

**Tipping Point Progress**  
Central Academic Affairs

March 2009

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**1. Recent examples of how assessment feedback has been used to modify activities for continuous improvement**

○ *Stories of Successful Learning*

Assessment of the inaugural *Stories* event held in February 2008 led to several changes in the structure of the event. *Stories* was shortened from two days to one day, and more effort was put into the application and poster making processes. Anecdotal information gathered at this year's event indicates that these changes resulted in greater satisfaction among *Stories* participants. In an effort to reinforce the learning-centered theme of the event, the application form emphasized more that posters were to include examples of learning and future or past steps to evaluate that learning. Data was gathered this year from the presenters about which university learning outcomes and core values were addressed by their activity. Surveys were again distributed to the presenters and the attendees. They will be reviewed for possible changes for next year.

○ *New Faculty Orientation*

Assessment of the New Faculty Orientation in 2007 led to substantial changes by the Faculty Center for Professional Development (FCPD) in fall 2008. Our assessment of the fall 2008 event confirms that the more flexible scheduling and topics selected were of greater value to the participants. Planning for fall 2009 will incorporate this feedback.

○ *AADBAC Review of Budget Reports*

The Academic Affairs Division Budget Advisory Committee (AADBAC) considered 7 different report formats that had been developed by the Office of Academic Resources over the past several years and posted on the department website. Committee members were asked to respond to focus questions regarding the usefulness and readability of each report. The feedback given emphasized the need to be clear about the intended audience, to define acronyms and other terms, to clearly differentiate between data and commentary, and to assure that commentary is effectively supported by the data. As a result of the feedback, a new report format was developed, presented to AADBAC for further enhancement in February, and posted on the Academic Resources website early in March. This single format replaced three of the seven original formats. As an added efficiency, one other format has been discontinued.

○ *Kellogg Honors College Community Service*

As of Spring 2008, there were 137 students (1/3 of the KHC population) who had not completed the 20 hour community service requirement from the 2007-08 academic year. At a summer retreat of the Honors Advisory Board, it was agreed that the community service requirement be modified for the upcoming academic year to a "civic engagement" policy, emphasizing activities that required honors students to work together in groups to better our campus and surrounding communities. To assist in facilitating civic engagement opportunities, two student "Community Service Coordinator" positions were created as part of the Kellogg Honors Club.

**2. Recent examples of measures taken to encourage students to take charge of their learning**

○ *Undergraduate Research Working Group*

Six faculty attended a CSU-sponsored workshop presented by the Council on Undergraduate Research. They returned with a recommendation to form a working group to "advance knowledge and engage students in life-long learning and exploration through discipline-appropriate faculty-mentored professional experience." The working group is now in place with two representatives from each college led by Jeff Marshall (Asst Prof of Geological Sciences), and has established objectives for the spring quarter which include discussions with faculty from across campus to develop a broad, inclusive definition of research.

○ *English 104/002 – Mainstreaming Developmental English Students*

In fall 2008, students scoring on the EPT between 147 and 150 were allowed to enroll in ENG 104, but were required to concurrently enroll in ENG 002, a supplemental 10-week course facilitated by

the University Writing Center. The curriculum of ENG 002 was created to provide additional support through weekly lessons designed to parallel the lecture material with an emphasis on applying these concepts in group settings. In total, 307 students participated in this program. Of this number, 89% passed ENG 104, compared to an overall pass rate of 90% in ENG 104. These results are significant, as all of these students would have spent one quarter in remediation in smaller classes, requiring extra time and money expended by both the students and the University.

○ *Kellogg Honors College Capstone Project*

Students in the Kellogg Honors College must complete a senior project and make a presentation at convocation. The KHC had the students submit a form that was unspecific in the requirements for the project and students often waited until their last quarter to enroll in a capstone course, leaving little time to prepare a final presentation for convocation. The form was updated in fall 2008 to include 7 new questions designed to guide the planning between, and expectations of, the student and mentor. Students were also invited to attend information sessions and to review former capstone projects.

**3. Recent examples of effective methods used to measure customer satisfaction**

○ *Survey of Department Chairs on usefulness of course survey*

IRAP has been conducting a survey for each upcoming term, asking students to specify the courses in which they would like to enroll. Response rates have been declining steadily, decreasing the usefulness of the results. To learn how departments are using the Course Survey results to build their class schedule and how the results could be made more useful, IRAP conducted a survey of department chairs in February. Responses indicated that only 20% of the chairs found the Course Survey results useful. In contrast, more than 75% of the chairs found class schedules from previous terms, particularly the previous like term, to be more useful, and the majority found other types of information to be useful as well. It is anticipated that this assessment will result in the retirement of the Course Survey to students.

○ *Holistic Assessment of FCPD Activities*

The FCPD has completed a series of in-depth interviews with 15 faculty who regularly engaged in activities in 2006-07 or 2007-08 (up to 10 activities per academic year in some cases). Many of the faculty's comments in response to the interview questions demonstrate that the faculty we work with have very positive attitudes toward the programming and approaches provided by the FCPD.

○ *Showcase of Excellence*

Various changes were made to the Showcase of Excellence 2009 as a result of online parent and student surveys conducted by Enrollment Services after Showcase 2008. As a result of feedback, the mini-classes taught by Honors and other faculty members were continued. In addition, the number of opportunities for the guests to meet with faculty, staff and current Honors students were increased. For example, the KHC offices were open for tours in 2009, a stop not included on previous tours.

**4. Recent examples of effective methods used to measure student learning (vs. what is taught)**

○ *Longitudinal CLA*

The final phase of the Collegiate Learning Assessment (CLA) project was completed recently. The CLA is designed to assess the impact of educational programs on an integrated set of critical thinking, analytic reasoning, problem solving, and written communication skills. The first phase was conducted with 149 entering freshmen in fall 2005; the second phase, with 73 rising juniors from this cohort; and the third and final phase, with 70 graduating seniors. Longitudinal comparison of these students' multiple test performances will help Cal Poly Pomona to gauge the learning that took place over the four-year period. Comparison of students' phase one and phase two scores indicated that then 73 rising juniors scored at what would be expected given their scores as freshmen (expected difference was 24 points; observed difference was 50 points).