Samples of Recent Assessment Reports from Graduate Programs
# TABLE OF CONTENTS

**College of Arts and Letters**

- Television, Film, Media Studies, M.F.A.  
  1
- Communication Studies, M.A.  
  6

**College of Business and Economics**

- Economics, M.A.  
  13
- Information Systems, M.S.  
  19

**Charter College of Education**

- Counseling, M.S.  
  28
- Teaching English to Speakers of Other Languages (TESOL), M.A.  
  36

**College of Engineering, Computer Science, and Technology**

- Computer Science, M.S.  
  44
- Electrical Engineering, M.S.  
  49

**Rongxiang Xu College of Health and Human Services**

- Criminal Justice, M.S.  
  55
- Social Work, M.S.W.  
  66

**College of Natural and Social Sciences**

- Political Science, M.A.  
  71
- Psychology, M.A.  
  74
Department Mission:
MFA in TVFT works in and across the traditional disciplines of television, film, and theatre to provide our diverse students with the collaborate skills, the creative flexibility, and the combination of conceptual and technical skills that will be required to negotiate the ever-evolving landscape of the narrative, performance-based arts.

Please list all Program Learning Outcomes (PLOs):

1. Students will demonstrate creative writing skills in the production of projects, plays, screenplays and/or scholarly essays (Skills).
2. Students will gain competence as potential researchers and scholars in the field, whether in doctoral study or other research-based positions (Skills).
3. Students will demonstrate advanced abilities to employ critical theories and insights in analysis of contemporary theatrical and media productions, practices and impacts (Skills).
4. Students will know the industrial, historical and aesthetic components of theatre, television and film production (Knowledge).
5. Students will have a greater appreciation for the social responsibilities of contemporary theatre and media, including responsibilities engaging notions of identity, ethics, politics and culture (Attitudes).
6. Students will refine the skills for effective career building self-presentation in their professional interactions, communications, negotiations, and collaborations in the realms of higher education, the arts, and media industries (Skills).
7. Students will gain practical experience in theatre, film, and television productions preparing them for professional careers in performing, production, and/or writing. (Skills).

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

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<td>1, 2, 3, 4,</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>3, 5, 6</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>3, 5, 6, 7</td>
</tr>
</tbody>
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<td>Curriculum Improvement</td>
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<tr>
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<td>2. researchers and scholars</td>
<td>Graduate level thesis</td>
<td>Curriculum Improvement</td>
</tr>
<tr>
<td>3. critical theories and insights</td>
<td>3. critical theories and insights</td>
<td>Graduate level thesis</td>
<td></td>
</tr>
<tr>
<td>4. industrial, historical and aesthetic components</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. social responsibilities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. career building self-presentation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. practical experience in production</td>
<td>7. practical experience in production</td>
<td>Project, Graduate level thesis</td>
<td>Curriculum Improvement</td>
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Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

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<td>2018-2019</td>
<td>Project, Peer assessment of student work, Embedded questions, Graduate Level thesis</td>
</tr>
<tr>
<td>2. researchers and scholars</td>
<td>2019-2020</td>
<td>Embedded questions, Student focus groups,</td>
</tr>
<tr>
<td>3. critical theories and insights</td>
<td>2020-2021</td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td></td>
</tr>
<tr>
<td>4. industrial, historical and aesthetic components</td>
<td>2023-2024</td>
<td></td>
</tr>
<tr>
<td>5. social responsibilities</td>
<td>2021-2022</td>
<td></td>
</tr>
<tr>
<td>6. career building self-presentation</td>
<td>2022-2023</td>
<td></td>
</tr>
<tr>
<td>7. practical experience in production</td>
<td>2017-2018</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Project, Peer assessment of student work, Public performance/exhibit, Graduate Level thesis</td>
<td></td>
</tr>
</tbody>
</table>

**With whom do you share your assessment information? (Please check all that apply)**

- [X] faculty in the department
- [X] students in the program
- [X] campus administrators
- [X] department alumni
- [ ] employers
- [ ] external community members
- [X] Other (please specify) ____________________________

Heads of Options ______________________________________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

Institutional Learning Goals

https://spcc.calstatela.edu/

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

Knowledge: Mastery of content and processes of inquiry

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

Proficiency: Intellectual skills

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

Transformation: Integrative learning

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:
- Capstone course
- Project
- Embedded questions
- Public performance/exhibit
- Portfolio review
- Student survey
- Alumni survey
- Employer survey
- Licensure exam
- Student focus groups
- Observation
- Student interviews
- Case study
- Placement rates
- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
- Improving department assessment process/methods
- Curriculum improvement
- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
Department Mission:
The general mission of the Department of Communication Studies is to provide opportunities for its students and faculty to explore interdisciplinary knowledge central or relevant to human communication in ways that help them develop enduring intellectual and moral excellence for productive citizenship in culturally diverse societies.

In keeping with this general mission, the Communication Area seeks to expose majors and University students to the breadth and depth of the human communication discipline; to provide opportunities for professional development, including preparing graduate and undergraduate students for positions in both professional and academic careers; to support the goals of the University’s General Education program; and to provide a liberal arts education, teaching the values of rigorous intellectual inquiry, reasoned critical thinking and respect for and sensitivity to diversity, to all those who enroll in its courses.

The general mission of the Communication Studies Department and the specific mission of the Communication Area not only support but also extend the mission of Cal State L.A., which seeks to offer “excellent and innovative educational opportunities to an urban student population that reflects the diversity of the Los Angeles basin.” Our mission is focused on achieving learning outcomes relevant to work life and citizenship in the contemporary globalizing world. The complexities of the world are reflected in the tremendous human diversity of the Los Angeles basin. In today’s world, knowledge just cannot be delivered in a one-way process from teachers to students, as it was in the days of old. Instead, knowledge must be a matter of co-production that needs the active and reflective research and engagement in integrated acts of teaching and learning by faculty and students. Furthermore, in the wake of recent revelations of ethics violations by international and American politicians, civil and military officials, and business leaders, we believe intellectual excellence must include a renewed emphasis on moral excellence in learning and research.

Please list all Program Learning Outcomes (PLOs):

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Foundational knowledge—the basic theoretical understanding of the discipline and its subfields</td>
</tr>
<tr>
<td>2</td>
<td>Application learning—important skills, thinking or managing abilities</td>
</tr>
<tr>
<td>3</td>
<td>Integration learning—connecting ideas within various subfields of the Communication Studies and beyond the discipline</td>
</tr>
<tr>
<td>4</td>
<td>Understanding the human dimension of learning—learning about self and others</td>
</tr>
<tr>
<td>5</td>
<td>Caring—adopting new feelings, interests, ideas or values</td>
</tr>
<tr>
<td>6</td>
<td>Learning how to learn</td>
</tr>
</tbody>
</table>
Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

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<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
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<td>1</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>2</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>4, 5</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>3, 6</td>
</tr>
</tbody>
</table>

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

Bachelor of Arts Degree in Communication

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
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<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
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<tbody>
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<td>1. Foundational knowledge</td>
<td>Exam administered and paper required in Capstone class</td>
<td>Student achievement varies. GPA in Capstone class consistently around 3.0</td>
<td>With semester conversion, each Option now has a stand-alone Capstone. Implementation begins Fall 2017</td>
</tr>
<tr>
<td>2. Application learning</td>
<td>Exam administered and paper required in Capstone class</td>
<td>Student achievement varies. GPA in Capstone class consistently around 3.0</td>
<td>With semester conversion, each Option now has a stand-alone Capstone. Implementation begins Fall 2017</td>
</tr>
<tr>
<td>3. Integration learning</td>
<td>Exam administered and paper required in Capstone class</td>
<td>Student achievement varies. GPA in Capstone class</td>
<td>With semester conversion, each Option now has a stand-alone Capstone.</td>
</tr>
<tr>
<td>4. Understanding the human dimension of learning</td>
<td>Exam administered and paper required in Capstone class</td>
<td>Student achievement varies. GPA in Capstone class consistently around 3.0</td>
<td>With semester conversion, each Option now has a stand-alone Capstone. Implementation begins Fall 2017</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>5. Caring</td>
<td>Not Assessed</td>
<td>Not Assessed</td>
<td>With semester conversion COMM (a) created an option focused on identity and relationships and required lower division Intercultural Comm class</td>
</tr>
<tr>
<td>6. Learning how to learn</td>
<td>Not Assessed</td>
<td>Not Assessed</td>
<td>Plan to investigate how best to study this PLO</td>
</tr>
</tbody>
</table>

**Masters of Arts Degree in Communication Studies**

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
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<tbody>
<tr>
<td>1. Foundational Knowledge</td>
<td>Comprehensive Exams and Theses</td>
<td>Many MA students were not meeting this objective</td>
<td>1. MA program: A series of graduate colloquia and comprehensive exam study guides were developed. 2. Required Seminars employ comp-like exams and oral interactions 3. MA students now cohered in 5 courses</td>
</tr>
<tr>
<td>Program Learning Outcome</td>
<td>Academic year/semester</td>
<td>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will be examined?)</td>
<td></td>
</tr>
<tr>
<td>--------------------------</td>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>2. Application Knowledge</td>
<td>Comprehensive Exams and Theses</td>
<td>Many MA students were not meeting this objective 1. MA program: A series of graduate colloquia and comprehensive exam study guides were developed. 2. Required Seminars employ comp-like exams and oral interactions 3. MA students now cohorted in 5 courses</td>
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<tr>
<td>3. Integration Knowledge</td>
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<td>Many MA students were not meeting this objective 1. MA program: A series of graduate colloquia and comprehensive exam study guides were developed. 2. Required Seminars employ comp-like exams and oral interactions 3. MA students now cohorted in 5 courses</td>
<td></td>
</tr>
<tr>
<td>4. Understanding the human dimension of learning</td>
<td>Not Assessed</td>
<td>Not Assessed Seminar in Instructional Communication now a required course</td>
<td></td>
</tr>
<tr>
<td>5. Caring</td>
<td>Not Assessed</td>
<td>Not Assessed Not Assessed</td>
<td></td>
</tr>
<tr>
<td>6. Learning how to learn</td>
<td>Seminar in Instructional Communication: paper, teaching demonstration, and exam required</td>
<td>Very high success rate in this course This began with semester conversion, so not enough qualitative or quantitative data</td>
<td></td>
</tr>
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**Assessment Plan** - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

**Bachelor and Masters of Arts Degree in Communication**
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<th>when PLO is assessed</th>
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<td>1. Foundational Knowledge</td>
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Faculty in the department and the Dean of the College of Arts and Letters and the Dean’s designated committee.
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  Examining skill development in curriculum
  Introducing new pedagogies
  Stimulating faculty discussion on student learning
  Re-examining student learning outcomes
  Engaging students in their own learning
Department Mission:

- The Department strives to establish an enlightening and impartial learning environment to a diverse student population.
- The Department facilitates the transmission of economic concepts, theories and methods that constitute the necessary skills that prepare undergraduate students for entry level positions in economics and related fields as well as the ability to commence graduate degree programs in economics.
- At the graduate level the Department prepares students for careers as professional economists in highly competitive local, regional, national and global markets as well as the ability to pursue doctoral studies in economics.
- To further achieve these goals, the Department emphasizes competencies, at both the undergraduate and graduate levels, in the ability to think critically, to conceptualize, and to possess the quantitative, communications, analytical and technological skills to evaluate the issues facing a diverse national and global community.”

