

AREAS FOR FURTHER CONSIDERATION AND NEXT STEPS

ESSAY 3 CFRs PROMPTS: What was identified in the process of considering the meaning, quality, and integrity of the degrees that may require deeper reflection, changes, restructuring, etc.? What will be done as a result? What resources will be required?

Continued Campus-wide MQID Opportunities

Beginning in Fall 2017, results from the MQID questionnaires will be shared with faculty through college-wide meetings. These provide opportunities to continue the MQID conversations started in Spring 2017 and facilitate working meetings and workshops through which the campus community can continue to engage actively with MQID to improve upon the articulation of the meaning of Cal State LA degrees in a variety of ways:

- **PLO Revision**

What is a PLO? There is a need for a rubric for PLOs that includes the following: clarity; actionable measurement; content; action verbs; coverage of outcomes areas within PLOs as well as through curriculum mapping.

Suggested action to be taken

- Invite faculty to working meetings in which they review existing learning outcomes in relation to recommended learning outcomes from their disciplinary professional associations and the “degree specifications” framework (e.g., American Chemical Society, or American Psychological Association; NILOA; DQP or others).
- Pilot PLO and “degree specification” initiative with departments in the College of Health and Human Services – A plan has been discussed for the Associate Dean of HHS and a faculty MQID facilitator to lead workshops for chairs and their departments. Example topics and outcomes:
 - Revise explanation of degrees on department web pages
 - Refine program learning outcomes
- **Articulation of “Meaning” for Students Integrated throughout their Career**
Support and foster campus-wide collaboration and synergy opportunities to strengthen the meaning of degrees throughout the curriculum, co-curriculum and extra-curricular programs.

Suggested action to be taken

- Review Senior Capstone Courses with a focus on improving consistency of the overall format of the courses and the labeling/naming of the courses across departments and colleges, etc.
- Career Development Center’s co-curriculum can be adopted by faculty to accompany select courses to provide additional, career-focused scaffolding to enrolled students.
- Student Life Staff can help identify collaborative opportunities with programming and activities offered through their offices, programs, student organizations, etc.

To assess these efforts, campus partners across Academic Affairs and Student Life (EEAC, CAC, Student Life and Career Center Staff) can conduct surveys and focus groups to determine if students gain a clearer understanding of the knowledge and skills they gain in a degree and can articulate how a degree is transferable to the workplace and a career.

Other Opportunities Identified

- **Assessment of Civic and Community Engagement**

Evidence of the significance of civic and community engagement exists in CIRP and NSSE data. There is no campus-wide assessment plan for civic learning in GE or service learning in the majors (beyond tracking the number of service hours). A plan focused on students' civic mindedness that includes direct assessment of student work products is suggested. Common/embedded assignments would be ideal.

Suggested action to be taken

- The campus will submit an application for the Carnegie Community Engagement classification in Fall 2019.
- A plan to collect evidence of the "institutionalization" of civic and community engagement is being developed.
- Assessment will be coordinated through the Faculty Director of Service Learning, the CACs and others. The plan will be presented to the EEAC, Academic Senate and other governing bodies as appropriate.

- **Strengthening of the Data Culture**

Analysis of CIRP, NSEE and MQID faculty questionnaires revealed how these kinds of evidence can be used to foster conversations about the meaning, quality and integrity of degrees. Use of such data could also be incorporated into policy that defines program review, assessment through EEAC, and future accreditation processes.

Suggested action to be taken

Beginning in summer 2018:

- Develop a "use of data" plan with the Office of Institutional Research
- Develop more workshops for faculty and departments about how to use such data for annual assessment, program review, and accreditation
- Offer workshops through CETL

- **Development of new MQID-related Alumni Survey Questions**

Alumni with post-graduate experience, who can view their Cal State LA experience reflectively, offer a perspective valuable to campus MQID efforts.

Suggested action to be taken

Work with Institutional Research to develop new questions for the Cal State LA Alumni Survey related to:

- Civic and community engagement
- Diversity, equity, and inclusion
- Applied learning and undergraduate research
- Degree proficiencies and competencies