform the curriculum (“Close the Loop”).
 - ✓ LEC meetings now include regular, structured **conversations about assessment and “Closing the Loop”** activities in domains.
 - ✓ The process of **transitioning to LEAP+** is ongoing, with a complete process of mapping domains to LEAP Essential Learning Outcomes.
 - ✓ The LEC decided to create detailed rubrics to create a more **rigorous assessment process**, with plans to begin the process in AY 2021-22.
- Moving forward,
- ✓ **What We Must Do**
 - Follow through with continuous assessment practice
 - Schedule a routine review of the Assessment Plan
 - Establish regular and documented assessment data sharing and utilization
 - Create documentation to ensure continuity of assessment through personnel changes in LEC
 - ✓ **Where We Want to Go**
 - Faculty-centered, faculty-embraced assessment
 - Assessment as resource
 - Vibrant teaching & learning + curricular building + assessment synergy
 - Creative, multi-faceted academic assessment

- Regular conversation about assessment practices (faculty and administrative updates)
- ✓ **What We Should Avoid**
 - Checkbox assessment
 - Micro-obsessed assessment
- ✓ **What We Need/Want**
 - The Assessment Coordinator System for SAS and SPS
 - A bottom-up, faculty-led process for creating assessment policies and guidelines and supporting assessment practices
 - A college-wide annual assessment calendar with a multi-year strategic assessment plan
 - A system of incentivizing best practice and peer-learning (*e.g.*, “Closing the Loop” Grant, Showcase events)
 - Explicitly laid out bottom line and aspirational expectations and steps to achieve them
 - Trust building / Culture of Listening

I. ACADEMIC ASSESSMENT IN TRANSITION

During the first year of the appointment, Co-DAs focused on identifying the situation of academic assessment at the College and gathering basic information of existing academic assessment practice. This work coincided with the Middle States Self Study process (both Co-DAs served on Standard V Work Group; Dr. Lien was a Work Group Co-Chair).

Meanwhile, for ISLO assessment, student learning outcome data were gathered for three LEP domains: American Experience, Humanities and Western Tradition (reports in Appendices). On the side of PSLO assessment, the information for SAS programs was sporadic. In Spring 2020, the Degree Program Assessment Year End Report was gathered from Academic Departments as a pilot study (see Appendix for the form).

Co-DAs participated in various external professional development opportunities including “Assessment Conversation” Workshop by MSCHE (March 2020), Assessment of Learning Outcome Certificate courses by SUNY Council on Assessment (SCoA, Spring 2020), SCoA Workshop “Maintaining Culture of Assessment in Difficult Times” (Fall 2020), and other virtual conferences and workshops. In June 2020, Co-DAs participated in AAC&U’s Summer Institute in General Education Assessment (IGEA) as a part of the College Team (along with Jacob Heller, Ashok Basawapatna, and Orquidea Morales). At the IGEA Institute, the Old Westbury Team developed an “Action Plan” for the transitions and improvements planned for the LEP at the College.

A decision was reached as a result of the IGEA Summer Institute experience in June 2020 to pause LEP assessment for AY 20-21. Instead of continuing assessment as planned, the team decided to use the year to evaluate and modify assessment practices as the LEC worked on the LEAP+ transition. Part of the evaluation process included “assessment of assessment” conversations with various stakeholders. During fall 2020, the Co-DAA’s held three conversations with LEC domain representatives who had previous experience conducting syllabi reviews and learning outcome assessments. In addition, the Co-DAA’s met with two academic departments who contribute to the LEP and were at different stages of their own program assessment.

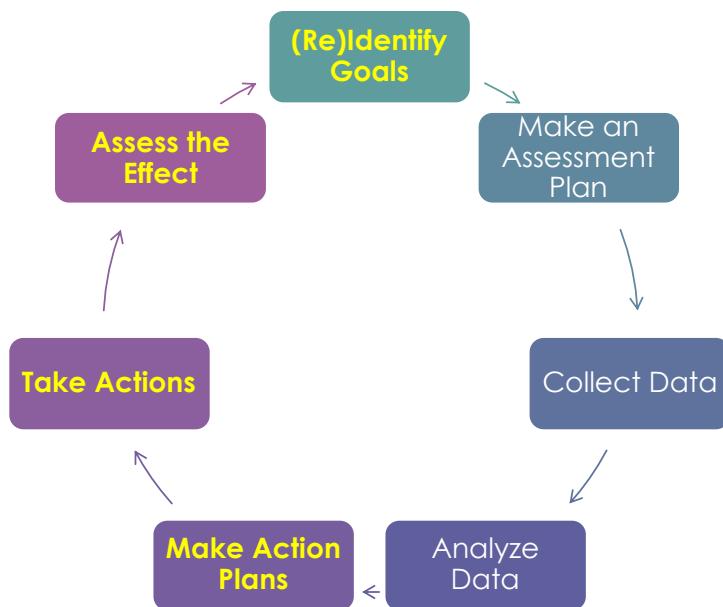
Topics of discussion included perceived roles of the LEC/ Dept, experience with assessment and recollection of past practice, results of assessment, recommendations for improving the process, and a discussion of support needed to improve the LEP/program. Detailed notes were taken during the conversations and reviewed to identify relevant themes. Themes for program assessment included infrequency of assessment, lack of information, challenges with current practice, and barriers to “Closing the Loop”. Themes for LEP assessment included lack of awareness of LEP, confusion about LEC’s role in assessment, assessment quality concerns, no follow-up or “Closing the Loop”. Various recommendations emerged for both program and LEP assessment (see Appendix for Assessment Conversation Themes).

The time of transition in academic assessment leadership coincided with the turbulent period of constant contingency planning and instructional adjustment due to the COVID-19 pandemic. In order to evaluate the impact of remote instruction and provide information to contextualize student learning data, the Assessment Team consisting of Co-DAs and AVP IEA conducted the Mid-Semester Remote Instruction Faculty Survey (see Appendix for the report).

II. Middle States Self Study & MSCHE Team Visit

The Middle States Self Study made it clear that the lack of organized, regular and documented assessment practice in SAS and SPS is a significant issue of concern. The Self Study also identified that, while ISLO assessment had a regular, established process of assessment data collection coordinated by LEC and Co-DAA, no organized process to facilitate the “Closing the Loop” (See Figure II-1) was in place. These concerns were echoed by the MSCHE Visit Team during their visit.

Figure II-1: The Assessment Cycle and “Closing the Loop” (In Yellow)



In order to address these concerns, the Self Study made the following recommendations.

Recommendation 5.1: *The College should pursue a more organized process of following up and ensuring that improvements based on LEP assessment results are made in all relevant academic departments.*

Recommendation 5.2: Regular Conduct of Academic Assessment - *For academic degree programs (i.e., majors) not governed by specialized, discipline-specific accreditation requirements for program student learning outcome assessment, the College should implement a standard process of program assessment, in consultation with faculty governance. Every Academic Department offering a degree program should have completed a Departmental Assessment Plan by April 1, 2021. The Assessment Plan should include PSLOs, a curriculum map, assessment schedule, and a system for “Closing the Loop,” and should be coordinated with the 5-Year CAP Departmental Review process. For the initial iteration, Program Assessment Plans should be reviewed*

by an assessment group comprised of the School Dean or Director, the Assistant Vice President for Institutional Effectiveness and Assessment, the Co-Directors of Academic Assessment, and CAP Committee representatives.

Recommendation 5.3: Academic Assessment Reporting - Each Academic Department Chair should report to their Dean or Director annually in May, regarding the completion of Program Academic Assessment for each degree program (major) offered by that department, according to the Assessment Plan on file with Academic Affairs. Such reports and their findings should be kept on record in Academic Affairs and will inform planning and resource allocation decisions.

The Self Study and the MSCHE Team confirmed that SOB, SOE and one SAS program that follow discipline-specific accreditation requirements have an established and documented assessment process with an embedded “Closing the Loop” process.

The Self Study did not include an inventory of PSLOs from SAS and SPS programs, but they were later submitted at the request of the MSCHE Team. The Team concluded that these PSLOs are “clearly written,” but some are “not sufficiently linked to the underlying discipline(s)”. Absent curriculum maps and some “multi-purposed” sets of PSLOs contributed to this conclusion.

Meetings with campus stakeholders and the MSCHE Team identified that inequity in academic assessment resources across Schools may have contributed to the varied level of academic assessment practice. While SOE and SOB have established program-level assessment to satisfy accreditation requirements and have received personnel support and resources to support the work, SAS programs received no dedicated resource(s) to build and sustain academic assessment. The equity in resource seems more profound considering SAS hosts the largest number of academic programs with a great diversity in subject matters. SAS Departments are also responsible for gathering ISLO assessment data (coordinated by LEC and Co-DAA) since the LEP consists of courses offered by SAS Departments. The MSCHE Team clarified 1) the need of infrastructure to support regular assessment practice in SAS and SPS, such as an assessment liaison in each academic program, 2) the need of resources to support such practice, and 3) the need of a process that facilitates the “Closing the Loop” more regularly than Five Year Reviews. See Appendix for a list of the MSCHE Team Standard V Recommendations and Collegial Advice.

III. Transition Accelerated

In response to concerns raised by the MSCHE Team and anticipated SIR, the Assessment Team started multiple initiatives. On June 24, the MSCHE issued a request for the SIR which documents concrete evidence that the College is making a satisfactory progress regarding seven criteria, six of which are on academic assessment¹. The SIR request confirmed the expectations discussed with the MSCHE Team.

The SIR request, as well as two follow-up meetings with the MSCHE Liaison Dr. Peavy (Aug 3 with Jacob Heller and Nov 1 with Frank Sanacory, Mike Kavic, Cris Notaro, Courtney Raeford, Ashlee Lien and Ryoko Yamamoto) confirmed the importance of ***meaningful assessment, i.e., bottom-up, action-oriented academic assessment***, in which academic assessment is purposefully conducted and the results are routinely utilized for curricular and pedagogical improvements (“Closing the Loop”).

Follow-up meetings with Dr. Peavy also confirmed that the expectations are to provide concrete evidence that the College is making satisfactory progress toward these goals. It was explicitly affirmed that expecting academic programs to move from not having established assessment practice to “Closing the Loop” in less than one year is unrealistic if not impossible, and the expectation at the point of SIR is ***building a systematic process for meaningful assessment and concrete evidence of the solid progress in—not the completion of—the assessment cycle***.

In order to accelerate a transition to action-oriented academic assessment and demonstrate the use of assessment data in SAS during a short timeframe, Co-DAs implemented two additional initiatives: Curriculum Conversation Report Project and “Closing the Loop” Model Program Showcase.

A. ISLO Assessment Initiatives

1. LEAP+ Integration

On April 22, 2016, the Faculty Senate approved a resolution to adopt the AACU’s LEAP Essential Learning Outcomes (strengthened by the Old Westbury Mission) as a model for liberal education institutional outcomes. A task force had been proposed to implement these changes, however, work on the transition did not begin until the initial mapping process in spring 2019. Discussions about the LEAP+ transition, led by the assessment team, resulted in the continuation of the mapping process in LEC during AY 20-21. During this process, domain representatives examined the LEAP VALUE

¹ MSCHE Accreditation Actions, June 24, 2021 (<https://www.msche.org/institution/0448/>) “To acknowledge receipt of the self-study report. To note that the institution hosted a virtual site visit in lieu of an on-site visit in accordance with the United States Department of Education (USDE) guidelines published March 17, 2020. To reaffirm accreditation. To request a supplemental information report, due March 1, 2022, documenting further evidence of (1) the periodic assessment of the effectiveness of student learning opportunities (Standard III); (2) the periodic assessment of the effectiveness of student support programs and experiences (Standard IV); (3) clearly stated institutional and program-level goals which are aligned with each other and with the institution’s mission (Standard V); (4) organized and systematic assessments that evaluate the extent of student achievement (Standard V); (5) organized and systematic assessments that evaluate the extent of student achievement in general education (Standard V); (6) sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V); and (7) demonstrated and documented use of assessment results to improve educational effectiveness (Standard V). To direct a follow-up team visit following submission of the supplemental information report. To note the visit will also fulfill the verification requirements of the USDE guidelines. The next evaluation visit is scheduled for 2028-2029”

rubrics and compared them with the SUNY General Education learning outcomes for more detailed alignment with SUNY Old Westbury's existing LEP and a gap analysis. The mapping process was completed for all domains, excluding Western Tradition and American Experience, by April 2021.

Transitioning to LEAP+ will align OW with best practices for liberal education and provide guidance for improving the quality of assessment through adaptation of VALUE Rubrics to OW's LEP.

Anticipated completion for the LEAP+ transition is the end of AY 22-23. The next stage of LEAP+ integration will occur after the release of final implementation guidance for the new SUNY General Education Program. The work for this changes will be led by the LEC and the Co-DAA.

2. 5-Phase Assessment Cycle

(Table) Self-study recommendation 5.1/ items 5 and 7 from MS-SIR

Outcomes of assessment conversations clearly identified a need for a clear process of assessment with a structure to promote accountability for "Closing the Loop" activities. In addition, Self Study Recommendation 5.1 highlights a need for an "organized process of following up and ensuring that improvements based on LEP assessment results are made in all relevant academic departments". Additionally, request 5 and 7 from the MS-SIR recognize the need for organized and systematic assessments for student achievement and the documented use of assessment results. As a result, a new 5-phase process of assessment was developed to guide the assessment process of the LEP.

The new 5-phase assessment cycle (see Table III-A1) was presented in the LEC during fall 2021. In this process, each domain engages in a phase of the assessment cycle each year. The 5-phase cycle will occur over a 5-year period, progressing to the next phase of the cycle at the beginning of the next academic year.

Phase 1: Syllabus Review

- a. Timing: The syllabus review will typically occur in the fall to balance assessment activities carried out in the Liberal Education Committee (LEC). This review may be postponed until the spring for domains that may have more representative courses offered in the spring, or for domain representatives who are unable to coordinate assessment efforts during the fall semester.
- b. Collect syllabi for all courses being taught in the domain during the assessment period.
- c. Syllabi will be evaluated for presence of domain-specific learning outcomes and linkages of learning outcomes to listed discussion topics, readings, and assignments.
- d. Reports will be prepared by domain representatives for presentation at LEC. Upon presentation, reports will be distributed to instructors and Departments contributing to the domain.
- e. Reports will be compiled in repository (Weave or other relevant software).

Phase 2: Learning Outcome (LO) Assessment

- a. Co-DAA will work with domain representative to establish sampling plan for the LO assessment. Domain representative will conduct initial outreach to faculty in the semester prior to LO assessment.

- b. Co-DAA and domain representative will guide faculty included in the sample with assignment selection and utilizing LEP rubrics to assess student artifacts. Data collection will be completed upon the end of the semester.
- c. Reports will be prepared by Co-DAA in consultation with domain representatives.
- d. Presentation of reports will be conducted in LEC in the semester following assessment and distributed to instructors and Departments contributing to the domain.
- e. Reports will be compiled in repository (Weave or other relevant software).

Phase 3: Domain Revisions/ Curricular Support

- a. During this phase, assessments conducted in phases 1 and 2 will be revisited and reviewed in detail. LEC will complete a discussion of challenges/ weaknesses and successes/ strengths, with the goal of making adjustments to improve the domain.
- b. Discussions held in LEC will focus on action items to address the challenges or reinforce the strengths identified through assessment phases 1 and 2.
- c. Action items may emphasize student learning or faculty instruction of the learning outcomes. Revisions for this phase should not focus on the assessment process.
- d. Recommendations should be enacted and may include direct support to departments and/or faculty teaching in the domain, refinement of documents to guide course design and instruction, and recommendations for inclusion/ exclusion of courses in the domain.
- e. If a course is found not to address domain-specific learning outcomes, direct support should be provided to the department offering the course and it must be included in the phase 4 (re)assessment process.
- f. LEC is encouraged to design workshops for faculty specifically focusing on LEP recommendations identified during this phase.
- g. Summary reports will be created by domain representative and distributed to the LEC.
- h. Reports will be compiled in repository (Weave or other relevant software).

Phase 4: Mini (Re)Assessment

- a. A subsection of courses included in the phases 1 and 2 will be reassessed to monitor improvements and revisions.
- b. Co-DAA will work with the domain representative to identify a sample of courses to be included. Domain representatives will initiate contact with faculty to be included in the sample.
- c. Any courses identified as not addressing domain-specific learning outcomes in phase 3 must be included in the phase 4 (re)assessment process.
- d. Co-DAA and domain representative will guide faculty included in the sample with assignment selection and utilizing LEP rubrics to assess student artifacts. Data collection will be completed upon the end of the semester. Domain representative will serve as second rater for a random selection of assignments.
- e. Reports will be prepared by Co-DAA in consultation with domain representatives.
- f. Presentation of reports will be conducted in LEC upon conclusion of reassessment and distributed to instructors and Departments contributing to the domain.
- g. Reports will be compiled in repository (Weave or other relevant software).

Phase 5: Revisions

- a. Based on phase 4 reassessment, determine what further revisions need to be made to strengthen the domain.
- b. LEC may consider hosting workshops for faculty focusing on ongoing recommendations made during this phase. Other support may be provided to faculty teaching in the domain through discussions and verbal or written guidance.
- c. During this phase, courses that did not address domain-specific learning outcomes in phase 3 should be discussed. If the courses still do not address the domain learning outcomes, LEC should create a recommendation for inclusion/exclusion from the domain and any associated action steps for the contributing Department.
- d. Summary reports will be created by domain representative and distributed to the LEC.
- e. Reports will be compiled in repository (Weave or other relevant software).

Table III-A1. LEC Assessment Schedule (2021-2026)

	Phase 1 (Fall)	Phase 2 (Spring)	Phase 3 Domain revisions/ Curricular support	Phase 4	Phase 5
	Syllabus Review	LO Assessment		Mini (Re)Assessment	Revisions
21-22	Critical Thinking Math	Foreign Language Social Sciences Creativity & the Arts	Humanities Western Tradition American Experience		
22-23	Diversity Major Cultures Natural Sciences	Critical Thinking Math	Foreign Language Social Sciences Creativity & the Arts	Humanities Western Tradition American Experience	
23-24	Basic Communication Information Management Applied Learning	Diversity Major Cultures Natural Sciences	Critical Thinking Math	Foreign Language Social Sciences Creativity & the Arts	Humanities Western Tradition American Experience
24-25	Humanities Western Tradition American Experience	Basic Communication Information Management Applied Learning	Diversity Major Cultures Natural Sciences	Critical Thinking Math	Foreign Language Social Sciences Creativity & the Arts
25-26	Foreign Language Social Sciences Creativity & the Arts	Humanities Western Tradition American Experience	Basic Communication Information Management Applied Learning	Diversity Major Cultures Natural Sciences	Critical Thinking Math

B. PSLO Assessment Initiatives

1. Program Assessment Plan (Spring 2021)

In accordance with Self Study Recommendation 5.2 (Regular Conduct of Academic Assessment), in Spring 2021, the Assessment Team requested Department Chairs to submit the Assessment Plan for each degree program offered in their Department with a priority deadline of April 1st.

The Program Assessment Plan consists of A) a current set of PSLOs (see Appendix), B) a curriculum map, C) a multi-year schedule for assessing a full set of PSLOs with courses and measures used for data collection, D) plans for other forms of assessment than PSLO assessment, and E) plans for sharing results of sharing PSLO assessment outcomes. The Assessment Team created a template as well as curriculum map and schedule examples (see Appendix for a template). Departments were asked to create a schedule that assesses all PSLOs at least once within the Five Year Review period. Programs with discipline-specific accreditation submitted the assessment report to the discipline-specific accreditors in lieu of the Assessment Plan.

The Assessment Plans have been submitted for all degree programs without a discipline-specific accreditation. This is the first time the College-wide inventory of core PSLO assessment tools have been created. The Program Assessment Plan was designed with five underlying objectives:

1. **Norm-setting.** Communicate basic expectations for program-level assessment with stakeholders.
2. **Provide Resources.** Provide templates as resources.
3. **Accelerate Assessment Practice.** A clear deadline (with persistent reminders) encourages departments without established assessment practice to prioritize designing assessment instruments and starting the process.
4. **Opportunity for Collective Reflection and Strategic Planning.** Composing a formal assessment plan for submission provides departments an opportunity to formalize, reflect on and improve existing assessment practice. The request for a multi-year schedule requires strategic planning for assessment data gathering.
5. **Documentation.** Allows the College to create a comprehensive inventory of PSLOs, curriculum maps and assessment schedules for the first time.

With the completion of the Program Assessment Plans, now all SAS and SPS departments have a multi-year schedule that ensures all PSLOs are assessed within the five year cycle for its degree programs and a concrete plan to review, discuss and utilize results of academic assessment. Tables in the following pages show the schedule for a full PSLO set assessment (III-B1), departmental “Closing the Loop” plans (III-B2), and plans for additional forms of assessment (III-B3) for SAS and SPS degree programs.

Self Study Recommendation 5.2 stated that “an assessment group” consisting of the Assessment Team, the Dean, and a faculty representative from the Curriculum and Academic Planning (CAP) Committee would review the Plans and make recommendations for improvements. This plan was modified when the Assessment Fellows Program emerged. Instead of a review by an external group, Assessment Fellows from each department were charged to review the current Program Assessment Plan and lead the department in making improvements during AY2021-2022.

Table III-B1. Continuous Assessment: A Full PSLO Assessment Schedule for SAS & SPS Programs from S21 Program Assessment Plan
 (On = at least one PSLO is assessed in the semester; Off = no PSLO assessment in the semester; multiple PSLO assessment may be scheduled in one semester)

School	Dept	Program	Degree Level	F20	S21	F21	S22	F22	S23	F23	S24	F24	S25	F25	S26
SAS	AS	American Studies	Bachelors				On	On	On	On	On	On			
SAS	AS	Media & Communications	Bachelors				On	On	On	On	On				
SAS	BS	Biological Science	Bachelors			On	On	On	Off	On					
SAS	CP	Biochemistry	Bachelors		On	On	On	On	On	On					
SAS	CP	Chemistry	Bachelors		On	On	On	On	On	On					
SAS	EN	English	Bachelors		On	On	On	On							
SAS	HP	History - Liberal Arts	Bachelors		On	Off	On	Off	On						
SAS	HP	History - Social Science	Bachelors		On	Off	On	Off	On						
SAS	HP	Religion *	Bachelors												
SAS	MA	CIS	Bachelors				On	On	On	Off	Off	On	On		
SAS	MA	Math	Bachelors					On	On	On	On	Off	On		
SAS	MA	MIS	Bachelors				On	On	On	On	Off	On	On		
SAS	ML	Modern Languages	Bachelors		On	On	On	On	On	On	On				
SAS	PEL	Economics	Bachelors			On	On	On	On						
SAS	PEL	ILR	Bachelors			On	On	On	Off	On	Off	On	Off	On	
SAS	PEL	PEL	Bachelors			On	On	On	On	On	On	On	On	On	On
SAS	PH	Health & Society	Bachelors			On	On	(Annual)							
SAS	PY	Psychology	Bachelors	On	Off	On	Off	On	Off	On	Off	On			
SAS	SY	Criminology	Bachelors			On	Off	On	Off	On	Off	On	Off	On	
SAS	SY	Sociology	Bachelors			On	Off	On	Off	On	Off	On	Off	On	
SAS	VA	VA BA	Bachelors			On	On	On	On	On					
SAS	VA	VA BFA	Bachelors			On	On	On	On	On					
SAS	VA	VA BS EM	Bachelors			On	On	On	On	On					
SPS		General Studies	Bachelors		On	Off	Off	Off	Off	On	Off	Off	Off	Off	On
SPS		Professional Studies	Bachelors		On	On	On	On	On	On	On	On	On	On	On
SAS	AS	MALS**	Masters			See **									
SAS	MA	Data Analytics	Masters			Off	Off	Off	Off	On	Off	On	Off	On	
SAS	PY	Mental Health Counseling	Masters			On	On	(Annual)							

* Pending on the faculty resource that oversees the program. ** Annual exit survey + course assignment embedded assessment contingent on enrollment

Table III-B2. “Closing the Loop” Plans for SAS and SPS Programs from S21 Program Assessment Plan

School	Dept	Program	Degree Level	“Closing the Loop” Plan (Plans for PSLO Assessment Data Utilization and Sharing)
SAS	AS	American Studies	Bachelors	(In development)
SAS	AS	Media & Communications	Bachelors	(In development)
SAS	BS	Biological Science	Bachelors	To effectively utilize assessment data, an annual department meeting will be convened by the Departmental Assessment Committee. The goals of this meeting will be to collectively analyze assessment outcomes and discuss the Biological Sciences program curriculum. Specifically, the Department will discuss what the students are learning effectively, what they are not learning effectively, and what modifications or resources will be needed to achieve student learning goals. Recommendations, if any, will be made at least at several levels, including curriculum, faculty support, pedagogy, student support, resources, and lastly the assessment plan itself. If needed, additional meetings will be convened.
SAS	CP	Biochemistry	Bachelors	Results of assessment will be shared by faculty members in the Chemistry and Physics department at department meetings and will be used to guide discussions about curriculum improvements. Assessment results will be filed in the main department office. A goal is to track how students are progressing from the foundation courses to more advanced chemistry courses in our department. The assessment results will be used to determine necessary pedagogy or modality change in the curriculum. Information from the assessment will help identify preparedness of our students and provide targeted prep courses or specific resources. The results will also inform professional development opportunities for faculty for course design and delivery.
SAS	CP	Chemistry	Bachelors	(Same as above)
SAS	EN	English	Bachelors	The Assessment Committee comprises 5 of the 10 full-time department members, and plans to discuss the assessment plan, cycle, methodology, and results during department meetings. There will be regular updates and discussion of assessment activities, including distribution and interpretation of results to promote continuous improvement, at each monthly department meeting.
SAS	HP	History - Liberal Arts	Bachelors	The department discusses in our department meetings assessment results and their implications for specific courses and the curriculum as a whole. These reports and discussion should also be part of our self-study every 5-year review cycle.
SAS	HP	History - Social Science	Bachelors	(Same as above)
SAS	HP	Religion *	Bachelors	
SAS	MA	CIS	Bachelors	Regular reporting at faculty meetings.
SAS	MA	Math	Bachelors	Regular reporting at faculty meetings.
SAS	MA	MIS	Bachelors	Regular reporting at faculty meetings.
SAS	ML	Modern Languages	Bachelors	Since we are a small department, we all participate of the assessment process. Another advantage we have is that we all (or almost all) take turns to teach all the courses that are assessed, therefore, when challenges are encountered, we all are able to review the content of courses as well as goals and intended learning outcomes. We have decided to dedicate a meeting at the end of every semester to discuss the effectiveness of the student learning outcomes. This means that our PSLO will be reviewed periodically. A record of these processes will be maintained and shared with the CAP Committee and any other stakeholders whenever expected or necessary.

School	Dept	Program	Degree Level	"Closing the Loop" Plan (Plans for PSLO Assessment Data Utilization and Sharing)
SAS	PEL	Economics	Bachelors	The above (part C) will require economic faculty meeting at a minimum of once a year probably during the winter break to discuss the results of the prior two semesters. We will also include classroom observation when an opportunity for a particular pedagogical strategy can be demonstrated by one of our members. Also sharing quantitative exercises is another area we are looking to integrate across our curriculum.
SAS	PEL	ILR	Bachelors	Department faculty will discuss the assessment outcomes for each course assessed in the prior semester at the second departmental meeting each semester. Faculty in specific disciplines can choose to meet in advance to prepare their recommendations for curricular development or change to the full departmental faculty.
SAS	PEL	PEL	Bachelors	(Same as above)
SAS	PH	Health & Society	Bachelors	(The program is subject to discipline-specific accreditation and the department has developed a regular process of analyzing, discussing and utilizing assessment data, including an annual assessment retreat)
SAS	PY	Psychology	Bachelors	The results of PSLO assessment will first be shared with Department members through discussion in a program meeting. The relevant curriculum committee will then discuss results as they relate to refining the curriculum (including but not limited to material and assignments) and make any necessary changes for improving student learning and mastery of each PSLO. Results of all PSLO assessments will be included in the 5-year CAP review.
SAS	SY	Criminology	Bachelors	Each Spring semester, the Curriculum Assessment Committee will share a written assessment report with Department faculty, and the Department will dedicate time in a faculty meeting for an oral report. The Department will also have at least one meeting in an academic year that is dedicated specifically to curriculum discussions, where faculty will review assessment reports, discuss LOs, and strategize curriculum and pedagogical improvement.
SAS	SY	Sociology	Bachelors	(Same as above)
SAS	VA	VA BA	Bachelors	We plan to: <ul style="list-style-type: none"> • Assign 2 fulltime faculty members to be in charge of the assessment process. • Discuss assessment findings at least once per semester with a focus on what can be improved upon and how. • Maintain a record of all assessment data. • Keep a record of what was reviewed, discussed, and recommendations made and/or acted upon. • Study the ways in which assessment data can be utilized (per the CSU Fullerton Assessment and Institutional Effectiveness Website)
SAS	VA	VA BFA	Bachelors	(Same as above)
SAS	VA	VA BS EM	Bachelors	(Same as above)
SPS		General Studies	Bachelors	All assessment results will be submitted to Academic Affairs to be retained in a centralized repository of assessment results. Once a year assessment results will be distributed to and discussed by the SPS Faculty Advisory Committee. The capstone course will be modified as appropriate, and the program's structure will be reviewed as part of the Five Year review. Whenever a new instructor teaches the capstone course, the intent of the course's design and results of previous assessments will be reviewed to guide any customizations.
SPS		Professional Studies	Bachelors	At our yearly faculty development workshops with fulltime-faculty, adjuncts and staff, we will disseminate and discuss the results of the last year's course assessments, with the goal of generating enhancements that can be made to the curriculum, faculty support, pedagogy, student support, resources, and the assessment plan itself.
SAS	AS	MALS	Masters	Program will share assessment results with Department annually. Additionally, assessment results will be shared with Affiliated Faculty annually. Bi-Annual meetings of Affiliated Faculty will be held to use assessment results to plan to identify areas in which to "close the loop", and to generate new curricula ideas.
SAS	MA	Data Science	Masters	Regular reporting at faculty meetings.

School	Dept	Program	Degree Level	“Closing the Loop” Plan (Plans for PSLO Assessment Data Utilization and Sharing)
SAS	PY	Mental Health Counseling	Masters	In addition to the data obtained from the Assessment Schedule, student receive site supervisor evaluations for their practicum and internship experiences. Courses MH6540 Practicum II, MH7130 Clinical Internship I, and MH7530 Clinical Internship II each result in a supervisor evaluation across three consecutive semesters. This provides a continuous monitoring of clinical competence as well as the supervisors observation of the students' progress as it relates to learning outcomes.

Table III-B3: Plans for Additional Forms of Program Assessment for SAS and SPS Programs from S21 Program Assessment Plan

School	Dept	Program	Degree Level	Additional Forms of Assessment
SAS	AS	American Studies	Bachelors	(In development)
SAS	AS	Media & Communications	Bachelors	(In development)
SAS	BS	Biological Science	Bachelors	N/A
SAS	CP	Biochemistry	Bachelors	Principles of Chemistry Laboratory uses American Chemical Society (ACS) online laboratory for assessment. CP4510 (Biochemistry I), CP4515 (Biochemistry II) and CP4490 (Chemistry for Life Sciences) uses ACS Biochemistry exam for an assessment. Advanced Chemical Methods with laboratory uses self-designed experiments.
SAS	CP	Chemistry	Bachelors	(Same as above)
SAS	EN	English	Bachelors	None
SAS	HP	History - Liberal Arts	Bachelors	N/A
SAS	HP	History - Social Science	Bachelors	N/A
SAS	HP	Religion *	Bachelors	
SAS	MA	CIS	Bachelors	Further academic assessment is done in a curriculum committee for computer science.
SAS	MA	Math	Bachelors	Further academic assessment is done in a curriculum committee for mathematics.
SAS	MA	MIS	Bachelors	Further academic assessment is done in a curriculum committee for computer science.
SAS	ML	Modern Languages	Bachelors	
SAS	PEL	Economics	Bachelors	The program will also assess learning done outside the classroom including the year's internships, club or newsletter activities, invited speakers events and competitions sponsored by institutes that our college maybe involved.
SAS	PEL	ILR	Bachelors	(Same as above)
SAS	PEL	PEL	Bachelors	
SAS	PH	Health & Society	Bachelors	(The program is subject to discipline-specific accreditation and the department has been utilizing multiple forms of direct and indirect forms of assessment, including graduating senior exit survey, an alumni survey, an advising satisfaction survey and a survey of community stakeholders)
SAS	PY	Psychology	Bachelors	The Psychology Department may include alumni survey results and assessment of workshops held to provide information to majors (specific to PSLO 4).
SAS	SY	Criminology	Bachelors	In AY2021-2022 The Curriculum Assessment Committee plans to conduct a systematic review of a) course descriptions and b) course syllabi for alignment to PSLOs across courses and among sections of the same courses. It also plans to develop a system/schedule of periodic review of each of these. The Curriculum Assessment Committee has also discussed the value of conducting a student survey to examine student experiences (including learning opportunities/obstacles) and plans to bring this proposal to the Department as a potential tool to identify resources to facilitate student learning.
SAS	SY	Sociology	Bachelors	(Same as above)
SAS	VA	VA BA	Bachelors	Not available at this time. Open to ideas about how to address these areas.
SAS	VA	VA BFA	Bachelors	(Same as above)

School	Dept	Program	Degree Level	Additional Forms of Assessment
SAS	VA	VA BS EM	Bachelors	(Same as above)
SPS		General Studies	Bachelors	N/A
SPS		Professional Studies	Bachelors	N/A
SAS	AS	MALS	Masters	Not currently.
SAS	MA	Data Science	Masters	Further academic assessment is done in a Data Science Committee.
SAS	PY	Mental Health Counseling	Masters	Assessment results are collected throughout the semester and will be discussed at the beginning of each semester in the department meeting. The department will discuss any areas that need to be addressed and determine if these areas can be managed within the department or if support from administration is necessary. In the event that it is determined that support from administration is recommended, the results will then be discussed with the Dean.

2. Degree (Major) Program Assessment Year-End Report AY2020-2021 (June 2021)

In accordance with Self Study Recommendation 5.3 (Academic Assessment Reporting), the Degree (Major) Program Assessment Year-End Report was conducted. Co-DAA designed an online report form and requested Department Chairs to report program-level academic assessment activities during AY2020-2021. Twelve Academic Departments (11 SAS, 1 SOE) and SPS reported on the total of twenty degree programs.

According to the AY2020-2021 Report, eleven academic programs gathered PSLO data during this academic year (Table III-B4). For programs that revised PLSOs in the process of writing the Program Assessment Plan, this is a period of transition with different versions of PSLOs. The Program Assessment Plan also prompted some Departments to create a departmental assessment committee (Table III-B5). Six Departments reported that “closing the loop” activities took place in this academic year, including discussing assessment results in a department meeting, changes to course delivery or scheduling, and changes to assessment tools and practices (Table III B-6).

Table III-B4. PSLO Assessment Data Collection Activities, AY2020-2021 Year-End Report

Degree Program	Unit	PSLOs Assessment in AY2020-2021
Chemistry and Biochemistry	CP	LO1, LO2, LO3: CP 2230 Structure of Physics 2, Remote. LO4, LO5: CP 2231 Structure of Physics 2 Lab, Remote.
English	EN	PSLO 4 (Writing in the discipline): EL5010 Senior Seminar II (2 sections) Remote: Spring 2021 PSLO 5 (Working with research): EL5010 Senior Seminar II (2 sections) Remote: Spring 2021
History, Liberal Arts and Social Studies Track	HP	LO4 (RESEARCH): HI5000/5900 Senior Seminar: Remote: Spring 2021 LO5 (WRITING): HI5000/5900 Senior Seminar: Remote: Spring 2021
Spanish Language, Hispanic Literature and Culture	ML	LO5: ML 4725 The Novel and the City: Remote
PEL	PEL	LO1: PE 2430 Macroeconomics: Online
Health and Society	PH	(All remote) LO1 : PH 5920 Senior Seminar LO2 : PH 3600 Social Determinants of Health LO3 : PH 3610 US Healthcare System LO4 : PH 4800 Epidemiology LO5 : PH 3600 Social Determinants of Health, PH 5900 Research Methods, PH 5920 Senior Seminar, PH 4900 Field Placement LO6 : PH 5900 Research Methods, PH 5920 Senior Seminar LO7 : PH 5900 Research Methods, PH 5920 Senior Seminar LO8 : PH 5900 Research Methods, PH 5920 Senior Seminar [Additional Assessment] Graduating senior exit survey, an alumni survey, an advising satisfaction survey (all annual), and a survey of community stakeholders (internship preceptors, folks who hire our students, PH departments) every three years.
Psychology	PY	LO1 (Students will demonstrate knowledge of psychological concepts, theories, and research in psychology): Intro to Psych (3 sections): Remote: Fall 2020

Degree Program	Unit	PSLOs Assessment in AY2020-2021
Sociology	SY	LO5: SY 5990 Senior Seminar: Remote
Criminology	SY	LO1: CR 4550 Theories of Crime: Remote
General Studies	SPS	All LOs: GS 5000 the General Studies Capstone Course.
Professional Studies	SPS	LO1: PS3330 Professional Supervision: Remote LO3: PS5435 Entertainment & Sports Finance: Online LO5: PS3330 Professional Supervision: Remote

Table III-B5. Academic Assessment Related Achievements, AY2020-2021 Year-End Report

Degree Program	Unit	Assessment-Related Achievements in AY 2020-2021
English	EN	Formed five-person Assessment Committee (Apr 2021); The Committee updated the curriculum map and created an Assessment Plan, discussed it with the Department and coordinated the first round of assessment in S21. Currently analyzing the results and creating a rubric. Sharing findings and discussing plans during monthly department meetings.
Chemistry and Biochemistry	CP	Modified CM and PSLOs, established an assessment schedule and created rubrics
History-Liberal Arts	HP	The department discussed the results of the assessment in its June 2021 department meeting and is considering curricular changes.
Health and Society	PH	Took more time to discuss the results and consider strategies for improvement (or, “closing the loop”). Scheduled a retreat to go over different aspects so that we would have a more structured assessment and revision plan. Discussed revisions to PSLOs for clarity, but not substantive revisions. Submitted an annual CEPH report in Dec 2020.
Psychology	PY	Formed an assessment committee tasked with identification of strategies for assessing courses and ways to use the results. Having many discussions about method of assessment. Plan to revisit PSLOs and CM the next academic year.
BS in General Studies	SPS	Considering revising the schedule in the program assessment plan to focus on one learning outcome per semester, rather than doing all of them once every 5 semesters as currently planned.
Sociology	SY	Formed a three-person Curriculum-Assessment Committee, refined PSLOs and curriculum maps for two degree programs

Table III-B6. “Closing the Loop” - Utilization of Assessment Results, AY2020-2021 Year-End Report

Department	Utilization of Assessment Results
HP	The department discussed the results of the assessment in the department meeting and is considering curricular changes. Determinations should be made in fall 2021.
VA	In the past we changed the structure of Art Tutorials I in response to an assessment. We separated out the first semester from upper level semesters in order to give students time to become comfortable with the critique process. We also changed our curriculum to include an Art History requirement in contemporary art to be available each and every semester. This course helps to prepare students for tutorials. In this past academic year, we encouraged students to participate in the group critiques over zoom. They spoke up about their observations more often than they had previously done.
Childhood Ed	As a result PSLO assessment, the department has decided to reinstate the ED5930 where students to 100 hours of observation as opposed to distributing it across the methods courses.
PY	The assessment resulted in the finding that a uniform assignment may not be the best way to assess learning. Since the instructors did not feel that this assessment was a good indicator of mastery of the learning outcome, the department discussed and decided that we would change how this learning outcome was assessed in the future. This LO will now be assessed at a senior level in a course more targeted to students in the program.
CP	The dept has analyzed prior assessments and made changes to laboratory experiments, method of delivery, and curriculum content.
PH	Findings suggest the need for more consistent displaying PSLOs, and that some of them could have improved language. The language of a few have been edited in a draft form, to be finalized in the new year. Assessment result also triggered changed the supervisor evaluation to better measurement of PLSO. Learned low performance of students in one course (partly affected by incompletes due to pandemic). The dept devised strategies to better meet these needs.

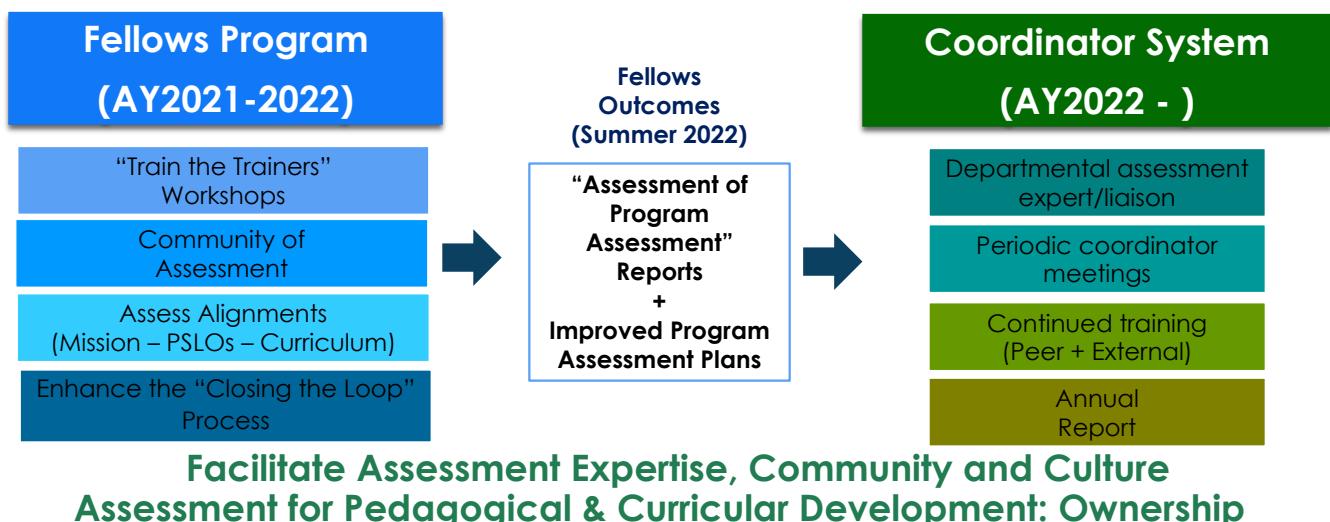
3. Assessment Fellows Program (Sept 2021-Summer 2022) & Assessment Coordinator System (Fall 2022 -, Pending Funding)

In the conversation with the MSCHE Team, the need of an infrastructure to sustain ongoing PSLO assessment in SAS, training opportunities, and building an inter-departmental assessment community were also identified. In SAS Departments, coordinating academic assessment had been one of many responsibilities of Department Chairs. The vision of the Assessment Coordinator System, and the Assessment Program as a one-year, preparatory training system, emerged from this conversation.