Please list all Program Learning Outcomes (PLOs):

1. Recognize and explore topics relevant to academic and policy-making arenas.
2. Formulate social sciences hypotheses and use empirical models to test them.
3. Conduct research to evaluate important questions in social sciences by reviewing academic literature, collecting data, and applying econometric methods.
4. Communicate research findings effectively to economists, business leaders, and the general public.
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<tr>
<td>1. Recognize and explore topics relevant to academic and policy-making arenas.</td>
<td>2. Formulate social sciences hypotheses and use empirical models to test them.</td>
<td>Will be assessed towards the end of Spring 2017 in Economics 5910 for students taking the comprehensive exam.</td>
<td>Pending</td>
</tr>
<tr>
<td>2. Communicate research findings effectively to economists, business leaders, and the general public.</td>
<td>3. Conduct research to evaluate important questions in social sciences by reviewing academic literature, collecting data, and applying econometric methods.</td>
<td>For students writing a thesis it will be assessed in Fall 2017 in either Economics 5200 or Economics 5210.</td>
<td>To be determined</td>
</tr>
<tr>
<td>4. Communicate research findings effectively to economists, business leaders, and the general public.</td>
<td></td>
<td>In both cases students will produce a research document and deliver a presentation.</td>
<td></td>
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Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

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<tr>
<td>1. Recognize and explore topics relevant to academic and policy-making arenas.</td>
<td>Every semester from 2017 to 2019 for students taking the comprehensive exam. Every Fall for students writing a thesis.</td>
<td>Students taking the comprehensive exam will conduct a research project in Economic 5910. Students writing a thesis will conduct a research project in either Economics 5200 or Economics 5210. In both cases students will produce a term paper and deliver a presentation.</td>
</tr>
<tr>
<td>2. Formulate social sciences hypotheses and use empirical models to test them.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Conduct research to evaluate important questions in social sciences by reviewing academic literature, collecting data, and applying econometric methods.</td>
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<td></td>
</tr>
<tr>
<td>4. Communicate research findings effectively to economists, business leaders, and the general public.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

With whom do you share your assessment information? (Please check all that apply)

☑ faculty in the department ☐ students in the program ☐ campus administrators 
☐ department alumni ☐ employers ☐ external community members 
☐ Other (please specify) ____________________________________________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

Institutional Learning Goals

https://spcc.calstatela.edu/

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

Knowledge: Mastery of content and processes of inquiry

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

Proficiency: Intellectual skills

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

Transformation: Integrative learning

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:
- Capstone course
- Project
- Embedded questions
- Public performance/exhibit
- Portfolio review
- Student survey
- Alumni survey
- Employer survey
- Licensure exam
- Student focus groups
- Observation
- Student interviews
- Case study
- Placement rates
- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
- Improving department assessment process/methods
- Curriculum improvement
- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
**Department Mission:** The Master of Science in Information Systems (MSIS) is designed to provide managers and professionals the necessary technical and managerial skills needed to fulfill the responsibilities of senior professional and project management positions in the information systems/technology field.

**Please list all Program Learning Outcomes (PLOs):**

1. **Students will be able to utilize advanced IT knowledge and skills for business functionality.**
   Demonstrate advanced IT knowledge and skills in:
   1.1 IT and Organizational Systems
   1.2 Software Development
   1.3 Computer Hardware and Software
   1.4 Data Management
   1.5 System Analysis and Design
   1.6 Networking and Communications
   1.7 Web Design and Development
   1.8 Information Security
   1.9 Systems Configuration
   1.10 Operation & Administration

2. **Students will have the knowledge to integrate functional business processes in an enterprise information system.**
   Demonstrable ability to provide IT solutions to holistic business problems; completion of assignments and projects that require analysis of the multiple functional areas of a business in an integrative manner:
   2.1 Business Fundamentals
   2.2 Business Processes & Environment
   2.3 Business Processes Integration

3. **Students will have acquired advanced knowledge in the role and duties of an IT professional in each organization.**
   Demonstrable understanding of the roles and duties of the IT professional occupation corresponding with the student’s chosen option:
   3.1 Time Management
   3.2 Committing to and completing work
   3.3 Team Working, Mission & Synergy
   3.4 Communications
   3.5 Personal Skills
   3.6 Information Competence
   3.7 Life-Time Learning

4. **Students will possess skills in IT leadership and information systems management.**
   Demonstrable proficiency in the following information systems management skill sets:
4.1 Strategic Utilization of Information Technology  
4.2 Information System Planning  
4.3 Critical Thinking and Decision Making  
4.4 Systems Concepts, Use of IT & Customer Service  
4.5 Systems Theory and Quality Assurance Concepts  
4.6 System Life Cycle Scheduling  
4.7 Interpersonal Skills  
4.8 Project Management  
4.9 Team Leading and Project Goal Setting  
4.10 Project Scheduling and Tracking  
4.11 Monitoring and Directing Resources & Activities  
4.12 Life Cycle Scheduling and Planning

5. Students will understand IT professional ethics and globalization.  
Demonstrable understanding of IT professional ethics and digital globalization management:  
5.1 Ethical issues related to information privacy, accessibility, property, and accuracy  
5.2 Ethical guidelines for computing professionals  
5.3 Ethical issues related to data retrieval and data mining  
5.4 Copyright and intellectual property infringements  
5.5 IT outsourcing management  
5.6 Global project planning, management, implementation and maintenance

6. Students will possess knowledge of IT practice and industrial orientation.  
Production of a term project and presentation in an IT scenario that determines a real industry problem and solution:  
6.1 Proficiency in data processing and business intelligence in supply chain management and e-commerce  
6.2 Proficiency in access and communicate information using modern network technologies  
6.3 Proficiency in project management software  
6.4 Proficiency in modern database management systems (DBMS), CASE tools, ERP, Web design tools, and server technology  
6.5 Proficiency in data mining and decision making

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

<table>
<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
<th>PLO(s) which match this ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Mastery of content and processes of inquiry</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>1, 2, 3</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>3, 5</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>4, 6</td>
</tr>
</tbody>
</table>
Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
<th>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</th>
<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. We have recently gone through a conversion from Quarters to Semesters, to the assessment of the program as a whole, and the content of each course was evaluated – affected CIS 5040, 5100, S200, S270, S430, S560, S600, S620, S810, S830, S850, S900</td>
<td>We changed the number of courses, the sequence of courses, and discussed the changing of content for the included courses to better accommodate the Semester requirements. Individual instructors revised the LOs per their class.</td>
<td>The Department faculty was made aware of the changes and how it would affect the program and their particular classes. The new LOs were used to develop new course material and improve instruction. Further curricula and instructions improvements will be discussed in future department meetings.</td>
<td></td>
</tr>
<tr>
<td>2. We have recently gone through a conversion from Quarters to Semesters, to the assessment of the program as a whole, and the content of each course was evaluated – affected CIS 5040, S200, S430, S560, S610, S620, S850, S860, S900</td>
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<td>3. We have recently gone through a conversion</td>
<td>We changed the number of courses,</td>
<td>The Department faculty was made</td>
<td></td>
</tr>
<tr>
<td>4.</td>
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<td>5.</td>
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Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
</tr>
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<td>1. Direct assessment</td>
<td>Direct assessment through exams, projects and other demonstrations of student skills and knowledge. Assessment of learning objectives is carried out at the department level.</td>
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<td>□ department alumni</td>
</tr>
<tr>
<td>□ Other (please specify)</td>
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- Engaging students in their own learning
PROGRAM: M.S. Counseling  REPORT SEMESTER/YEAR: Spring 2017

COLLEGE/SCHOOL: Charter College of Education  ASSESSMENT COORDINATOR: Anthony Hernandez, PH.D.

