

**Institutional and Program Assessment Council (IPAC) Annual Report to the Academic Senate**

**Prepared for the Academic Senate of California State University, Long Beach**

**Academic Year:** 2023-2024

**Name of Council:** Institutional and Program Assessment Council (IPAC)

**Prepared by:** IPAC Steering Committee

**Date:** May 2024

**Membership:**

Vacant: CED (2 members); COB (1 member); ASI (1 member; Spring only)

Participating Membership: Achacon, Andre (ASI; Fall only); Yan, Jun (COB); Santhiveeran, Janaki (CHHS; on sabbatical in Spring); Erlyana, Erlyana (CHHS); Barnes, Nielan (CLA); Fender, Michael (CLA); Kahn, Adam (CLA); Suzumura-Smith, Nana (CLA); Ding, Yu (CNSM); Tsai, Houn-Wei (CNSM; on sabbatical in Spring); Sayadi, Hossein (COE); Suh, Ga-Young (Kelly; COE); Barker, Heather (COTA); Dunagan, Colleen (COTA); Griffin, Karin (UL)

Absent Membership (non-attending): Apitz, Juan (IR & A)

Ex-Officio: Cormack, Jody (VP Academic Affairs designee); Wilmarth, Sonia (VP DAF designee); Sayegh, Sharlene (Director of Institutional Assessment); Sheridan, David (Coordinator of Program Review & Assessment); Cordon, Alexandria (VP DSA designee); Turkowitz, Alys (Dean CPaCE designee); Apitz, Juan (Director IR&A designee).

**Membership Resignation:** NA

**Membership Replacement:** Pernet, Bruno (CNSM for Houn-Wei Tsai [sabbatical]; Spring 2024)

**Membership Liaison:** None

**Officers:** Adam Kahn, Co-Chair; Erlyana Erlyana, Co-Chair; Heather Barker, Vice Chair; Alexandria Cordon, Secretary

**Steering Committee:** Adam Kahn, Co-Chair; Erlyana Erlyana Co-Chair; Heather Barker, Vice Chair; Alexandria Cordon, Secretary; Jody Cormack, Provost and Senior Vice President for Academic Affairs Designee; Sharlene Sayegh, Director of Institutional Assessment; and David Sheridan, Coordinator of Program Review and Assessment.

**Matters Reported to the Senate:**

**Actions taken by the Council:** IPAC is the successor Council to the Program Review and Assessment Council (PARC). IPAC approved IPAC's process for program review differs from PARC's. Reports are now written by the Coordinator for Program Review and Assessment with the Vice Provost for Academic Programs. This report combines the traditional discussion of a

program-review report with the MOU which is brought to council for approval. In 2023-24, the IPAC approved the MOU for 3 program reviews (see Appendix A), that is, bringing program review reports to council for a vote. However, several MOUs were signed over the summer 2023 as part of the transition. A full list of completed, in-progress, and upcoming Program Reviews and MOUs can be found in Appendix A.

### **Internal Proceedings/Discussion Occurred:**

#### **Council as a Whole**

- 1) Returned to in-person meetings, LIB-201
- 2) Provided overview of new policy on assessment and program review
- 3) Presentation on the Institutional and Program Assessment Council's (IPAC) charge
- 4) Division of council members into subcommittees, Program Assessment Subcommittee (PASC) and Institutional Assessment Subcommittee (IASC)
- 5) Academic Technology Services (ATS) provided an overview of Nuventive assessment software

#### **Institutional Assessment Subcommittee (IASC)**

- 1) IASC members participated in learning community in preparation for institutional assessment
- 2) IASC members created an oral communication rubric (See Appendix B)
- 3) IASC members conducted first pilot assessment of oral communication at the Undergraduate Research Competition (see Appendices B and C)
- 4) IASC members began constructing a written communication rubric
- 5) IASC members discussed structure for Institutional Outcome 4 (diversity) rubric
- 6) IASC members reviewed WSCUC Commission Letter and four recommendations for next accreditation

#### **Program Assessment Subcommittee (PASC)**

- 1) PASC members trained in basic assessment terminology
- 2) PASC members reviewed annual assessment reports and feedback of last four years in their respective colleges;
- 3) PASC members began outreach to colleges as college liaisons; PASC members met with CHHS, CLA, and COTA this year.
- 4) PASC members reached out to ATS for support on Canvas Outcomes
- 5) PASC members began piloting on Canvas Outcomes

**Presentation/Reports Received:** None to report. We are awaiting an annual report from the General Education Evaluation Committee (GEEC), which reports to IPAC.

**Miscellaneous:** Steering Committee / Coordinator for Program Review & Assessment: 1) Presented or responded to questions regarding the Program Review Process from Departments and Program upon request. 2) Assisted Departments and Programs with Self-study document preparation. 3) Assisted Departments and Programs with data for self-study required tables. 4) Facilitated completion of Department and Program self-studies.

**Issues/Recommendations to the Academic Senate:**

1. Request to Academic Senate Chair and Colleges for replacements/representatives for vacant seats on the IPAC.
2. Request to Academic Senate Chair to monitor attendance and submit letters documenting service to IPAC
3. Request to Academic Senate Chair to contact college Faculty Councils to complete IPAC elections prior to Spring Break (this year, only CLA completed its elections in time to invite new members to our organizational meeting, but we achieved quorum due to the number of returning members)
4. Request the Academic Senate Executive Board, in event that Senate Council resources are reduced to budget outlook, recommend to Academic Affairs that both Co-Chairs continue to receive 3 units of release time per semester each and that IASC members continue to receive stipend.

## Appendix A

### Completed and In-Progress Program Reviews

<b>Year</b>	<b>Program Reviews</b>
2023-24	3
2022-23	12
2021-22	13
2020-21	16
2019-20	8
2018-19	14
2017-18	11
2016-17	14
2015-16	1
2014-15	3
2013-14	10
2012-13	11
2011-12	6
2010-11	9
2009-10	17

#### **1) Completed Degree Program Reviews/MOU Report**

##### **CHHS**

Department of Health Care Administration (Expedited Review)

B.S. in HCA

##### **CLA:**

Environmental Science and Policy

B.A. in Environmental Science and Policy

B.S. in Environmental Science and Policy

Department of Geography

B.A. in Geography

M.A. in Geography

M.S. in Geographic Information Science

Department of Psychology

B.A. in Psychology

M.A. in Psychological Research

M.S. in Human Factors

M.S. in Psychology, option in Industrial / Organizational Psychology

##### **CNSM:**

Department of Physics & Astronomy

B.A. in Physics  
B.S. in Physics  
M.S. in Physics

**COE:**

Department of Civil Engineering and Construction Engineering Management  
M.S. in Civil Engineering

Department of Electrical Engineering  
B.S. in Electronics Engineering Technology  
B.S. in Computer Engineering Technology  
M.S. in Electrical Engineering

**COE**

Department of Mechanical and Aerospace Engineering  
M.S. Mechanical & Aerospace Engineering

**2) Completed Academic Support Program Reviews/Recommendations**

University Library  
CHHS Advising

**3) Program Reviews in Department MOU Consultation Phase**

CNSM Advising Center (external review February 2024)

**4) Program Reviews moved to the 2024-2025 Program Review Cycle**

**COTA**

Department of Film & Electronic Arts, BA

**CLA**

Department of Africana Studies, BA (see #9 below)  
Department of Chicano & Latino Studies, BA (see #9 below)  
Department of Philosophy, BA/MA (see #9 below)  
Department of Sociology, BA

**CNSM**

Biological Sciences, BS/MS  
Mathematics & Statistics, BS/MS (see below)

**Academic Support Programs**

COE Advising Center  
Center for International Education (see #9 below)  
GWAR (see #9 below)  
Graduate Center & Thesis Office (see #9 below)

**5) Completed External Reviews with pending receipt of External Review Report (Accreditation)**

**COTA**

Department of Dance (Expedited Review)

BA/BFA in Dance

BS in Dance Science

MA/MFA in Dance

**CHHS:**

Department of Health Science (Expedited Review)

M.A. in Public Health

Department of Public Policy Administration (Expedited Review)

M.A. in Public Administration

**6) Completed External Reviews with pending receipt of External Review Report (Traditional)**

**COTA**

Department of Design, Human Experience Design Interactions (HXDI), MA (CO Five-year review) (external review April 21, 2024)

**CLA**

Department of History, BA/MA (external review May 2-3, 2024)

**CHHS**

Department of Recreation and Leisure Studies, M.S. Recreation Administration (external review, April 11-12, 2024)

**7) Completed External Reviews with pending receipt of External Review Report (Academic Support)**

CLA Advising Center (external review 4/25/2024)

**8) Self-Studies Received**

**For 2023–24**

None---next are due June 1, 2024

**9) Self-Study Extensions Granted**

**CLA**

Africana Studies, BA (extension to June 1, 2024)

Chicano & Latino Studies, BA (extension to June 1, 2024)

Philosophy, BA/MA (extension to June 1, 2024)

**CNSM**

Mathematics & Statistics, BS/MS (extension granted to March 1, 2024, not received)

**Academic Support Programs**

Center for International Education (extension granted to December 31, 2023, not received)

Graduate Center Thesis Office (extension to August 1, 2024)

GWAR (extension granted to June 1, 2024)

## Appendix B

### Oral Communication Rubric

		<b>Exemplary [Exceeds Expectations] 4</b>	<b>Accomplished [Meets Expectations] 3</b>	<b>Developing [Approaching Expectations] 2</b>	<b>Emerging [Below Expectations] 1</b>
A	Develop and employ communication skills appropriate for distinct speaking situations	Both verbal and non-verbal delivery enhance the speaking situation. Verbal delivery is truly extemporaneous.	Exceeds expectations in one component but adequate on the second. Or adequate verbal and non-verbal delivery. May seem over-rehearsed.	Verbal and non-verbal delivery are inconsistent over the course of the presentation.	Verbal and non-verbal delivery detract from message / content and / or are misaligned to context
C	Construct (research, organize, develop, and adapt) effective public messages	Captures attention and provides a roadmap for speech; effectively uses transitions and signposts; easy to follow with a coherent, logical progression of ideas; conclusion summarizes main points.	Exceeds expectations in one or two components, but not all: captures attention and provides a roadmap for talk; effectively uses transitions and signposts; easy to follow with a coherent, logical progression of ideas; conclusion summarizes main points. Or adequate integration of all components.	Presentation (or delivery) is adequate but would benefit from additional organization and clarity and more effective transitions to more clearly convey the research methods and results. Conclusion summarizes main points.	Presentation (or delivery) requires additional organization and clarity of concepts and effective transitions to convey the research methods and results. Conclusion does not effectively summarize main points.
D	Integrate a variety of types of supporting materials to make appropriate reference to information or analysis that significantly supports the presentation.	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).  Insightful, clear, & effective reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Multiple supporting materials though perhaps only from one genre or type (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).  Appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Limited supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).  Appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Sparse supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities).  Additional supporting material is necessary to support the presentation or establish the presenter's credibility/authority on the topic.
E	Demonstrate critical "listening" skills and acknowledge the cultural diversity of individual communication styles. Listening is meant in the broadest sense and does not require hearing.	Provides clear & concise responses that elevate the conversation. Responses are translational, connecting the conversation to other ideas.	Response is generally effective, clear to follow. Response is informationally effective, but does not engage beyond the direct response.	Responds to the question, but only partially. May not engage with the substance of the question or query beyond narrow confines of presented information.	Response indicates lack of preparation for questions. Very little interaction or engagement with audience questions.



