DATE:

TO: Department

FROM: Sharlene Sayegh
   Director of Program Review and Assessment

RE: Annual Reports on Assessment

Thank you for your submission of your biennial assessment reports. For the first time, the Program Assessment Review Council has worked with the Director of Program Review to review and respond to all assessment reports, and thus reflect a campuswide perspective. Please use the rubric with our 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 (http://www.aacu.org/meetings/ild/documents/SymonetteandFinley.TheABCDsofWritingInstructionalObjectives.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. Combined together, Findings and changes are known as "closing the loop."

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
   Keith Freesemann, Chair, Program Assessment and Review Council
   Kathleen Hollwig, Assistant to the Vice Provost for Academic Affairs & Dean of Graduate Studies
## CSULB PROGRAM LEVEL ASSESSMENT RUBRIC

### Department of:

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

### Additional Comments: