

**CALIFORNIA STATE UNIVERSITY, LOS ANGELES**  
**ANNUAL ASSESSMENT REPORT**

**PROGRAM:** \_\_\_\_\_ **REPORT SEMESTER/YEAR:** \_\_\_\_\_

**COLLEGE/SCHOOL:** \_\_\_\_\_ **ASSESSMENT COORDINATOR:** \_\_\_\_\_

**SPECIALIZED ACCREDITATION:**  NO  YES PLEASE SPECIFY AGENCY/ORGANIZATION AND DATE \_\_\_\_\_

**Department Mission:**

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

1.
2.
3.
4.
5.

**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	
2. Proficiency: Intellectual skills	
3. Place and Community: Urban and global mission	
4. Transformation: Integrative learning	

**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 (List activities for each PLO. Enter "general" for activities that pertain to multiple PLOs)	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	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	3. Based on the results, what instructional, programmatic, or curricular improvements were made?
1.			
2.			
3.			
4.			
5.			

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

Program Learning Outcome	Academic year/semester when PLO is assessed	What is your tentative plan for assessing this PLO? (For example, which assessments will be used, which courses will be examined?)
1.		
2.		
3.		
4.		
5.		

**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) \_\_\_\_\_

## **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