## Appendix C

### Institutional and Program Assessment Council / Institutional Assessment Subcommittee 2024 Oral Communication Assessment (Core Competency & Institutional Outcome 2) Analysis by: Sharlene Sayegh

#### Introduction:

During the inaugural year of the Institutional and Program Assessment Council (IPAC), the Institutional Assessment Subcommittee (IASC) made significant progress developing and implementing new institutional assessment processes and procedures. During the first semester, members participated in a hybrid assessment learning community, honing skills to engage in various assessment tasks. In the second semester, the members developed an oral communication rubric designed as an “at or near graduation” complement to general education foundation assessment. The criteria for both rubrics are the same – the GE learning outcomes for oral communication.

Because this was the subcommittee’s first year, it decided to conduct its first assessment of oral communication core competency / Institutional Outcome (IO) 2 at the 2024 Student Research Competition. The subcommittee members hoped for a significant number of undergraduate presentations across all areas, but as the Figure 1 below notes, there were more graduate students registered (n34 including 2 alumni) than undergraduate students (n26), and the sample size for both was quite small. Nevertheless, the positive element of assessing oral communication in real time alongside assessment colleagues provided a valuable experience for this first round of assessment.

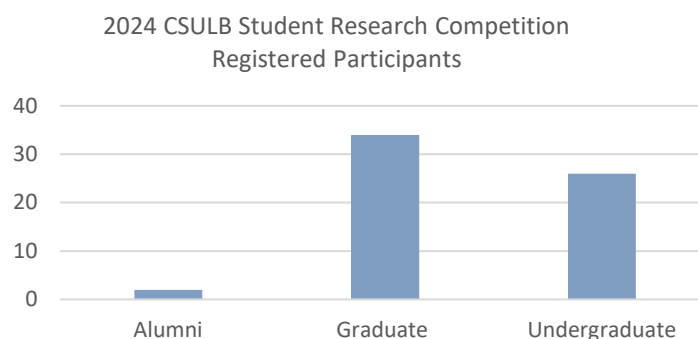


Figure 1: Number of Participants in CSULB Research Competition, 2024

#### More on the Rubric:

The criteria used for the rubric (Appendix B), as mentioned above, are the GE learning outcomes (GELOs). The subcommittee decided on a 4-point scale using the following terms for standards of performance: Exemplary (4); Accomplished (3); Developing (2); and Emerging (1). Two rows of criteria are missing: B and F as both reference indirect evidence which was outside the domain of this assessment. For GE assessment (to be conducted by the General Education Evaluation Committee [GEEC] which reports to IPAC), it is expected that most first-year students would score at the emerging or developing level. For students at or near graduation, expectations are that most students will score in the accomplished and exemplary range. Since we used the same rubric for graduate students, the expectation is that they would primarily score in the exemplary (4) range. These assessments are designed primarily for undergraduates, but given the large number of graduate students participating, the members decided to engage in an impromptu assessment of graduate student performance.

## Findings:

### Undergraduate Student Assessment

Overall, students are nearly meeting CSULB's expectations for oral communication competence at or near graduation. For undergraduates, most students scored in the "accomplished" (rate: 3) range (Figure 2). While some students scored in the developing range, it is notable that no undergraduates scored at the emergent level. While the committee has not yet established benchmarks for performance for core competencies, these results suggest that overall, about 70% assessed students are meeting this core competency. The subcommittee recognizes that due to the nature of the assessment (a self-selected group of individuals presenting at a research competition), a wider variance in scores can be expected with a more expansive assessment (ie: larger sample size pulled from course-related presentations).