SPECIALIZED ACCREDITATION: ☐ NO  ☑ YES  PLEASE SPECIFY AGENCY/ORGANIZATION AND DATE COUNCIL FOR ACCREDITATION OF COUNSELING & RELATED EDUCATIONAL PROGRAMS (CACREP), ASSOCIATION FOR BEHAVIOR ANALYSIS INTERNATIONAL, CALIFORNIA BOARD OF BEHAVIORAL SCIENCES, NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS, CALIFORNIA COMMISSION OF TEACHER CREDENTIALING, COUNCIL ON REHABILITATION EDUCATION

CCOE MISSION:

THE CCOE MISSION IS TO DEVELOP IN CCOE STUDENT THE PROFESSIONAL KNOWLEDGE, SKILLS AND DISPOSITIONS TO PROMOTE THE ACADEMIC, SOCIAL AND PSYCHOLOGICAL DEVELOPMENT OF DIVERSE LEARNERS IN URBAN SCHOOLS AND RELATED AGENCIES. CCOE GRADUATES BECOME TEACHERS, SPECIAL EDUCATORS, SCHOOL ADMINISTRATORS, EDUCATIONAL TECHNOLOGISTS, RESEARCHERS, PROGRAM EVALUATORS, SCHOOL PSYCHOLOGISTS, COUNSELORS, REHABILITATION PROFESSIONALS, HIGHER EDUCATION FACULTY, AND OTHER EDUCATIONAL SPECIALISTS. WITHIN AN ENVIRONMENT OF SHARED GOVERNANCE, CCOE PROFESSIONAL PREPARATION PROGRAMS UTILIZE DATA-DRIVEN DECISION-MAKING, TECHNOLOGY-INTEGRATED INSTRUCTION, MEANINGFUL CURRICULA, AND OUTCOME-BASED ASSESSMENTS TO ENSURE HIGH-QUALITY EDUCATIONAL OPPORTUNITIES FOR ALL CCOE STUDENTS.

The Master of Science degree in Counseling includes the following options:

- Applied Behavior Analysis
- Marriage and Family Therapy*
- Rehabilitation Counseling
- School Psychology

*Includes School Counseling focus

APPLIED BEHAVIOR ANALYSIS

The program is designed to train graduate students in the principles, concepts, and application of behavior analysis within a counseling framework, who plan to become board certified behavior analysts, and for those who elect to specialize in the behavioral area for doctoral training.

MARRIAGE AND FAMILY THERAPY*

This option is designed to prepare family systems oriented counselors who are eligible to apply for licensure in California as a Marriage and Family Therapist (MFT). It meets state requirements for licensure in Marriage and Family Therapy (MFT) as outlined in the Business and Professions Code, Section 4980.37. Students fulfill degree requirements by
completing the required 4 units in the required core, plus option requirements of 56 units, and completing either a thesis/project or comprehensive examination (0-4 units).

*Students may elect to complete training in School-Based Family Counseling (73-77 units) and qualify for the Pupil Personnel Services Credential with Advanced Authorization in School Counseling and Child Welfare and Attendance Services in addition to the Master’s Degree by completing the following: Pre/Co-requisite (3 units)

**Rehabilitation Counseling**

The Rehabilitation Counselor Education program prepares students to (a) address the needs of individuals with disabilities and maximize their rehabilitation potential, which includes occupational and personal efficacy and (b) function effectively as professional rehabilitation counselors in a variety of employment settings. The program is accredited by the Council of Rehabilitation Education (CORE).

**School Psychology**

School psychologists focus on the psychoeducational development of individuals from birth through age 21, their abilities and potentialities, and the biological, emotional, behavioral, and cultural factors that influence the learning process. Students who earn the master’s degree with this option also qualify for the Pupil Personnel Services credential with advanced specialization in School Psychology and advanced specialization in Child Welfare and Attendance Services. Students in this option should see information below regarding the School Psychology Internship Credential. For accreditation reasons, undergraduate student access to 5000-level courses in this program is not permitted.

Please list all Program Learning Outcomes (PLOs):

| 1. | Graduate students demonstrate mastery of the body of knowledge in the degree field, including the related cultural, technological, ethical and professional competencies. |
| 2. | Graduate students demonstrate skills of critical thinking and analysis. |
| 3. | Graduate students demonstrate both oral and written communication skills, including the academic and technical writing skills appropriate to the degree field. |
| 4. | Graduate students demonstrate knowledge and skills related to the organization, implementation, interpretation and analysis of research appropriate to the degree field. |
| 5. | Graduate students demonstrate knowledge and skills of leadership, advocacy and agency as these apply to the degree field. |
| 6. | Graduate students demonstrate knowledge, skills and dispositions of critical inquiry and reflective practice. |
| 7. | Graduate students demonstrate knowledge, skills and dispositions associated with effective collaboration with peers, colleagues and communities. |
| 8. | Graduate students demonstrate research-based knowledge, skills and dispositions associated with equity and diversity as these apply to effective practice in the content field. |

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

| Cal State LA Institutional Learning Outcomes | PLO(s) which match this ILO |
1. Knowledge: Mastery of content and processes of inquiry 1, 2, 3, 4, 6
2. Proficiency: Intellectual skills 1, 4, 6
3. Place and Community: Urban and global mission 1, 5, 7, 8
4. Transformation: Integrative learning 2, 5, 6, 7, 8

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

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</thead>
<tbody>
<tr>
<td>1. GENERAL</td>
<td>Comprehensive Exam each Fall and Spring Semester</td>
<td>Overall, the weakest area across all degree options was Professional Orientation &amp; Ethics, followed by Research &amp; Program Evaluation, and Assessment &amp; Intervention (see Overall M.S. COUN data – last group in the data below).</td>
<td>COUN 5150 – A specific course in Ethics and Professional Issues was added to the curriculum for 3 of the options during the Q2S conversion. Program faculty also looked more closely at course syllabi in weaker areas, and emphasized these areas more in the curriculum and during exam preparation.</td>
</tr>
<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

1. Each of the four options within the M.S. Counseling degree program have a culminating comprehensive exam. All of the options within the degree address 5 general areas: 1) Helping Relationships & Theories of Counseling
(HRT); 2) Social & Cultural Foundations (SC); 3) Assessment & Intervention (AI); 4) Research & Program Evaluation (RE); 5) Professional Orientation & Ethics (PE).

2. The data for each of the four options, as well as for the combined M.S. COUN degree program are provided below.

M.S. Counseling - Rehabilitation Services: N = 27
1. HRT
   Outstanding = 44.4%
   Proficient = 29.6%
   Marginal = 0%
   Fail = 25.9%

2. SC
   Outstanding = 44.4%
   Proficient = 40.7%
   Marginal = 0%
   Fail = 14.8%

3. AI
   Outstanding = 33.3%
   Proficient = 40.7%
   Marginal = 14.8%
   Fail = 11.1%

4. RE
   Outstanding = 29.6%
   Proficient = 22.2%

5. PE
   Outstanding = 29.6%
   Proficient = 37.0%

M.S. Counseling - School-Based Family Counseling: N = 15
1. HRT
   Outstanding = 73%
   Proficient = 20%
   Marginal = 7%
   Fail = 0%

2. SC
   Outstanding = 67%
   Proficient = 27%
   Marginal = 0%
   Fail = 7%

3. AI
   Outstanding = 60%
   Proficient = 20%
   Marginal = 13%
   Fail = 7%

4. RE
   Outstanding = 53%
   Proficient = 13%
   Marginal = 13%
   Fail = 0%

5. PE
   Outstanding = 40%
   Proficient = 47%

M.S. Counseling - School Psychology: N = 14
1. HRT
   Outstanding = 14.3%
   Proficient = 78.6%
   Marginal = 7.1%
   Fail = 0%

2. SC
   Outstanding = 28.6%
   Proficient = 57.1%
   Marginal = 14.3%
   Fail = 0%

3. AI
   Outstanding = 14.3%
   Proficient = 85.7%
   Marginal = 0%
   Fail = 0%

4. RE
   Outstanding = 7.1%
   Outstanding = 21.4%
Proficient = 78.6%  Proficient = 71.4%
Marginal = 14.3%  Marginal = 7.1%
Fail = 0%        Fail = 0%

M.S. Counseling - Applied Behavior Analysis (N = 9)

<table>
<thead>
<tr>
<th>1. HRT</th>
<th>2. SC</th>
<th>3. AI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding = 11%</td>
<td>Outstanding = 22%</td>
<td>Outstanding = 22%</td>
</tr>
<tr>
<td>Proficient = 22%</td>
<td>Proficient = 33%</td>
<td>Proficient = 11%</td>
</tr>
<tr>
<td>Marginal = 33%</td>
<td>Marginal = 11%</td>
<td>Marginal = 22%</td>
</tr>
<tr>
<td>Fail = 33%</td>
<td>Fail = 33%</td>
<td>Fail = 44%</td>
</tr>
</tbody>
</table>

4. RE  5. PE

| Outstanding = 33% | Outstanding = 22% |
| Proficient = 0% | Proficient = 22% |
| Marginal = 22% | Marginal = 22% |
| Fail = 44% | Fail = 33% |

M.S. Counseling - OVERALL DEGREE PROGRAM

<table>
<thead>
<tr>
<th>1. HRT</th>
<th>2. SC</th>
<th>3. AI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding = 40%</td>
<td>Outstanding = 43%</td>
<td>Outstanding = 34%</td>
</tr>
<tr>
<td>Proficient = 37%</td>
<td>Proficient = 40%</td>
<td>Proficient = 42%</td>
</tr>
<tr>
<td>Marginal = 8%</td>
<td>Marginal = 5%</td>
<td>Marginal = 12%</td>
</tr>
<tr>
<td>Fail = 15%</td>
<td>Fail = 12%</td>
<td>Fail = 12%</td>
</tr>
</tbody>
</table>

4. RE  5. PE

| Outstanding = 31% | Outstanding = 26% |
| Proficient = 32% | Proficient = 45% |
| Marginal = 9% | Marginal = 25% |
| Fail = 25% | Fail = 5% |

Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1-8 All apply</td>
<td>Each Fall and Spring</td>
<td>Comprehensive Examination – COUN 5096</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With whom do you share your assessment information? (Please check all that apply)

X ☐ faculty in the department ☐ students in the program ☐ campus administrators
☐ department alumni ☐ employers ☐ external community members
☐ Other (please specify) ______________________________________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

Institutional Learning Goals

https://spcc.calstatela.edu/

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

Knowledge: Mastery of content and processes of inquiry

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

Proficiency: Intellectual skills

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

Place and Community: Urban and global mission

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

Transformation: Integrative learning

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
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The following are common measures used to assess program learning outcomes:
- Capstone course
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- Portfolio review
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- Alumni survey
- Employer survey
- Licensure exam
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- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

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The following are examples of the use of assessment results:
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- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
Program Mission:

The Master of Arts Degree in Teaching English to Speakers of Others Languages (TESOL) program endeavors to prepare educators to be both informed practitioners and effective researchers by providing a pedagogically and theoretically sound knowledge base and by encouraging respect for differences in language, culture, belief systems, and values. The program knowledge base consists of: (a) TESOL foundations and research methods; (b) Second language acquisition theory and research; (c) Second language pedagogy; (d) Language assessment; and (e) Sociolinguistics.

Please list all Program Learning Outcomes (PLOs):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Students develop an understanding of ESL/EFL methods and techniques.</td>
</tr>
<tr>
<td>2</td>
<td>Students demonstrate understanding of theories of second language acquisition.</td>
</tr>
<tr>
<td>3</td>
<td>Students demonstrate understanding of concepts and analytical procedures associated with current language testing practices.</td>
</tr>
<tr>
<td>4</td>
<td>Students develop a sociolinguistic perspective for the teaching of ESL/EFL.</td>
</tr>
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<table>
<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
<th>PLO(s) which match this ILO</th>
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</thead>
</table>
| 1. Knowledge: Mastery of content and processes of inquiry | PLO1: Students develop an understanding of ESL/EFL methods and techniques.  
PLO2: Students demonstrate understanding of theories of second language acquisition. |
| 2. Proficiency: Intellectual skills | PLO1: Students develop an understanding of ESL/EFL methods and techniques; PLO2: Students demonstrate understanding of theories of second language acquisition;  
PLO3: Students demonstrate understanding of concepts and analytical procedures associated with current language testing practices; PLO4: Students develop a sociolinguistic perspective for the teaching of ESL/EFL. |
| 3. Place and Community: Urban and global mission | PLO3: Students demonstrate understanding of concepts and analytical procedures associated with current language testing procedures |
| 4. Transformation: Integrative learning | PLO4: Students develop a sociolinguistic perspective for the teaching of ESL/EFL. |
Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
<th>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</th>
<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General</td>
<td>Program faculty met in fall 2015, spring 2016, fall 2016, and spring 2017 to discuss overall PLOs and develop comprehensive examination questions aligned with them</td>
<td>Comprehensive examination results: Fall 2015: 4 students passed; 1 did not pass the exam. Spring 2016: 10 students passed; 3 did not pass; Fall 2016: 5 students passed; 1 did not pass the exam</td>
<td>After year one of the implementation of the semester system, PLOs will be revised to be aligned with the new semester schedule</td>
</tr>
<tr>
<td>Program faculty reviewed the MA in TESOL students’ responses to the Current Student Survey data (Spring Semester 2017)</td>
<td>The results of the survey showed that were satisfied or very satisfied with the program curriculum, course availability, instruction, advisement, staff, graduation information</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program faculty met regularly during the 2016-2017 academic year in order to assess the effectiveness (in terms of enrollment and student preference) of various class schedules</td>
<td>Students did not favor taking classes that start at 7:30 pm and end after 9:00 pm.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Courses starting at 7:30 may benefit from a hybrid format. This format will be experimented with in selected courses fall 2017.</td>
</tr>
<tr>
<td>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</td>
<td>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</td>
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<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PLO1: Students develop an understanding of ESL/EFL methods and techniques.</td>
<td>Assessed in all courses focused on teaching methodologies; grammar; course, syllabus, and materials design; from fall 2015 through spring 2017. Assessed through portfolios, lesson plans, case studies, comprehensive examinations, peers assessment of student work, student presentations, student reflection on learning experiences. Rubrics are used in all the assessments.</td>
<td>After year one of the implementation of the semester system, from summer 2017 through winter 2018, faculty teaching the courses will evaluate the effectiveness of course syllabi in light of the semester system. Course syllabi and their content will be revised to improve instruction.</td>
<td></td>
</tr>
<tr>
<td>PLO2: Students demonstrate understanding of theories of second language acquisition.</td>
<td>Assessed in theory-based courses from fall 2015 through fall 2016. Assessments include literature reviews, research papers, midterm and final examinations, student presentations, theses and projects. Rubrics are used in all the assessments.</td>
<td>After year one of the implementation of the semester system, from summer 2017 through winter 2018, faculty teaching the courses will evaluate the effectiveness of course syllabi in light of the semester system. Course syllabi and their content will be revised to improve instruction. A thesis timeline will be developed to advise students who want to work on a thesis/project.</td>
<td></td>
</tr>
<tr>
<td>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</td>
<td>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</td>
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<tr>
<td>---</td>
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<td>---</td>
<td>---</td>
</tr>
<tr>
<td>PLO3: Students demonstrate understanding of concepts and analytical procedures associated with current language testing practices.</td>
<td>Assessed in the language testing course from fall 2015 through fall 2017. Assessments include test design, projects, student presentations, weekly responses to questions on case studies. Rubrics are used in all the assessments.</td>
<td>The faculty member teaching the course has redesigned the course to broaden its emphasis from standardized tests to classroom-based assessment.</td>
<td>The course syllabus and its content will be assessed and revised prior to offering the course in fall 2017</td>
</tr>
<tr>
<td>PLO4: Students develop a sociolinguistic perspective for the teaching of ESL/EFL.</td>
<td>Assessed in the educational sociolinguistics course from fall 2015 through fall 2016. Assessments include a linguistic autobiography, a data collection project, class presentations, and participation in online activities and Adobe Connect</td>
<td>After year one of the implementation of the semester system, from summer 2017 through winter 2018, the faculty member teaching the course will evaluate the effectiveness of course syllabi in light of the semester system.</td>
<td>Prior to fall 2017, when the course will be offered, the course syllabus will be redesigned to improve online segment of the course.</td>
</tr>
</tbody>
</table>
Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
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</tr>
</thead>
<tbody>
<tr>
<td>PLO1: Students develop an understanding of ESL/EFL methods and techniques.</td>
<td>2015-2017; 2017-2018</td>
<td>See above. In the 2017-2018 academic year, course syllabi will be revised and assessed. PLO will be assessed again in 2018.</td>
</tr>
<tr>
<td>PLO2: Students demonstrate understanding of theories of second language acquisition.</td>
<td>2015-2017; 2017-2018</td>
<td>See above. In the 2017-2018 academic year, course syllabi will be revised and assessed. PLO will be assessed again in 2018.</td>
</tr>
<tr>
<td>PLO3: Students demonstrate understanding of concepts and analytical procedures associated with current language testing practices.</td>
<td>2015-2017; 2017-2018</td>
<td>See above. In the 2017-2018 academic year, course syllabus will be revised and assessed. PLO will be assessed again in 2018.</td>
</tr>
<tr>
<td>PLO4: Students develop a sociolinguistic perspective for the teaching of ESL/EFL.</td>
<td>2015-2017; 2017-2018</td>
<td>See above. In the 2017-2018 academic year, course syllabus will be revised and assessed. PLO will be assessed again in 2018.</td>
</tr>
</tbody>
</table>

With whom do you share your assessment information? (Please check all that apply)

- [X] faculty in the MA in TESOL Program
- [ ] students in the program
- [ ] campus administrators
- [ ] department alumni
- [ ] employers
- [ ] external community members
- [ ] Other (please specify) ______________________________________________________________________________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

**Institutional Learning Goals**

[https://spcc.calstatela.edu/](https://spcc.calstatela.edu/)

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

**Knowledge: Mastery of content and processes of inquiry**

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CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

**Transformation: Integrative learning** CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

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Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
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- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
Department Mission:
To graduate well educated computer scientists who are prepared to meet the challenges of a rapidly changing, increasingly complex world. This will be accomplished through:
- A well-qualified faculty who care about students and their success.
- A dynamic, up-to-date curriculum that has an optimal balance between theory and practice.
- Laboratories, computer facilities, and instructional classrooms on par with any computer science program in the nation.
- Unique co-curricular opportunities for students such as participation in student design competitions, professional student organizations, and pre-professional employment.
- Opportunities for undergraduate and graduate students to participate in research and industry-funded design clinic projects.
- Mutually beneficial partnerships with area industry that take advantage of our location in one of the most concentrated high-tech centers in the nation.
- Strong cooperative relationships with local high schools, community colleges, and with other four-year institutions.

Please list all Program Learning Outcomes (PLOs):
1. Students will have the ability to write and analyze sophisticated algorithms.
2. Students will have the ability to design, analyze, and assess advanced software architectures.
3. Students will understand and be able to manage the challenges inherent in the development of complex software systems.
4. Students will have acquired advanced knowledge and skills in one or more specialized areas of computer science.
5. Students will be able to communicate effectively both orally and in writing.
6. Students will embrace lifelong learning and will have the skills to provide leadership in adapting to new environments and technologies.

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

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<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
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</tr>
</thead>
<tbody>
<tr>
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<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>1, 2, 3, 4, 5</td>
</tr>
</tbody>
</table>
### Assessment Results

Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
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</tr>
</thead>
</table>
| • All the six PLO’s were evaluated. These PLO’s were evaluated both for its “importance” and “satisfaction”. | • The PLO’s are evaluated on a 2 year cycle.  
• 2014-2016 is the most recent cycle that involved the Quarter to Semester Conversion.  
• The main assessment measures are:  
  a. Various constituent (Alumni, Faculty, IAB, Student) surveys.  
  b. Performance in “core”  
  d. Industry Advisory Board Annual Meeting. | • The responses to the “importance and “satisfaction” of PLO’s from all constituent surveys are satisfactory.  
• The following list of activities were identified:  
  a. Integrate assessment process/methods into the department adopted Computer Science Network Services (CSNS).  
  b. Examine curriculum during the Quarter to Semester Conversion.  
  c. Expand the “core” courses  
  d. Create an archive of all thesis publications.  
  e. Re-examine student learning outcomes | • The curriculum was rewritten to expand the “core”. (Changed to choosing three areas from the specified five areas)  
• The PLO’s were redefined. The first thee PLO’s were revised. The new PLO’s are listed above. |
Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

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<thead>
<tr>
<th>Program Learning Outcome</th>
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| All PLO’s                | On a 2 year cycle that spans 2016-2018.    | • Conduct constituent surveys by integrating into CSNS.  
• Elicit more information from alumni concerning placement and job growth.  
• Create an archive for all “thesis” and “comprehensive exam” on CSNS.  
• Create rubrics to evaluate “thesis” and “comprehensive exam” on CSNS.  
• Discuss the curriculum and assessment of PLO’s in the next annual IAB meeting in Fall 2017. |

With whom do you share your assessment information? (Please check all that apply)

☑ faculty in the department  ☑ students in the program  ☑ campus administrators  
☑ department alumni  ☐ employers  ☐ external community members  
☑ Other (please specify) __Industry Advisory Board__
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- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
Department Mission:
To provide our students with innovative learning experiences and service opportunities and to graduate well-educated professionals who are prepared to meet the challenges of a rapidly changing world.

Please list all Program Learning Outcomes (PLOs):

<table>
<thead>
<tr>
<th>Knowledge Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge of the fundamentals of mathematics and science (ABET a)</td>
</tr>
<tr>
<td>2. Knowledge of the engineering principles (ABET a)</td>
</tr>
<tr>
<td>3. Focus on a specialization field in Electrical Engineering</td>
</tr>
<tr>
<td>4. Knowledge of current events and contemporary societal issues (ABET j)</td>
</tr>
<tr>
<td>5. Knowledge of the state-of-the-art Information Technologies</td>
</tr>
<tr>
<td>6. The broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Skill Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. Ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability (ABET c)</td>
</tr>
<tr>
<td>8. Ability to identify, formulate, and solve Electrical Engineering problems (ABET e)</td>
</tr>
<tr>
<td>9. Ability to function in multidisciplinary teams (ABET d)</td>
</tr>
<tr>
<td>10. Capability to use state-of-art engineering/computer tools necessary for engineering practice (ABET k)</td>
</tr>
<tr>
<td>11. Skill to find and use available technical information</td>
</tr>
<tr>
<td>12. Ability to communicate effectively orally (ABET g)</td>
</tr>
<tr>
<td>13. Ability to communicate effectively in written reports (ABET g)</td>
</tr>
<tr>
<td>14. Skills to organize and synthesize information</td>
</tr>
<tr>
<td>15. Ability to design and conduct experiments, tests, or simulations, as well as analyze and interpret data to validate his/her assumptions and hypotheses (ABET b)</td>
</tr>
<tr>
<td>16. Ability to evaluate current electrical engineering techniques</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attitude Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>17. Recognition of the need and ability to engage in lifelong learning (ABET i)</td>
</tr>
<tr>
<td>18. Understanding of their professional and ethical responsibilities (ABRT f)</td>
</tr>
<tr>
<td>19. An understanding of responsibility and accountability</td>
</tr>
<tr>
<td>20. A desire to be a flexible and adaptable team player</td>
</tr>
<tr>
<td>21. Recognition of the significance to be a self-grower</td>
</tr>
<tr>
<td>22. Showing mental robustness and accepting increasing challenges</td>
</tr>
</tbody>
</table>

49
Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

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</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>3, 5, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>4, 6, 7, 9, 18, 19, 20, 21</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>4, 5, 6, 7, 10, 14, 15, 16, 17, 19, 22</td>
</tr>
</tbody>
</table>

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
<th>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</th>
<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>general: <strong>Graduate Survey:</strong> every Spring the graduate student survey has been conducted in a variety of courses of different specialization areas including communications, computer engineering, control systems, power and system engineering. The survey assesses all the knowledge, skill, and attitude outcomes. In the survey, the students also provide</td>
<td>The average ratings of the learning outcomes have been generally high, and always higher than the threshold value 3.3/5.0 that identifies the “areas of improvement”. The minimum values are achieved by the knowledge outcomes, and in particular by the outcomes k4: “knowledge of current events and contemporary society issues” and “k5: knowledge of the state-of-the-art Information Technologies”. Also the importance ratings are generally high, showing that meaningful</td>
<td>In the year 2016 the entire university has completed the quarter to semester conversion. This has led to a significant restructuring of many courses in the MSEE curriculum. We introduced computer projects in many of the graduate classes. As a culminating experience, in addition to the Comprehensive Exam and Thesis options, we introduced the Project option. In conjunction with the project option, we developed a new course entitled EE 5950 Graduate Design and Research Methodology as a requirement for anyone who</td>
<td></td>
</tr>
</tbody>
</table>
The attitude learning outcomes are considered the most important, and are also those with the higher satisfaction values. Second in order of importance (and also of satisfaction) are the skill outcomes, followed by the knowledge outcomes.

Selected students wanted to pursue a project. We also removed the option of students taking one class outside their major in their graduate program.

---

### Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. general</td>
<td>Fall 2017 either Spring or Fall 2018 either Spring or Fall 2019</td>
<td><strong>MS Thesis Poster Presentation</strong>: MS students will present their research in front of faculty, Alumni, IAB members and peer students, either in conjunction with the Senior Design Expo (during the Spring semester) or with the college wide IAB meeting (during the Spring semester). This will allow a direct assessment on all students’ knowledge, skills and attitude outcomes. The survey will be conducted once a year.</td>
</tr>
<tr>
<td>2. general</td>
<td>Spring 2017 Spring 2018 Spring 2019</td>
<td><strong>Comprehensive Exam Survey</strong>: a survey will be conducted to faculty who coordinate and grade comprehensive exam in the following areas of specialization: communications, computer engineering, control systems, power and system engineering. All the student outcomes will be assessed. The survey will be conducted once a year.</td>
</tr>
<tr>
<td>3. general</td>
<td>Spring 2017 Spring 2018 Spring 2019</td>
<td><strong>Graduate Survey</strong>: every Spring a survey will be conducted on the graduate students in a variety of courses of different specialization areas including communications, computer engineering, control systems, power and system engineering. The survey will assess all the knowledge, skill, and attitude outcomes. Furthermore, the students will provide their inputs about the importance of various learning outcomes. The survey will be conducted once a year.</td>
</tr>
</tbody>
</table>
With whom do you share your assessment information? (Please check all that apply)
- X faculty in the department
- ☐ students in the program
- X campus administrators
- ☐ department alumni
- ☐ employers
- ☐ external community members
- ☐ Other (please specify) __IAB_members__________________________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

**Institutional Learning Goals**

[https://spcc.calstatela.edu/](https://spcc.calstatela.edu/)

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

**Knowledge: Mastery of content and processes of inquiry**

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

**Proficiency: Intellectual skills**

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

**Place and Community: Urban and global mission**

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

**Transformation: Integrative learning**

CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:
- Capstone course
- Project
- Embedded questions
- Public performance/exhibit
- Portfolio review
- Student survey
- Alumni survey
- Employer survey
- Licensure exam
- Student focus groups
- Observation
- Student interviews
- Case study
- Placement rates
- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
- Improving department assessment process/methods
- Curriculum improvement
- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
Department Mission and Vision:

Mission:

The School of Criminal Justice and Criminalistics contributes to student success and to the advancement of criminal justice and forensic science practice and policy by:

1. Providing students with the specialized knowledge and skills to become well informed and engaged justice professionals;
2. Creating significant learning experiences by integrating innovative science, technology, civic engagement, and service learning into courses;
3. Creating partnerships to conduct applied research to improve policy and practice; and,
4. Promoting social justice, public awareness, scientific investigation in application to the law, and continuing education related to justice issues.

Student success = students who (1) have critical thinking skills; (2) communicate effectively; (3) are responsible; (4) are empathic; (5) understand the impact of micro and macro forces on justice policy and practice; and (6) acquire specialized scientific mastery of the principles, theories, and application of forensic science concepts.

Vision Statement:

The School of Criminal Justice and Criminalistics at California State University, Los Angeles will be recognized both locally and nationwide for its accomplishments in the integration of teaching, research and community engagement.
Please list all Program Learning Outcomes (PLOs):

**Criminal Justice**

1. To **acquire** specialized knowledge and understanding of scientific concepts, theories, and principles in relation to the practice of criminal/juvenile justice systems
2. To **understand** and **connect** the underlying theoretical, ethical, legal, scientific and social issues that influence and impact the practice of criminal/juvenile justice
3. To **analyze** the issues relevant to criminal/juvenile justice and **apply** creative responses to them through practice, policy, and research
4. To **recognize** and **evaluate** the interconnectedness between knowledge, diverse perspectives, and practice within the criminal/juvenile justice system
5. To **create** innovative responses to criminal justice research, policy, and practice needs through the application of knowledge and the principles of social science

**Criminalistics**

1. To **acquire** specialized knowledge and understanding of scientific concepts, theories, and principles in relation to the practice of forensic science
2. To **understand** and **connect** the underlying theoretical, ethical, legal, scientific and social issues that influence and impact the practice of forensic science
3. To apply scientific knowledge to plan and implement laboratory experiments and measurement techniques applicable to the forensic sciences; To utilize knowledge to demonstrate proficiency in assessing, analyzing, and synthesizing scientific data applicable to the forensic sciences; To evaluate the level of uncertainty in scientific experimental results and theoretical predictions.
4. To recognize and evaluate the interconnectedness between knowledge, diverse perspectives, and practice within the justice system.
5. To create innovative responses to forensic science research, policy, and practice needs through the application of knowledge and the principles of the natural and physical sciences.

**Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.**

<table>
<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
<th>PLO(s) which match this ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Mastery of content and processes of inquiry</td>
<td>PLO 1 &amp; 2</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>PLO 2, 3, 4 &amp; 5</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>PLO 3, 4 &amp; 5</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>PLO 3, 4 &amp; 5</td>
</tr>
</tbody>
</table>
Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

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<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
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<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
</tr>
</thead>
</table>

**Criminal Justice**

**PLO 1:**

1. Has not been assessed in last two years
2. NA
3. NA

**PLO 2:**

1. Has not been assessed in last two years
2. NA
3. NA

**PLO 3:**

1. This PLO was assessed in Fall 2016: A rubric was created for this PLO and the following undergraduate courses were assessed using this rubric (see attachment for rubric).
   - CRIM 5110 (1 section): CRIM 5110 is the graduate level Criminal Justice Research Methods course. The course map shows that students should achieve PLO #3 at the M (or Mastered) level.

2. Results:
   - CRIM 5110: 0% of students reached the Mastered level.

3. Curricular improvements:
   - This assessment was just completed last semester and the course has not yet been offered again. Therefore, curricular changes to increase student learning have not been implemented.

**PLO 4:**

1. Has not been assessed in last two years.
2. NA
3. NA
PLO 5:

1. Has not been assessed in last two years.
2. NA
3. NA

Criminalistics
PLO 1:

1. Assessment data was collected using a pre- and post-test offered in CRIM 4090 Forensic Science (a pre-requisite course for all forensic science graduate students). The questions in the specialized knowledge test are derived from the student learning outcomes for the course, which also reflect the first learning outcome for the program (PLO 1: Understanding: To acquire specialized knowledge and understanding of scientific concepts, theories, and principles in relation to the practice of forensic science). The students are informed that the purpose of the test is to provide information distinguishing what was acquired from the course compared with what they brought to the course. At the conclusion of the course, the results for students who complete both the pre- and post-test are compared and examined based on the percentage of correct responses.

2. In CRIM 4090, 100% of students were proficient in responding to questions in the post-test. This was based on the student scoring the equivalent of a B or better on the post-test. Fewer than 20% were proficient in the pre-test.

3. Findings from the CRIM 4090 data indicate no changes are needed

PLO 2:

1. Employer satisfaction survey, graduate exit survey, alumni survey, internship survey
2. Summary provided below
3. Summary provided below

PLO 3:

4. Employer satisfaction survey, graduate exit survey, alumni survey, internship survey
1.
2. Summary provided below
3. Summary provided below

PLO 4:

1. Employer satisfaction survey, graduate exit survey, alumni survey, internship survey
2. Summary provided below
3. Summary provided below
PLO 5:
1. Employer satisfaction survey, graduate exit survey, alumni survey, internship survey
2. Summary provided below
3. Summary provided below

Graduate Exit Survey Summary

The results of the graduate student exit surveys also show an overall high satisfaction with the quality of the curriculum and the full-time faculty. However, in earlier surveys, our part-time faculty scored lower. In response, we have reviewed the qualifications and content of the courses taught by part-time faculty and have implemented changes. Subsequent surveys have shown an improvement in the part-time faculty scores. The graduation rates for students during 2007-2009 show a mean time of degree completion = 2.77 years (SD 1.27). In response to this finding, the Principles of Research course (CRIM 5110) was restructured to incorporate the development of a research proposal in order to initiate the thesis project earlier in the program. The goal was facilitate a timelier completion of the degree. Analysis of the graduate student exit surveys indicates the mean time of degree completion has improved: 2009-2011 (2.55 years), 2012-2013 (3.13 years), and 2014-2016 (2 years). There is an anomaly in the data for 2012-2013 in that one student returned to complete their degree and repeat course following a 14 year hiatus. In 2014, the research methods course was modified to incorporate a statistics component (CRIM 5150: Research Methods and Statistical Analysis in Forensic Science) in response to the greater emphasis placed by oversight committees on supporting forensic evidence findings with statistical analyses. The Graduate Exit Survey question related to curriculum that received the lowest mean score concerned the quality of electives. In response, we developed a new elective course (CRIM 5630: Forensic Analysis of Firearms, Toolmarks, and Serial Number Restoration). The Graduate Exit Survey questions on resources that received the lowest mean scores concerned the University library facilities, campus housing and financial aid services. In summary, the Graduate Exit Survey identified the following as the strengths of the criminalistics program: full-time faculty, expertise of faculty, internship opportunities, the Hertzberg-Davis facility, and relationships with operational forensic science laboratories. In terms of weakness, the following were mentioned more than once: quality of instruction by part-time faculty, range of electives offered, funding for state-of-the-art instrumentation, the need to initiate thesis research earlier in the program, and the length of the evening classes (6:10-9:40pm under the quarter system).

Alumni Survey Summary
Of the 64 Masters in Criminalistics alumni contacted, 45 alumni (70%) responded to the online survey conducted in February 2017. The following table summarizes the survey results. Overall, the results mirror the Graduate Exit Survey in showing a high level of satisfaction with multiple aspects of the criminalistics program.

**Internship Evaluation Surveys**

The internship evaluation process was formalized and initiated in academic year 2009-2010. In previous years, the feedback received was either through an informal discussion with the intern’s supervisor or by using the host agency’s intern evaluation form. A revised Evaluation of Intern Performance Survey was implemented in 2015, which also included an intern reflection paper. Effective 2017, all students will also be required to complete a Student Opinion Survey to evaluate their internship experience.

**Employer Satisfaction Survey**

A formal procedure for surveying employers of our graduates was implemented during academic year 2009-2010. A pilot employer survey was devised and submitted to two forensic laboratory directors for evaluation. Based on the feedback that was received in this evaluation, the survey was modified and is submitted to individuals from various agencies responsible for supervising our former graduate students. The survey is conducted every four years. Below are the data relating to academic years 2009, 2013, and 2017.

**Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019**

**Criminal Justice**

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fall 2017</td>
<td>Create rubric for PLO 1, assess for CRIM 5900 and 5380. Each instructor has flexibility as to how they measure the extent to which students meet this PLO according to rubric.</td>
</tr>
<tr>
<td>2.</td>
<td>Spring 2018</td>
<td>Create rubric for PLO 2, assess for CRIM 5380. Each instructor has flexibility as to how they measure the extent to which students meet this PLO according to rubric.</td>
</tr>
</tbody>
</table>
The graduate program in Criminal Justice is suspended and will not be accepting any new students. Assessment will not be occurring at the graduate level following the graduation of our current students in Spring 2018. The graduate program will be reinstated within the next three years and an assessment plan will be implemented at that time.

### Criminalistics

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
</tr>
</thead>
</table>
| 1.                       | Fall 2017                                   | We have developed an oral presentation rubric that will be used by all criminalistics faculty to assess a student’s oral communication competency. The rubric will be implemented, initially in the CRIM 4090 course and continuing in all courses through the research project and courtroom capstone courses. Faculty will use the resulting data to assess student improvement with respect to oral communication competency. Initially, the rubric will measure student performance in relation to **PLO 1: To acquire specialized knowledge and understanding of scientific concepts, theories, and principles in relation to the practice of forensic science** while enrolled in the CRIM 4090 course. Students will be assigned a case scenario and asked to present a brief explanation as to the underlying legal and scientific concepts. Two additional performance-based direct methods will also be introduced for PLO 1:  
  a. Pre- and Post-testing in all 500-level courses  
  b. Forensic Science Aptitude Test* |
| 2.                       | Spring 2018-Spring 2019                     | The oral rubric will be adapted to apply to **PLO 2: To understand and connect** the underlying theoretical, ethical, legal, scientific and social issues that influence and impact the practice of forensic science. Two additional performance-based direct methods will also be introduced for PLO 1:  
  a. Pre- and Post-testing in all 500-level courses  
  b. Forensic Science Aptitude Test* |
The oral rubric will be adapted to apply to **PLO 3**: To utilize knowledge to demonstrate proficiency in assessing, analyzing, and synthesizing scientific data applicable to the forensic sciences, we will apply the rubric to evaluate a student’s oral communication competency when presenting an article critique. This is a requirement for the majority of our courses and assesses a student’s oral competency skills when addressing a technical/scientific audience (CRIM 5150, 5500, 5520, 5530, 5590, 5600, 5630).

The oral rubric will be adapted to apply to **PLO 4**: To recognize and evaluate the interconnectedness between knowledge, diverse perspectives, and practice within the justice system. Here, we apply the rubric to evaluate student performance when addressing a non-technical/juror audience (CRIM 5620).

The oral rubric will be adapted to apply to **PLO 5**: To create innovative responses to forensic science research, policy, and practice needs through the application of knowledge and the principles of the natural and physical sciences. Here, we apply the rubric to evaluate student performance when presenting their thesis defense (CRIM 5990).

* Effective for graduate students admitted beginning Fall Semester 2017, the Forensic Science Aptitude Test (FSAT) will provide an additional assessment tool that will allow the program to compare the performance of criminalistics graduate students with those from other graduate programs. Further, the FSAT report that is issued to faculty summarizes the students’ scores in multiple categories (for example, forensic biology, trace evidence analysis, toxicology). This measurable will allow the faculty to identify potential knowledge gaps in particular disciplines within the criminalistics program.

**With whom do you share your assessment information? (Please check all that apply)**
- [X] faculty in the department
- [ ] students in the program
- [ ] campus administrators
- [ ] department alumni
- [ ] employers
- [ ] external community members
- [ ] Other (please specify) __________________________

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*PROGRAM ASSESSMENT REPORT FORM (REV. 3/1/17) - PAGE | 8*
Append A: Cal State LA Institutional Learning Outcomes and Goals

_Institutional Learning Goals_

[https://spcc.calstatela.edu/](https://spcc.calstatela.edu/)

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

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_Transformation: Integrative learning_ CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:
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- Student survey
- Alumni survey
- Employer survey
- Licensure exam
- Student focus groups
- Observation
- Student interviews
- Case study
- Placement rates
- Graduate level thesis
- Graduate level process
- Exit interviews
- Comprehensive exam
- Peer assessment of student work
- Internship review
- Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
- Improving department assessment process/methods
- Curriculum improvement
- Improving instruction
- Examining curriculum content coverage
- Examining skill development in curriculum
- Introducing new pedagogies
- Stimulating faculty discussion on student learning
- Re-examining student learning outcomes
- Engaging students in their own learning
## PLO 3 (Application) Assessment Rubric

<table>
<thead>
<tr>
<th>PLO 3: Application: To analyze the issues relevant to criminal/juvenile justice and apply creative responses to them through practice, policy, and research.</th>
<th>Emerging</th>
<th>Practiced</th>
<th>Developed</th>
<th>Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Demonstrated a basic understanding of CJ/JJ issues but is not yet at the level of analysis or application.</td>
<td>Analyzed a CJ/JJ issue and/or attempted (successfully or not) to apply a response to the issue.</td>
<td>Demonstrated the ability to critically analyze a CJ/JJ issue and showed some level of ability (either basic or skillful) to apply a response to the issue(s).</td>
<td>Clearly demonstrated the ability to critically and effectively analyze relevant CJ/JJ issues and the skillful ability to apply creative response(s) to the relevant issue(s).</td>
</tr>
</tbody>
</table>
School Mission:

The mission of the California State University, Los Angeles, School of Social Work is to educate urban generalist social workers at the entry (BASW) and advanced (MSW) levels for cross-cultural practice in culturally and economically diverse urban communities. We expect our graduates to: (1) demonstrate sensitivity to and competence in addressing issues of race, culture, ethnicity, class, sexual orientation, disability, gender and age over the life course; (2) understand the effects of prejudice, social inequality, and institutionalized discrimination upon the lives and opportunities of constituent communities; and (3) provide social work services to individuals, families, groups, organizations and communities.

Please list all Program Learning Outcomes (PLOs):

1. Identify as a professional social worker and conduct oneself accordingly.
2. Apply social work ethical principles to guide professional practice.
3. Apply critical thinking to inform and communicate professional judgements.
4. Engage diversity and difference in practice.
5. Advance human rights and social and economic justice.
7. Apply knowledge of human behavior and the social environment.
8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services.
9. Respond to contexts that shape practice.
10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities.

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

<table>
<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
<th>PLO(s) which match this ILO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Knowledge: Mastery of content and processes of inquiry</td>
<td>All PLOs</td>
</tr>
<tr>
<td>2. Proficiency: Intellectual skills</td>
<td>PLO#1, PLO#2, PLO#3, PLO#6, PLO#10</td>
</tr>
<tr>
<td>3. Place and Community: Urban and global mission</td>
<td>PLO#4, PLO#7, PLO#9, PLO#5, PLO#8</td>
</tr>
<tr>
<td>4. Transformation: Integrative learning</td>
<td>Field Instruction</td>
</tr>
</tbody>
</table>
Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

Assessment results of the School of Social Work are posted on the School of Social Work website:

BSW Outcomes for CSWE AS 4 form B Feb 2015
BSW Outcomes for CSWE AS 4 form B-PART 1
BSW Outcomes for CSWE AS 4 form B-PART 2
MSW Outcomes for CSWE AS 4 form M February 2015
MSW Outcomes for CSWE AS 4 form M-PART 1
MSW Outcomes for CSWE AS 4 form M-PART 2

Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.

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<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will examined?)</th>
<th>Courses Examined [b1]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify as a professional social worker and conduct oneself accordingly.</td>
<td>Spring of 4th Year</td>
<td>• Self-Efficacy Ratings (Post Program Survey) • Grades • Field Instructor Ratings</td>
<td>All Required Courses</td>
</tr>
<tr>
<td>2. Apply social work ethical principles to guide professional practice.</td>
<td>Spring of 4th Year</td>
<td>• Self-Efficacy Ratings (Post Program Survey) • Grades • Field Instructor Ratings</td>
<td>All Required Courses</td>
</tr>
<tr>
<td>3. Apply critical thinking to inform and communicate professional judgements.</td>
<td>Spring of 4th Year</td>
<td>• Self-Efficacy Ratings (Post Program Survey) • Grades • Field Instructor Ratings</td>
<td>All Required Courses</td>
</tr>
</tbody>
</table>
| 4. Engage diversity and difference in practice. | Spring of 4th Year | • Self-Efficacy Ratings (Pre-Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Required Courses |
|---|---|---|---|
| 5. Advance human rights and social and economic justice. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Required Courses |
| 6. Engage in research-informed practice and practice-informed research. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Ratings | All Practice Courses |
| 7. Apply knowledge of human behavior and the social environment. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Practice Courses |
| 8. Engage in policy practice to advance social and economic well-being and to deliver effective social work services. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Policy Courses |
| 9. Respond to contexts that shape practice. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Practice Courses |
| 10. Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. | Spring of 4th Year | • Self-Efficacy Ratings (Post Program Survey)  
• Grades  
• Field Instructor Ratings | All Required Courses |

**With whom do you share your assessment information?** (Please check all that apply)

- x faculty in the department
- x students in the program
- x campus administrators
- x department alumni
- x employers
- x external community members
- □ Other (please specify) __Council on Social Work Education_____________________________
Append A: Cal State LA Institutional Learning Outcomes and Goals

**Institutional Learning Goals**

[https://spcc.calstatela.edu/](https://spcc.calstatela.edu/)

California State University, Los Angeles students expand and deepen their interdisciplinary and general understanding of the world, enhance their critical skills, and take responsibility for a lifetime of learning, and as graduates become individuals who engage, enhance, and contribute to democratic society.

**Knowledge: Mastery of content and processes of inquiry**

CSULA graduates have a strong knowledge base in their academic major and can use powerful processes of inquiry in a range of disciplines. They engage contemporary and enduring questions with an understanding of the complexities of human cultures and the physical and natural world and are ready to put their knowledge into action to address contemporary issues.

**Proficiency: Intellectual skills**

CSULA graduates are equipped to actively participate in democratic society. They are critical thinkers who make use of quantitative and qualitative reasoning. They have the ability to find, use, evaluate and process information in order to engage in complex decision-making. They read critically, speak and write clearly and thoughtfully and communicate effectively.

**Place and Community: Urban and global mission**

CSULA graduates are engaged individuals who have contributed to the multi-lingual and multiethnic communities that constitute Los Angeles and the world of the future. They are aware of how their actions impact society and the environment, and they strive to make socially responsible decisions. They are community builders sensitive to the needs of diverse individuals and groups and committed to renewing the communities in which they live.

**Transformation: Integrative learning** CSULA graduates integrate academic learning with life. They engage in community, professional, creative, research and scholarly projects that lead to changes in their sense of self and understanding of their worlds. Graduates integrate their knowledge, skills and experience to address complex and contemporary issues and act ethically as leaders for the 21st century.

Endorsed by Academic Senate 6/1/10 and approved by the President 6/8/10
Appendix B: Examples of Assessment Measures

The following are common measures used to assess program learning outcomes:
  - Capstone course
  - Project
  - Embedded questions
  - Public performance/exhibit
  - Portfolio review
  - Student survey
  - Alumni survey
  - Employer survey
  - Licensure exam
  - Student focus groups
  - Observation
  - Student interviews
  - Case study
  - Placement rates
  - Graduate level thesis
  - Graduate level process
  - Exit interviews
  - Comprehensive exam
  - Peer assessment of student work
  - Internship review
  - Advisory board feedback

Appendix C: Examples of Use of Assessments Results

The following are examples of the use of assessment results:
  - Improving department assessment process/methods
  - Curriculum improvement
  - Improving instruction
  - Examining curriculum content coverage
  - Examining skill development in curriculum
  - Introducing new pedagogies
  - Stimulating faculty discussion on student learning
  - Re-examining student learning outcomes
  - Engaging students in their own learning
MA Program Mission:

The Master of Arts program provides graduate students with an advanced understanding of the main subfields in the discipline of political science, ensuring mastery of established theories and findings, and the ability to analyze current challenges and controversies. Graduates will be trained to engage in theoretically-based and methodologically-sound academic research, to be thoughtful contributors to political debates and policy discussions, and to transmit their knowledge to others via teaching, writing, and scholarship.

Please list all Program Learning Outcomes (PLOs):

1. Students will develop in-depth understanding of one or more subfields in political science.
2. Students will be able to analyze complex political questions utilizing discipline-based theories.
3. Students will develop necessary skills for conducting and executing research on the political process.
4. Students should be able to integrate theoretical and substantive materials.
5. Students will be able to situate and analyze political activity in local, national, and global contexts.
6. Students will be able to apply the findings of advanced political science research to contemporary issues and debates.

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.

<table>
<thead>
<tr>
<th>Cal State LA Institutional Learning Outcomes</th>
<th>PLO(s) which match this ILO</th>
</tr>
</thead>
</table>
| 1. Knowledge: Mastery of content and processes of inquiry | 1. In-depth understanding of subfield.  
2. Analyze complex political questions. |
4. Integrate and present research findings. |
| 3. Place and Community: Urban and global mission | 5. Analyze political activity in local, national, and global contexts |

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.
### Program Learning Outcome

**1. In-depth understanding of subfield**
- **Academic year/semester when PLO is assessed:** Every semester
- **What is your tentative plan for assessing this PLO?**
  1. Comprehensive exam.
  2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.

**2. Analyze complex political questions**
- **Academic year/semester when PLO is assessed:** Every semester
- **What is your tentative plan for assessing this PLO?**
  1. Comprehensive exam (or thesis).
  2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.

**3. Necessary research skills.**
- **Academic year/semester when PLO is assessed:** Every semester
- **What is your tentative plan for assessing this PLO?**
  1. Comprehensive exam (or thesis).
  2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.
  3. Joint faculty assessment of randomly selected student papers

**4. Integrate theoretical and substantive materials**
- **Academic year/semester when PLO is assessed:** Every semester
- **What is your tentative plan for assessing this PLO?**
  1. Comprehensive exam (or thesis).
  2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.
  3. Joint faculty assessment of randomly selected student papers

**5. Analyze political activity in local, national, and global contexts**
- **Academic year/semester when PLO is assessed:** Every semester
- **What is your tentative plan for assessing this PLO?**
  1. Comprehensive exam (or thesis).
  2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.
  3. MA graduate exit survey. Results will used to make improvements to curriculum and instruction.