The Assessment Coordinator System is envisioned as a core infrastructure of academic assessment in SAS. Each Academic Department will have one assessment liaison who serves as an assessment expert and a point person in each Department (See Figure III-B1). The Assessment Coordinator System is expected to become the structural foundation of faculty-owned academic assessment practice in SAS Departments, cultivating departmental assessment expertise, departmental repository, and an inter-departmental assessment community for collaborative problem solving, peer learning and policy development.

In April 2021, in response to the RFP from the President's Office, the Assessment Team submitted a proposal for the "Curriculum Development Fellows/Curriculum Development Coordinator Program." This plan later changed the name to the Assessment Fellows/Assessment Fellows Program, and received an approval from the President in May 2021. Funding was requested for 1) compensation for Fellows for their time for training, coordinating departmental assessment practice and facilitating conversations, and leading the improvements of assessment tools in AY2020-2021 (through summer), 2) workshops and presentations by external experts, and 3) initial years of the Assessment Coordinator System, with compensations for coordinators and continued training. At the time of writing this report, the funding has been committed for 1).

Figure III-B1. Assessment Fellows Program & Assessment Coordinator System



The Assessment Fellows Program launched in Sept 2021. During the summer of 2021, the Dean requested Department Chairs to recommend a few faculty members who would be suitable to receive training to be an assessment liaison for the Department. Assessment Fellows were selected from departmental recommendations and officially appointed by the Provost.

Eligibility of Assessment Fellows includes:

- Tenure-track faculty in an SAS Department; Chairs are not eligible
- Endorsed by the Dean and the Department Chair
- Willingness to serve as an assessment coordinator in the following years
- Willingness to assist other members of the Department to learn about carrying out academic assessment and utilizing assessment results

Responsibilities include:

- Attend the Fellows orientation, Academic Assessment Workshops, Fellows Roundtables
- Engage with other assessment training opportunities
- Review the existing Departmental Assessment Plan and develop plans for improvements
- Develop guidelines, tools, a training program, and a standard process for “closing the loop” for the Department’s academic programs
- Share departmental assessment practices with other Fellows and the Co-Directors of Academic Assessment and offer constructive feedback to other Fellows
- Compose a year-end report that includes
 - 1) the evaluation of the current status of departmental assessment practice and
 - 2) a proposal for improvements
- Coordinate planning, data gathering, and reporting of program assessments with the home department
- Contribute to college-wide efforts to develop sustainable and useful models for academic assessment

In AY2021-2022, Assessment Fellows meet twice a month during regular semesters for workshops and roundtable discussions on a range of topics on academic assessment (Table III-B7). In addition to attending meetings, Fellows engage with “homework” activities designed to facilitate departmental conversations on data-based curriculum development and assessment and/or to document departmental assessment practice. Table IIIB8 shows activities Fellows engaged with in the first two months of the program (see Appendix for activity instruments).

Table III-B7. The Assessment Fellows Program Schedule

	Topic
Oct 2021 WS: Oct 13 RT: Oct 27	“Closing the Loop”: How Can We Make Use of Student Learning Data?
Nov 2021 WS: Nov 10 RT: Nov 17	What Do We Want To Know?: Articulating Learning Goals and Aligning the Curriculum, Program and Institutional Mission
Dec 2021 WS: Dec 1 RT: Dec 15	How Do We Learn about Learning? #1: Course Embedded Measures of Student Learning
Feb 2022 WS: Feb 2 RT: Feb 16	How Do We Learn about Learning? #2: Measures of Student Learning Outside of the Course Framework
Mar 2022 WS: Mar 2 RT: Mar 16	Diversity and Equity in Assessment of Learning
Apr 2022 Apr 6 Apr 20	Fostering Culture: Opportunities, Obstacles, and Strategies
May 2022 May 4 May 18	Reflections & Planning: Next Year and Beyond
Summer 2022	Departmental Year-End Report: Due June 30, 2022 Review of the AF Program Year-End Report: July-Aug 2022

Table III-B8: Assessment Fellows Activities (Oct & Nov) and Their Objectives

Activity	Objectives
Curriculum Conversation Report (Deliverable: Summary Report)	<ul style="list-style-type: none"> Document past “Closing the Loop” practice(s) Raise awareness of action-oriented assessment Promote the idea of data-based curriculum building within the department Facilitate conversations over assessment data utilization in the department without naming assessment Peer learning regarding how to facilitate conversations around data-informed curriculum building, common curricular and pedagogical issues, and the utilization of data
“Assessment of Assessment” Exercise (Deliverable: Summary Report)	<ul style="list-style-type: none"> Identify goals/best practice for different aspects of PSLO assessment Collectively evaluate the current status of departmental assessment practice and strategize for improvements
F21 Assessment Update (Deliverable: Summary Report)	<ul style="list-style-type: none"> Ensure the progress in the assessment data collection according to the Assessment Plan Support departmental colleagues with assessment needs Facilitate collaborative peer relationships in academic assessment
PSLO-Mission Alignment Exercise	<ul style="list-style-type: none"> Clarify the linkage between institutional values and learning outcomes

4. “Closing the Loop” Model Program Showcase

In Fall 2021, four SAS Departments (Chemistry & Physics, English, Public Health and Sociology) were selected for the “Closing the Loop” Model Program Showcase project. These four Departments are analyzing recent assessment data to identify strengths and weaknesses of the Program and make action plans by December, 2021. Outcomes of the project will be shared in Spring 2021 (see Appendix for instructions and a template).

C. Other Initiatives

1. Academic Assessment Website

Co-DAs drafted an Academic Assessment website in the summer of 2021 as a venue to share assessment-related information with stakeholders. The website includes academic assessment FAQs, PSLOs and curriculum maps, assessment tools, as well as reference materials (see Appendix). The website is currently under construction 1) to be integrated into the official college website and 2) to integrate some content from another website separately developed by the Director of Institutional Research (DIR).

2. Introducing Assessment Technology (Weave+)

At the recommendation of the MSCHE Team, the AVP IEA started the process for introducing assessment technology that allows for more systematic and routine storage and sharing of assessment data. Co-DAs contributed to the selection process as members of the Assessment Technology Joint Task Force, which convened four times in June 2021. Of three options considered, the College selected Weave+ at the recommendation of the Joint Task Force.

Since the departure of the AVP IEA in July 2021, the DIR is taking on implementation of Weave+. Co-DAs play a supportive role, informing the DIR of current academic assessment practices and advising on implementation strategies and instructional material development.

D. The Current Status of Program Assessment in SAS & SPS

After a series of initiatives described in this section, academic programs in SAS and SPS have made significant progress in the area of academic assessment practice since the time of Self Study, displaying clear evidence of emerging organized and systematic academic assessment (see Table III-D1).

SAS and SPS programs now also have plans to discuss assessment results in place and some utilization of assessment data have been documented in the Year-End Report. The Assessment Fellows Program is geared toward the facilitation of ongoing, faculty-centered, meaningful assessment. While Fellows lead the coordination of academic assessment in the Department, multiple SAS Departments also created a departmental assessment committee, providing further structural support for assessment practice.

Table III-D2 aligns the current status of academic assessment and supporting evidence since Self Study with MSCHE Standard Criteria addressed in the SIR request.

Table III-D1. The PSLO Assessment Status of SAS & SPS Program, as of Nov 12, 2021

School	Dept	Program	Degree Level	PSLOs	Curriculum Map	Schedule**	Cycle Commence in
SAS	AS	American Studies	Bachelors	Composed	Composed	Composed	S22
SAS	AS	Media & Communications	Bachelors	Composed	Composed	Composed	S22
SAS	BS	Biological Science	Bachelors	Composed	Composed	Composed	F21
SAS	CP	Biochemistry	Bachelors	Composed	Composed	Composed	S21
SAS	CP	Chemistry	Bachelors	Composed	Composed	Composed	S21
SAS	EN	English	Bachelors	Composed	Composed	Composed	S21
SAS	HP	History - Liberal Arts	Bachelors	Composed	Composed	Composed	S21
SAS	HP	History - Social Science	Bachelors	Composed	Composed	Composed	S21
SAS	HP	Religion ***	Bachelors	Composed	Composed	Not Reported	-
SAS	MA	CIS	Bachelors	Composed	Composed	Composed	S22
SAS	MA	Math	Bachelors	Composed	Composed	Composed	S22
SAS	MA	MIS	Bachelors	Composed	Composed	Composed	S22
SAS	ML	Modern Languages	Bachelors	Composed	Composed	Composed	S21
SAS	PEL	Economics	Bachelors	Composed	Composed	Composed	F21
SAS	PEL	ILR	Bachelors	Composed	Composed	Composed	F21
SAS	PEL	PEL	Bachelors	Composed	Composed	Composed	F21
SAS	PH	Health & Society	Bachelors	Composed	Composed	Composed	F21
SAS	PY	Psychology	Bachelors	Composed	Composed	Composed	F20
SAS	SY	Criminology	Bachelors	Composed	Composed	Composed	F21
SAS	SY	Sociology	Bachelors	Composed	Composed	Composed	F21
SAS	VA	VA BA	Bachelors	Composed	Composed	Composed	F21
SAS	VA	VA BFA	Bachelors	Composed	Composed	Composed	F21
SAS	VA	VA BS EM	Bachelors	Composed	Composed	Composed	F21
SPS		General Studies	Bachelors	Composed	Composed	Composed	S21
SPS		Professional Studies	Bachelors	Composed	Composed	Composed	S21
SAS	AS	MALS	Masters	Composed	Composed	Composed	F21
SAS	MA	Data Analytics	Masters	Composed	Composed	Composed	F23
SAS	PY	Mental Health Counseling	Masters	Composed	Composed	Composed	F21

* With an exception of Health & Society, whose program is governed by a discipline-specific accreditation requirements

** A multi-year schedule for the assessment of a complete set of PSLOs.

*** Pending on the faculty resource that oversees the program.

Table III-D2. The Status of Academic Assessment per Relevant MSCHE Standard Criterion and Supporting Evidence from Co-DAA Initiatives

Standard/ Criterion	Current Status	Supporting Evidence
1	<p>The periodic assessment of the effectiveness of student learning opportunities (Standard III, criterion 8)</p> <p>All academic departments have PSLOs, curriculum map, multi-year schedule for student-learning data gathering, and almost all have a process to share and discuss assessment data.</p> <p>Almost all departments will have gathered some PSLO assessment data by the end of F21.</p> <p>SAS Departments selected departmental reps (Assessment Fellows) to receive training, coordinate academic assessment and connect with other departments.</p> <p>Multiple SAS departments formed a departmental assessment committee to lead designing and coordinating PSLO academic assessment.</p> <p>An academic assessment website has been created to share information about academic assessment at the College and make SLOs and CMs available to all stakeholders.</p> <p>Multi-stage Lib Ed assessment schedule that incorporates the "Closing the Loop" process has been designed.</p>	<p>Table III-B1. Continuous Assessment: A Full PSLO Assessment Schedule for SAS & SPS Programs from S21 Program Assessment Plan</p> <p>Table III-B2. "Closing the Loop" Plans for SAS and SPS Programs from S21 Program Assessment Plan</p> <p>Table III-B3: Plans for Additional Forms of Program Assessment for SAS and SPS Programs from S21 Program Assessment Plan</p> <p>Table III-B4. PSLO Assessment Data Collection Activities, AY2020-2021 Year-End Report</p> <p>Table III-B5. Academic Assessment Related Achievements, AY2020-2021 Year-End Report</p> <p>Table III-B6. "Closing the Loop" - Utilization of Assessment Results, AY2020-2021 Year-End Report</p> <p>Table III-A1. LEC Assessment Schedule (2021-2026)</p>
3	<p>Clearly stated institutional and program-level goals which are aligned with each other and with the institution's mission (Standard V, criterion 1)</p> <p>All academic departments have a set of PSLOs and a curriculum map for their degree programs.</p> <p>AFs are identifying clear mission-PSLO linkages and documenting them in the Mission Alignment Exercise.</p>	<p>S21 Program Assessment Plan (Appendix 7)</p> <p>SOE & SOB Accreditation Reports</p> <p>AF: Mission Alignment Exercise (Appendix 15)</p>
4	<p>organized and systematic assessments that evaluate the extent of student achievement</p> <p>(Same as #1)</p>	<p>(Same as #1)</p>

	Standard/ Criterion	Current Status	Supporting Evidence
	(Standard V, criterion 2)		
5	organized and systematic assessments that evaluate the extent of student achievement in general education (Standard V, criterion 2)	Multi-stage Lib Ed assessment schedule that incorporates "Closing the Loop" has been designed.	Table III-A1. LEC Assessment Schedule (2021-2026)
6	sufficient support to sustain the assessment of student achievement and to communicate results of assessment to stakeholders (Standard V, criterion 2c)	SAS Assessment Fellows Program has been funded for the most part. No commitment for the successive Assessment Coordinator Program and external speakers/workshops. The College is implementing Weave+ as a central assessment repository system (An initiative by the former AVP IE → DIR) An academic assessment website has been created as a venue to disseminate the assessment tools, outcomes and reference materials.	Academic Assessment Website (Appendix 10)
7	demonstrated and documented use of assessment results to improve educational effectiveness (Standard V, criterion 3)."	Multi-stage Lib Ed assessment schedule that incorporates "Closing the Loop" has been designed. Most academic departments have identified a process of sharing and discussing PSLO assessment data. AFs are facilitating departmental conversations to promote data-driven curriculum development. Departmental conversations are documented and discussed in AF meetings to facilitate cross-department collaboration toward meaningful, action-oriented assessment. Four SAS departments with recent PSLO assessment data are engaging with "Closing the Loop" activities.	Table IIIB2. "Closing the Loop" Plans for SAS and SPS Programs from S21 Program Assessment Plan Table IIIB6. "Closing the Loop" - Utilization of Assessment Results, AY2020-2021 Year-End Report Table III-A1. LEC Assessment Schedule (2021-2026) AF: "Closing the Loop" Model Program Showcase (Appendix 15)

IV. Moving Forward

Academic assessment in SAS and SPS made a significant progress since the Middle States Self Study Report. Now all degree programs have basic tools for PSLO assessment on file and implemented a regular student learning data collection process with a multi-year schedule and a concrete plan to share, discuss and utilize assessment results. LEC embedded a “Closing the Loop” process in the new five-phase cycle and multi-year schedule for ISLO assessment.

What We Need to Do

Moving forward, the College needs to solidify the regular practice of assessment practice by following through with the Program Assessment Plan (with necessary modifications). The implementation of Weave will help regular record keeping and sharing with stakeholders.

Assessment is a continuous process. With the basic structure in place, the next focus is improving the quality of assessment practice so that it will yield useful information for curricular decisions and pedagogical improvements. For SAS programs, Assessment Fellows are charged to lead departmental efforts to improve the Program Assessment Plans submitted by SAS Departments in Spring 2021. Furthermore, some Departments are in the process of improving methods of measurement by developing or refining rating rubrics and other instruments. Programs without discipline-specific accreditation are in need of a regular system of reviewing and refining assessment practice beyond the Assessment Fellows Program. For ISLO assessment, the need for documented instructions and pooling of assessment instruments become stronger with the implementation of a five-phase cycle and multi-year schedule that transcends the tenure of LEC membership.

Where We Want to Go

Meaningful assessment, *i.e.*, assessment that is designed to gather useful information to improve student learning experience and empower stakeholders, is considered the best practice assessment, according to MSCHE and in the broader academic assessment community. As the very idea of assessment cycle suggest, assessment is neither an end in itself nor an independent process, but resource for instructional and curricular development. The goal of assessment is maximizing the usefulness of data (and actually using them), not methodological perfection.

Meaningful assessment cannot be achieved by an externally-imposed, compliance-oriented approach. While the starting point and bottom-line requirement may be meeting accreditation requirements, the destination of efforts should be faculty-centered assessment in which assessment is embraced by faculty as an indispensable resource for teaching and learning. Teaching and learning, curriculum building, and assessment are interrelated components of a singular process of academic planning and delivery. Optimal alignment of three components will create vibrant synergy in academic experience. Faculty empowerment through assessment training and regular teaching-curriculum-assessment conversations will cultivate such synergy.

Academic assessment is about gathering useful information about student learning experience. Direct measurement of learning outcomes provides foundational data, but this data form is limited in scope. To capture student learning experience more holistically, creative and multi-faceted assessment mixing indirect and direct measurements will be desirable. Some Departments are already exemplifying this approach by supplementing direct learning evaluation with surveys and interviews.

What We Want to Avoid

Checkbox Assessment. While compliance may be the bottom line, treating academic assessment as a box that needs to be checked off is counterproductive. Checkbox assessment, one might argue, is an act of self-sabotage since it would make assessment bureaucratic busywork that wastes everyone's time. Focusing on the usefulness of assessment data and actually using them on the regular basis are keys to avoid checkbox assessment.

Micro-obsessed Assessment. While methodological rigor improves the quality of assessment data, methodological perfectionism would take the focus away from the usefulness of assessment. The goal of assessment should be gathering good quality student learning data without becoming obsessive about methodological details and being clear and transparent about the limitation of data.

What We Need/Want

The Assessment Fellows Program was created in preparation for the Assessment Coordinator System, but the funding commitment for the system is yet to be made. The institutional commitment to the Assessment Coordinator System is critical for the sustenance of regular, meaningful assessment practice in SAS and SPS programs.

Creating a college-wide assessment calendar with reminders for key events will help facilitate regular assessment activities and establishing academic assessment as a routine part of campus life. A multi-year academic assessment strategic plan created through a faculty-led process will help cultivate a culture of assessment by generating a College-wide vision of assessment, setting common goals and designing incremental processes to achieve them.

For ISLO assessment, annual training for LEC members to conduct ISLO assessment, "Closing the Loop" activities and curricular improvements is needed. Since LEC is a committee of elected faculty members, membership changes every year. Annual training and careful documentation are necessary to carry out the five-phase assessment cycle for LEP.

Structurally, a faculty-led process for creating assessment policies and guidelines and supporting assessment practices needs to be established. In Fall 2021, the Institutional Effectiveness Committee (IEC) has been created as a College-wide entity that oversees and coordinates academic assessment. If IEC is equipped with a bottom-up decision-making process that is capable of reflecting the will of a broader group of faculty, the IEC could be a device of such a process.

The very essence of assessment is the honest evaluation of the current status and taking concrete steps to make it better. Meaningful assessment, in this sense, is a courageous act of exposing one's vulnerability to make genuine engagement for improvements. Efforts to build a culture of trust and support, not that of judgment and punishment, go hand in hand with fostering meaningful assessment. The fear of possible misuse of assessment data by the administration as well as other faculty (especially by tenured faculty against untenured faculty) has been mentioned repeatedly in faculty meetings, including Faculty Senate meetings and Assessment Fellows meetings. Such fear drives the faculty away from meaningful and truthful assessment. Efforts to establish institutional and collegial trust, as well as placing tangible safeguards to prevent possible misuse of assessment data (e.g., anonymize assessment reports) will help create an optimal space for meaningful assessment.

Table IV. Academic Assessment at OW: Overview

	The Status as of MS Self Study	The MSCHE Team Concerns	Actions Taken	The Current Status	Moving Forward
College-wide Coordination	Administrative. AVP IEA + Co-DAs with ISLO emphasis & PSLO emphasis (the Assessment Team). AVP IEA served as a repository. Faculty Governance. LEC (Lib Ed) and CAP	<ul style="list-style-type: none"> A system of sharing assessment outcomes and related information with stakeholders is missing (the use of assessment technology for data storing and sharing was recommended). Administrative understaffing (the DIR position unfilled in OIE) 	<ul style="list-style-type: none"> Introduced assessment technology (Weave+) Created an assessment website with PSLOs, CMs and assessment FAQs 	<ul style="list-style-type: none"> Weave+ in the process of launching Websites have been created separately by Co-DAs and DIR Administrative understaffing (DIR filled, AVP IEA vacant) IEC is created as an overarching structure, but its structure and decision-making process are unclear 	<ul style="list-style-type: none"> Launch Weave+ and establish a sustainable maintenance process Integrate websites and refine contents Establish college-wide assessment calendar and promotional events Clarify the College-wide coordination structure, including the function of and decision-making process in IEC and its relationship with existing assessment related functions
ISLO	<ul style="list-style-type: none"> Coordinated by Co-DAA and LEC. Regular assessment practiced. No process of facilitating “Closing the Loop” (Ctl). 	<ul style="list-style-type: none"> A process of facilitating (and documenting) Ctl is missing. 	<ul style="list-style-type: none"> Designed the five-phase LEC assessment cycle that incorporates the Ctl process. Established new 5-year schedule incorporating all domains and competencies. Incorporated Ctl discussions and assessment updates as regular agenda item in each LEC meeting. 	<ul style="list-style-type: none"> Data collection and curriculum revisions with the new 5-phase structure will begin in Spring 2022. Upcoming SUNY General Education changes, paired with the LEAP+ integration will result in a revised schedule and domain structure. Co-DAA is constructing a manual for LEC assessment to be distributed to all LEC domain representatives upon appointment. 	<ul style="list-style-type: none"> Revise domain structure and assessment schedule upon final SUNY Gen Ed changes, paired with LEAP+ integration. Create detailed rubrics for each domain undergoing learning outcome assessment (these may need to be revised with SUNY General Education changes). Design training process for domain representatives regarding the 5-phase assessment cycle.

	The Status as of MS Self Study	The MSCHE Team Concerns	Actions Taken	The Current Status	Moving Forward
SAS & SPS	<ul style="list-style-type: none"> • Coordinated by Co-DAA with Department Chairs; No dedicated resource to support systemic assessment within departments/School • Almost all degree programs have PSLOs, but some departments “multi-purposed” (the same set of PSLOs used for multiple programs). • A comprehensive curriculum map (CM) was missing in many programs. • Strategic assessment planning was not practiced • Some departments started assessing PSLOs/ “Repurposing” of Gen Ed assessment data • No process of facilitating CtL and ongoing assessment, except for reporting in the Five Year Review 	<p>Process. No “organized and systematic process” of academic assessment (<i>i.e.</i>, no departmental or school-wide structure to support ongoing assessment, no long-term schedule).</p> <p>PSLOs & CMs. PSLOs from some programs are not “sufficiently linked to the discipline” (<i>i.e.</i>, PSLOs multi-purposed and/or not clearly mapped).</p> <p>CtL. Limited process of facilitating CtL; limited utilization of the assessment data and/or documentation of the utilization</p>	<ul style="list-style-type: none"> • Gathered the Assessment Plan (PSLOs, CM, multi-year schedule, and plans for sharing results) for all degree programs (Spring 2021). • Started the Year-End Assessment Report (June 2021), including assessment practice updates, assessment reports, and the utilization of assessment results. • Launched the Assessment Fellows program (AY20-21 only), as a preparation for a perpetual Assessment Coordinator Program (Pending funding) 	<ul style="list-style-type: none"> • All degree programs have a unique set of PSLOs clearly mapped with the curriculum • All degree programs have a strategic multi-year assessment schedule • Almost all degree programs will have at least one PSLO assessed by the end of F21 • Multiple departments created a departmental assessment committee • Co-DAA is training Assessment Fellows (AFs) and facilitating departmental assessment coordination with them. • With Co-DAA’s guidance, AFs are facilitating and documenting departmental assessment practice and promoting assessment-based curriculum building through various activities • Four departments are conducting “CtL showcase” in which they demonstrate the utilization the recent assessment data (emerging CtL practice) 	<ul style="list-style-type: none"> • Establish the Assessment Coordinator Program (based on AFs) as a perpetual infrastructure to support continuous assessment • Continue the Year-End Report system with improved compliance. • Improve the departmental and school-wide assessment process based on final reports from the AF Program • Offer CtL grant/CtL showcase event/assessment retreat to promote the utilization of assessment data and build collective knowledge

	The Status as of MS Self Study	The MSCHE Team Concerns	Actions Taken	The Current Status	Moving Forward
SOB	The Five person assessment team (with compensation) handles ongoing assessment, reports to the school with recommendations for improvement.	None.			
SOE	The Assessment Committee (Assistant Dean for Assessment & Data Collection, Assessment Coordinator) manages assessment planning, collecting, analyzing and reporting. Recommendations are made to faculty annually and changes are tracked.	None.			