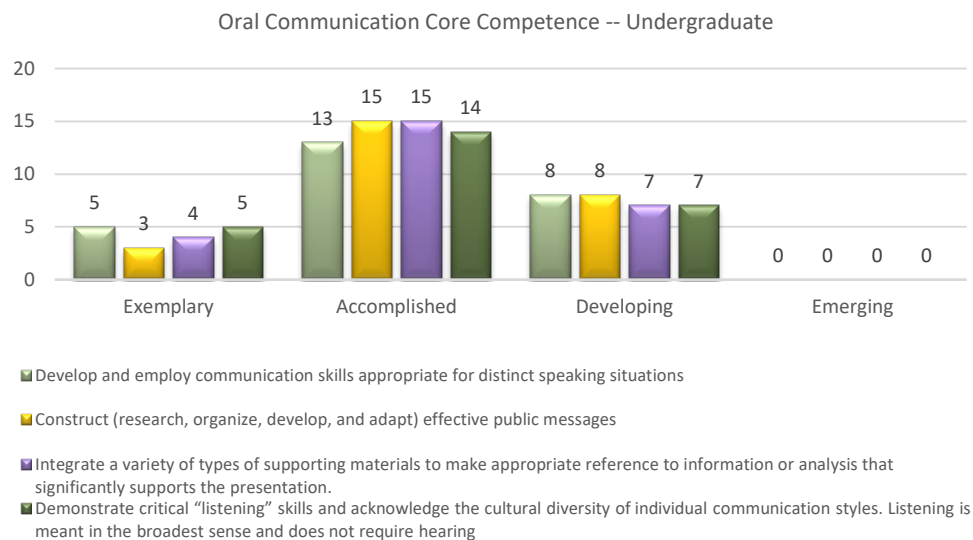


Figure 2: Undergraduate Oral Communication Competence

Breaking down the analysis further, the committee determined how well students performed in each criterion as well as by discipline. Students scored strongest overall in "demonstrating critical listening skills," with 19% scoring an exemplary and 54% accomplished (figure 3). While the same percentage (73%) of students scored accomplished or exemplary for "integrating a variety of supporting materials," there was a 4% difference in students scoring exemplary (15%).

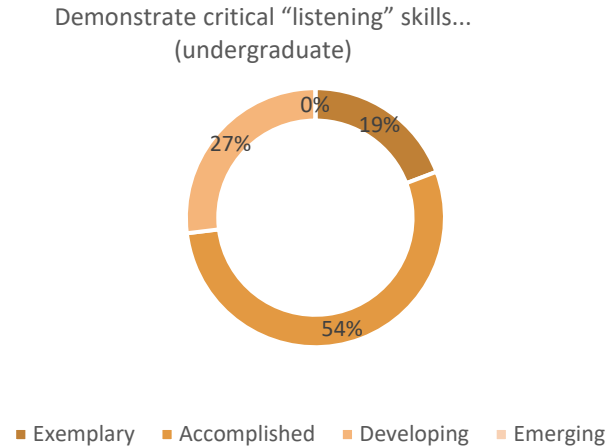


Figure 3: Undergraduate Critical Listening Skills

For the first two criteria, “develop and employ communication skills” and “construct effective public messages,” 31% of students scored at the developing level. A slight advantage exists for the former as 19% of students scored in the exemplary range, as opposed to 11% for “construct effective public messages” (Figure 4).

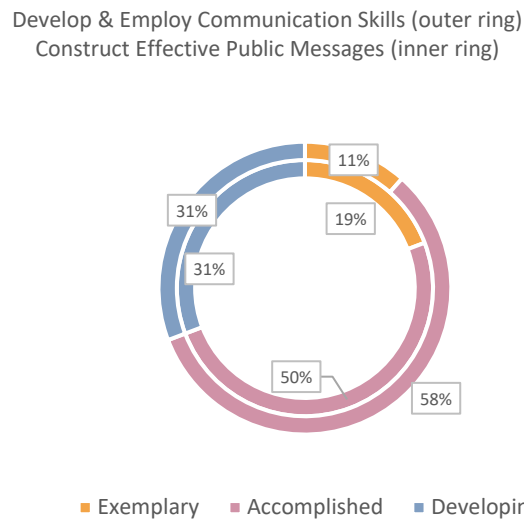


Figure 4: Comparison of Undergraduate develop and employ communication skills &amp; construct public messages

A comparison of all four criteria shows undergraduate student achievement primarily in the accomplished range, though a sizeable percentage are also at the developing range (Figure 5).

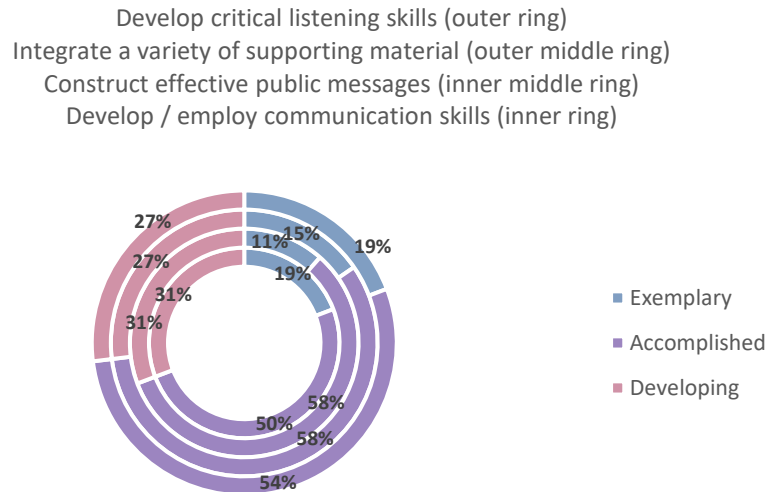


Figure 5: Comparison of Undergraduate Student Achievement of four assessed criteria

While there were disciplinary differences in student proficiency of the various categories of oral communication, the disparate sample sizes may be a contributing factor, and therefore it is not recommended at this time for a substantive analysis of disciplinary proficiency and discrepancies. For example, there were seven undergraduate presenters both in Behavioral and Social Sciences and Humanities & Letters, but only two each in Biological and Agricultural Sciences and Physical and Mathematical Sciences.

### Graduate Student Assessment

Findings for graduate students tell a slightly different story (Figure 6). Factors such as a larger sample size must be incorporated into this analysis, but the assessment shows that some graduate students are struggling with this competency, with a sizeable number scoring in the developing range and a couple at the emerging level.

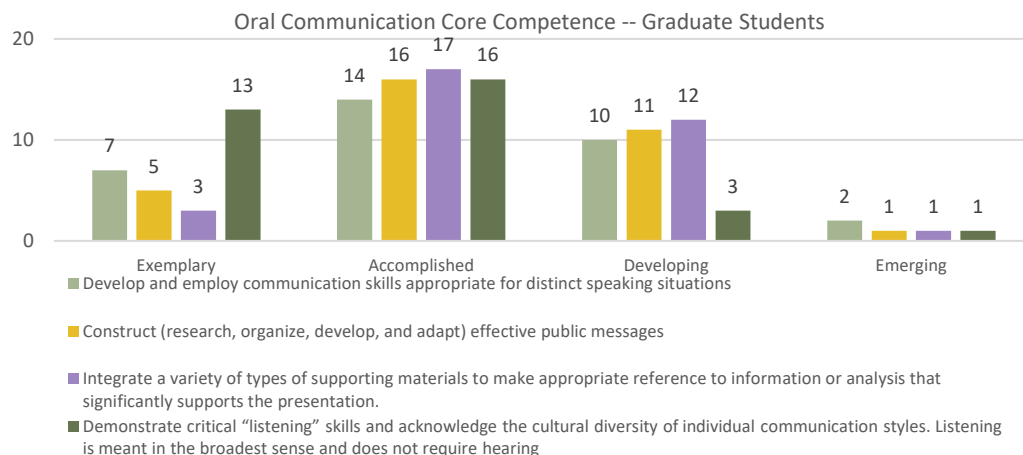


Figure 6: Graduate Student Oral Communication Competence

Graduate students excelled at demonstrating critical listening skills, perhaps a result of more in-depth engagement with other scholars' work. An impressive 88% of students scored accomplished or exemplary for this criterion (Figure 7).

Demonstrate critical "listening" skills...(graduate)

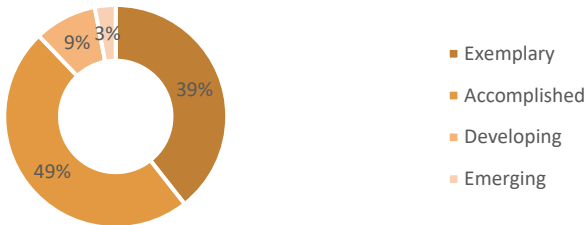


Figure 7: Graduate Student Critical Listening Skills

Curiously, however, while graduate students excelled with their critical listening skills, which includes translational responses, or responses that connect the conversation to other ideas, they struggled more both with employing communication skills during the presentation and constructing effective public messages. It was also during the open-ended discussion that graduate students more clearly integrated a variety of other sources into their responses, a component somewhat lacking during the actual presentations. In other words, when constrained by the presentation's parameters, graduate students struggled to convey their ideas and their relationship to other scholars' work, but did very well in both these areas during open-ended discussion. (Figure 8).

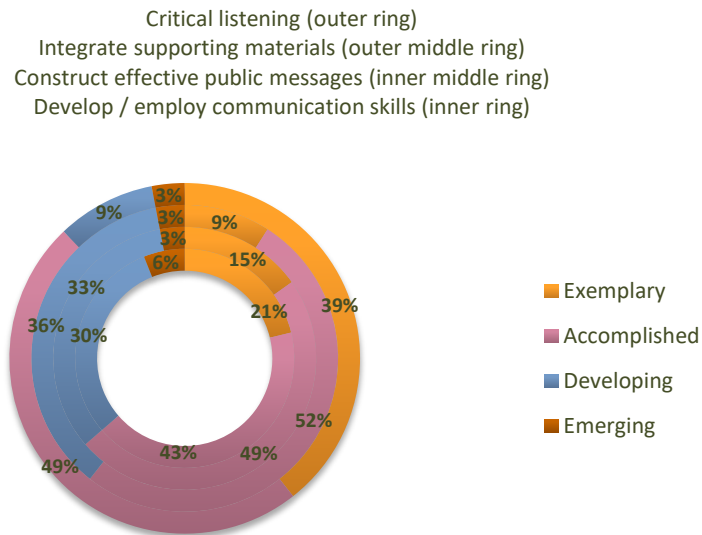


Figure 8: Comparison of Graduate Student Achievement of four assessed criteria

### Conclusions & Recommendations for Next Cycle:

It is difficult to gauge student proficiency of specific skills from a small sample of self-selected individuals, however, there are some valuable insights from this exercise:

- Both undergraduate and graduate students are proficient in expressing their ideas and engaging in open-ended discussion;
- Graduate students excel at translational responses during open-ended discussion;
- The majority of undergraduates are meeting or exceeding proficiency in all categories, though overall results are below a typical benchmark.

For the next assessment cycle, the committee should:

- Focus on capstone / senior level courses with oral communication (return to the core competency project database for a department listing). This focus will increase the sample size and ensure that a wide variety of student work is assessed;
- Determine for this and all assessments an appropriate benchmark for achievement of outcomes. 70%? 80%?;
- Work with relevant faculty and the Graduate Studies Office on closing-the-loop in the curriculum on any outcomes that do not meet the determined benchmark;
- Engage in more norming sessions prior to assessment;
- Schedule next assessment of oral communication core competency for 2029.