---

**Assessment Plan - In this section, provide a description of assessment plan that specifies assessment activities conducted (and to be conducted) from 2015-2019.**

<table>
<thead>
<tr>
<th>Program Learning Outcome</th>
<th>Academic year/semester when PLO is assessed</th>
<th>What is your tentative plan for assessing this PLO?</th>
<th>Outcomes 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</td>
<td>1. Comprehensive Exam, every quarter/semester.</td>
<td>Average annual pass rate of 90%, but with some students performing at “low pass” level, with inadequate use of references and conceptual errors/limitations.</td>
<td>More use of group meetings to orient students about exam expectations; greater clarity about exam performance requirements in graduate courses.</td>
</tr>
<tr>
<td>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</td>
<td>Assessed in relevant graduate seminars.</td>
<td>Individual faculty assessed student performance in relevant seminars.</td>
<td>Individual faculty used results to improve instruction.</td>
</tr>
</tbody>
</table>

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**Department Assessment Report Form (Rev. 11/16) - Page | 2**
6. Apply findings to contemporary issues and debates.

Every semester

1. Comprehensive exam (or thesis).
2. Individual faculty will assess performance in graduate seminars, and use results to improve instruction.
3. MA graduate exit survey. Results will used to make improvements to curriculum and instruction.

With whom do you share your assessment information? (Please check all that apply)
- [x] faculty in the department
- [ ] students in the program
- [x] campus administrators
- [ ] department alumni
- [ ] employers
- [ ] external community members
- [ ] Other (please specify) ______________________________________________________
Department Mission:

The mission of the CSULA Psychology Department is to provide students with the opportunity to excel academically and professionally by using a teacher-scholar mentoring model to teach psychology as a scientific discipline that accurately reflects the diversity of life and human experience. The department is committed to excellence in teaching, research, practice, and scholarship. Faculty members are equally committed to fostering service that promotes social justice in our local and global communities and to incorporating cultural issues in curriculum, research, and mentoring. In support of these goals the department seeks to provide a supportive, open, culturally sensitive, and collegial academic environment to its faculty and students.

Please list all Program Learning Outcomes (PLOs):

1. **Theoretical Foundations**: Explain and contrast important empirical and theoretical foundations of psychology, and identify unanswered questions stemming from those bodies of knowledge, with particular attention given to areas of psychology related to the thesis.

2. **Research Methods**: Identify and describe basic psychological research designs, and appropriately apply these designs to independent research leading to and including the thesis.

3. **Statistical Analysis**: Demonstrate their knowledge of the range of analytic techniques that are used in psychology, particularly univariate and multivariate statistical techniques.

4. **Communication**: Communicate critical and integrative thinking both orally and in writing at a level that is appropriate for professionals in their chosen area of specialization and utilizing advanced information literacy skills.

5. **Ethical and Social Responsibility in a Diverse World**: Demonstrate knowledge and appreciation of human diversity and apply this knowledge to engage in ethical and socially responsible research and practice.

6. **Professional Competence**: Cultivate their role as professionals by engaging in the relevant activities within the Psychology Department and professional community such as presenting at research conferences, assuming graduate assistant assignments, and engaging in research training, internships, and/or practicum.

Alignment of Institutional Learning Outcomes (ILOs) and Program Student Learning Outcomes (see Appendix A for a complete description of each ILO) - Please indicate which of your PLOs best match the following ILOs.
Cal State LA Institutional Learning Outcomes | PLO(s) which match this ILO
--- | ---
1. Knowledge: Mastery of content and processes of inquiry | PLO1: Theoretical foundations
2. Proficiency: Intellectual skills | PLO2: Research Methods, PLO3: Statistical Analysis, PLO4: Communication
3. Place and Community: Urban and global mission | PLO5: Ethical and Social Responsibility in a Diverse World
4. Transformation: Integrative learning | PLO6: Professional Development

Assessment Results - Describe any assessment activities conducted within the past 2 academic years for each outcome. See Appendix for examples of assessment measures and use of results. Please attach any additional information as needed.

<table>
<thead>
<tr>
<th>Program Learning Outcome (List activities for each PLO. Enter “general” for activities that pertain to multiple PLOs)</th>
<th>1. How and when was this PLO assessed? (For example, which assessments were used, which courses were examined, what were the dates of data collection?) See Appendix B for other examples</th>
<th>2. What were the results? (For example, how many students reached each level of proficiency on the SLOs assessed?) See Appendix C for other examples</th>
<th>3. Based on the results, what instructional, programmatic, or curricular improvements were made?</th>
</tr>
</thead>
<tbody>
<tr>
<td>General (all PLOs)</td>
<td>Faculty reflected on and discussed Mission and Program Learning Outcomes during department retreats in fall 2015 and fall 2016.</td>
<td>We revised and further developed the MA/MS PLOs.</td>
<td>These new PLOs will be used to develop a new assessment plan for the MA/MS program.</td>
</tr>
<tr>
<td>PLO1: Theoretical Foundations</td>
<td>Assessed in all seminars and with thesis. In spring 2017, a rubric will be used to score each thesis for this evidence of this PLO.</td>
<td>Individual faculty assess in courses. Results for the 2017 thesis assessment will be examined this summer.</td>
<td>Individual faculty use results to improve instruction. Results of the 2017 thesis assessment will be discussed in fall 2018 and used to make improvements to curriculum and instruction.</td>
</tr>
<tr>
<td>PLO2: Research Methods</td>
<td>Assessed in core research methods courses (PSY 5040) and with thesis. In spring 2017, a rubric will be used to score each thesis for this evidence of this PLO.</td>
<td>Individual faculty assess in courses. Results for the 2017 thesis assessment will be examined this summer.</td>
<td>Individual faculty use results to improve instruction. Results of the 2017 thesis assessment will be discussed in fall 2018 and used to make improvements to curriculum and instruction.</td>
</tr>
<tr>
<td>PLO3: Statistical Analysis</td>
<td>Assessed in core stats classes (PSY 4910, 5150 or 5910) and with thesis. In spring 2017, a rubric will be used to score each thesis for this evidence of this PLO.</td>
<td>Individual faculty assess in courses. Results for the 2017 thesis assessment will be examined this summer.</td>
<td>Individual faculty use results to improve instruction. Results of the 2017 thesis assessment will be discussed in fall 2018 and used to make improvements to curriculum and instruction.</td>
</tr>
<tr>
<td>PLO4: Communication</td>
<td>Assessed in all courses and with thesis. In spring 2017, a rubric will be used to score each thesis for this evidence of this PLO.</td>
<td>Individual faculty assess in courses. For example, in PSY 5110, 83% of students scored in the “meets expectations” range for written communication on the first draft of their course paper, but 88% scored in the “exceeds expectations” range on their final draft. Results for the 2017 thesis assessment will be examined this summer.</td>
<td>Individual faculty use results to improve instruction. For example, in PSY 5110, the instructor gave written and verbal instructional feedback to students on how to improve their writing after the first draft was completed. Results of the 2017 thesis assessment will be discussed in fall 2018 and used to make improvements to curriculum and instruction.</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------</td>
</tr>
<tr>
<td>PLO5: Ethical and Social Responsibility in a Diverse World</td>
<td>Assessed in core research methods courses (PSY 5040), all seminars, and with thesis.</td>
<td>Individual faculty assess in courses.</td>
<td>Individual faculty use results to improve instruction.</td>
</tr>
<tr>
<td>PLO6: Professional Development</td>
<td>Professional development is assessed with: a) an alumni survey, b) a pre-post test of student self-ratings of professional competence during PSY 4950 Intro to Graduate Studies, c) regular assessment of current graduate students to track progress in meeting the objectives, d) completion of the thesis exam, and e) placement rates in doctoral programs.</td>
<td>Results were as follows: a) the alumni survey was not conducted in the last year, b) In PSY 4950, students reported increased career preparation and awareness of doctoral studies upon completion of the course, c) tracking results suggest that 75% of the 2015 cohort are on track to graduate in spring 2017, d) With regard to completion of the thesis as of spring 2017: 83% of the cohort starting in 2012, 93% of the cohort starting in 2013, and 86% of the cohort starting in 2014 have completed their thesis. e) Additionally, 14 out of 33 students across these 3 cohorts have been placed in doctoral programs (42%).</td>
<td>The director of the program uses the assessments to follow-up with students and provide advisement and intervention as needed. Since 2015, a thesis writing workshop (at the end of the students’ first year) has also been added to help increase the completion rate and to give more guidance on the writing of the thesis. Assessments inform the curricula of the workshop to meet the students’ needs.</td>
</tr>
</tbody>
</table>

**Assessment Plan** - In this section, provide a description of assessment plan that specifies **assessment activities conducted (and to be conducted) from 2015-2019.**
<table>
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</tr>
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<tbody>
<tr>
<td>PLO1: Theoretical foundations</td>
<td>2016-2017, 2018-2019</td>
<td>See above, in spring 2017, a rubric will be used to score each thesis for this evidence of this PLO. Results will be used to improve curriculum and the PLO will be assessed again in 2018-2019.</td>
</tr>
<tr>
<td>PLO2: Research Methods</td>
<td>2016-2017, 2018-2019</td>
<td>See above, in spring 2017, a rubric will be used to score each thesis for this evidence of this PLO. Results will be used to improve curriculum and the PLO will be assessed again in 2018-2019.</td>
</tr>
<tr>
<td>PLO3: Statistical Analyses</td>
<td>2016-2017</td>
<td>See above, in spring 2017, a rubric will be used to score each thesis for this evidence of this PLO. Results will be used to improve curriculum and the PLO will be assessed again in 2018-2019.</td>
</tr>
<tr>
<td>PLO4: Communication</td>
<td>2017-2018</td>
<td>We will create a common rubric to assess this PLO and collect a sample of paper assignments from several seminars. These assignments will be scored with the rubric.</td>
</tr>
<tr>
<td>PLO5: Ethical and Social Responsibility in a Diverse World</td>
<td>2018-2019</td>
<td>We will create a common rubric to assess this PLO and ask faculty teaching the seminar classes to score their paper assignments using the rubric.</td>
</tr>
<tr>
<td>PLO6: Professional Development</td>
<td>2015-2019</td>
<td>See above, the assessment of this PLO is ongoing. We will continue the regular efforts and will continue to improve these.</td>
</tr>
</tbody>
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