



CALIFORNIA STATE UNIVERSITY, LONG BEACH

OFFICE OF ACADEMIC AFFAIRS

DATE: October 31, 2016
TO: Department of ...
FROM: Sharlene Sayegh
Director of Program Review and Assessment
RE: Annual Reports on Assessment

Thank you for your submission of your annual assessment reports. Please use the rubric with my comments in the left margin as you consider your assessment goals over the next cycle. The rubric has four dimensions based on the assessment template:

- 1. Learning Outcomes** – every program should have defined and assessable Program Learning Outcomes (PLOs). Outcome statements should identify what students should be able to do upon completion of a class, program, or degree. Outcome statements should contain variable language based on Bloom's taxonomy (an informational article by Clifford Adelman can be found here: http://learningoutcomesassessment.org/documents/Occasional_Paper_24.pdf).
- 2. Campus Alignment** – the PLOs for each program should be aligned vertically through the curriculum. That is, how do the PLOs align with GE and institutional learning outcomes (ILOs)? How are course-level outcomes (SLOs) aligned with PLOs? Curriculum maps often help departments note the degree of alignment between courses and PLOs. Within a program, the curriculum map notes level of development (often as Introducing, Practicing, Demonstrating Mastery).
- 3. Methods and Measures** –the program should articulate the method by which assessment was conducted. Measures need not be quantitative, but they do need to be linked directly to learning outcomes. Programs should focus on direct measures of student achievement, though indirect measures of assessment can complement this material.
- 4. Findings and Changes**– The program has explained the findings and has clearly articulated how the findings have been discussed amongst the faculty and are being (or will be) used for curricular or program improvement.

Should you have any questions about the rubric, or wish to speak with me further about your department's assessment activities, please feel free to contact me (x5-7094 or Sharlene.Sayegh@csulb.edu).

Cc: Cecile Lindsay, Vice Provost for Academic Affairs & Dean of Graduate Studies
Dean of Relevant College
Chair, Program Assessment and Review Council
Assistant to the Vice Provost for Academic Affairs & Dean of Graduate Studies

CSULB PROGRAM LEVEL ASSESSMENT RUBRIC
Department of ...

Dimensions of Report	Absent	Needs Work	Acceptable	Exemplary
Learning Outcomes	No learning outcomes or outcomes not defined	Outcomes defined but vague, not assessable	Outcomes defined, could be assessable	Outcomes are defined, specific, related to student learning, and assessable
Campus Alignment	No ties between program outcomes, class-level, and institutional outcomes	Outcomes are mentioned but no clear connections made	Outcomes linked to specific courses	Outcomes linked to specific courses and other required activities (internship, project)
Methods & Measures	No assessment measures defined	Measures are vague, not linked to specific outcomes	Only indirect measures or only basic levels of learning	Multiple, direct measures linked to outcomes and levels of performance
Findings and Changes	No discussion of findings	Findings presented but not discussed or used for action by faculty	Findings explained, but limited faculty discussion and/or action	Findings explained and related to larger outcomes assessment; widely discussed by faculty and actions taken based on evidence

Additional Comments: