

## Senate Policy 24-13 Assessment Policy

Motion: To approve the Assessment Policy

Passed at the May 13, 2025 meeting of the Academic Senate

### Approvals:



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Christina Smith (May 28, 2025 17:27 PDT)

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Christina Smith, PhD  
Chair, Academic Senate

05/28/2025

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Date



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Richard Yao (Jun 11, 2025 14:45 PDT)

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Richard Yao, PhD  
President

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Date



# CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS POLICY MANUAL

**Division of Academic Affairs**

**Policy Number: SP 24-13**

**Approved By: Academic Senate**

**Effective Date: Fall 2025**

**May 13, 2025**

**Approved By: Richard Yao, President**

**Total Pages: 4**

## Assessment Policy

### **PURPOSE:**

The purpose of this policy is to establish a framework for the continuous improvement and assessment of academic units, curricular and co-curricular activities under the Division of Academic Affairs at California State University Channel Islands (CSUCI). The broad purpose of assessment is to acquire systematic evidence to evaluate our success in fulfilling our mission, especially meeting our desired educational outcomes and addressing equity gaps for students, and to use such evidence to support planning and continuous improvement. This process can support the development and growth of individual academic units, division and university-wide planning, and accreditation activities.

### **BACKGROUND:**

This policy replaces [SP 04-01](#) with important updates on assessment to provide more detail in supporting a comprehensive assessment plan to aid the university's commitment to continuous improvement, academic excellence, and student success. Together with the policies for Program Review and General Education (GE) Assessment, this policy provides guidance for how academic units, curricular and co-curricular activities, can evaluate success by recommending direct and indirect measures and adhering to proposed timelines.

### **POLICY:**

#### **Accountability:**

All academic units, curricular and co-curricular programs will develop and implement assessment plans. This includes establishing learning outcomes, designing signature assignments, assessment tools, benchmarks and rubrics, and demonstrating the connection between unit/program learning outcomes and Institutional Learning Outcomes and CSUCI Mission.

Administrators responsible for overseeing the academic units currently engaged in assessment will oversee the assessment process. This may include the Associate Vice President for Academic Programs and Continuous Improvement (AVP APCI), the Associate Vice President for High Impact Practices & Experiential Education (AVP HIPEE), Deans, and academic program chairs/directors/coordinators.

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Faculty Director of Assessment and Program Review (FDAPC): Provides ongoing support, guidance, and resources for academic units, curricular and co-curricular, and facilitates annual trainings on assessment, including trainings to support faculty assessing student learning outcomes in their courses, and using Canvas outcomes.

Continuous Improvement Committee (also defined in Policy SP XX-XX): Academic Affairs committee serving as the primary advisory body to the Academic Senate and University administration on matters relating to the assessment and academic program review. The committee is composed of one faculty member selected from the constituency of each Local Curriculum Committee (LCC), and one faculty member at large. Faculty interested in serving on this committee should submit a self-nomination to their LCC, who will select the representative for its area; Senate Executive Committee will choose the at large member from those not selected by the LCCs. Members of the Continuous Improvement Committee shall serve 2-year staggered terms; membership shall be tracked by the Academic Programs Office. Members shall recuse themselves when their own programs' self-studies and external reviews are under review.

The committee creates and approves procedures and guidelines related to the assessment and unit/program review processes. They recommend updates and improvements to assessment and unit/program review process, procedures, policies, and regulations for recommendation to Academic Programs and Planning Committee (APPC). The committee reviews unit assessment documents and provides constructive feedback to the units on their action plan progress. In addition, the Continuous Improvement Committee will also oversee broader assessment of institutional learning outcomes, university-wide student success, engagement with and progress toward institutional mission goals, and continuous improvement.

### **Applicability:**

This policy applies to all academic units, curricular and co-curricular activities, including those with accreditation requirements. It outlines the responsibilities of faculty, departments, administrative staff, and oversight bodies in the assessment process.

### **Definitions:**

Assessment plan: A plan that illustrates a unit's alignment of learning outcomes as well as a schedule for assessing outcomes over an accreditation or review cycle.

Academic unit, curricular and co-curricular assessment: The systematic collection and analysis of data to ensure that academic units' learning outcomes align with the University mission, vision, and core values as expressed by the Institutional Learning Outcomes. Academic unit, curricular and co-curricular assessment aids to demonstrate effectiveness at achieving learning outcomes and provides a foundation for continuous improvement.

Co-curricular activities: Defined by the WSCUC (Western States College and University Commission) as "learning experiences that supplement the formal curriculum, providing opportunities for student engagement and development outside of traditional classroom instruction. These activities are designed to enhance student learning and engagement, aligning

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with curricular and career goals.” Examples at CSUCI include the Writing and Multiliteracy Center, Learning Resource Center, and Learning Communities.

**Action Plan:** The Action Plan (historically referred to as the Program Review MOU) is a strategic and forward focused plan that responds to and reflects upon the knowledge gained through the self-study and external review. It considers both the strengths of the unit, as well as opportunities for improvement, transforming the recommendations from the self-study and external review into achievable goals for the unit.

**Continuous Improvement** - an ongoing, evidence-based, and participatory process through which an institution systematically reflects on its effectiveness in fulfilling its mission, achieving educational and student success objectives, and advancing its commitment to diversity, equity, and inclusion. By critically assessing its progress and envisioning its future within the evolving landscape of higher education, the institution ensures that these insights inform both strategic planning and systematic evaluations of educational effectiveness, fostering sustained growth and excellence.

### **Policy Text:**

#### Assessment Plans and Activities:

Academic units, curricular and co-curricular programs including General Education (GE) engage in ongoing development of clear assessment plans that include a plan for assessing each learning outcome. Plans should define unit or program learning outcomes consistent with the mission of the university, the unit’s goals and values, and the standards of the unit/program. It should also detail methodologies for assessment, and timelines for evaluation. Plans must include *direct assessment* of student learning experience, based on activities and assignments directly produced by the student over the course of the learning experience. These activities and assignments will reflect the approaches of the discipline. Examples include but are not limited to: course-embedded work, pre/post testing, licensure examinations, performances and exhibitions, and portfolios of student work. Plans may also include *indirect assessment* of the student learning experience, such as surveys and focus groups. Assessment plans and action items will be stored in a CI-only accessible repository.

Units/programs are required to work continually on assessment of learning outcomes. Assessment plans should include an outline of which learning outcomes a unit/program plans to assess each year and all learning outcomes need to be assessed during the five-year review cycle.

**Annual Assessment Report:** Units are required to submit a brief (1-2 page) annual assessment report to the Continuous Improvement Committee by the end of October for assessment conducted during the previous academic year. This report needs to describe the

1. program assessment plan,
2. methods and results of assessment of at least one Program Learning Outcome, and
3. teaching, curricular, and/or program changes made based on the assessment results.

The Continuous Improvement Committee will provide feedback to each unit based on their annual report by the end of Spring semester the same academic year that the report was received.

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Non-compliance or failure to engage in meaningful assessment activities will result in a consultation with the APCI and an action plan to be developed in consultation with the unit and appropriate administrators. Annual assessment reports will be stored in a CI-only accessible repository.