**DEPARTMENT:**

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| *a* | *b* | *c* | *d* | *e* | *f* | *g* | *h* | *i* | *j* | *k* |
| *ILOs* | *PLOs* | *SLOs* | *Course**where each SLO is assessed* | *Assessment activity/**assignment used to measure each SLO* | *Assessment tool used to measure outcome success* | *Assessment schedule – how often SLOs will be assessed* | *How data/**findings will be quantitatively or qualitatively reported* | *Designated personnel to collect, analyze, and interpret student learning outcome data*  | *Program**data/**findings**dissemination schedule* |  *Closing the loop strategies* |
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**Key:**

A. Institutional Learning Outcomes: <http://www.csulb.edu/academic-affairs/program-review-and-assessment/student-success-institutional-learning-outcomes>

B. Program Learning Outcomes: Your department / program outcomes

C & D. Student Learning Outcomes: A representative outcome from the syllabus or SCO of a course that will be assessed (usually begin with one where students demonstrate degree-level mastery of the outcome

E. Examples of assessment activities: final exam, presentation, project, performance, observations, classroom response systems, computer simulated tasks, analytical paper, case study, portfolio, critique, policy paper, comparative analysis project, qualifying or comprehensive examination, project, thesis, dissertation, and many others.

F. Examples of Assessment Tools (an instrument used to score or evaluate an assessment activity/assignment): Rubrics (that produce scores based on established criteria – can be used with most activities listed above), observational checklists, etc.

G. Assessment Schedule: This schedule should be realistic. In general, a program should try to assess one program outcome at least twice during its program review cycle.

H. Examples of ways to report assessment data: number/percentage of those scoring at or above 4.0 on a 5.0 point scale on the assessment used to measure mastery of a specific SLO; number/percentage of students scoring at the highly proficient level; instructor observational narrative that includes analysis and findings to qualitatively show trends and patterns; mean scores of all who exhibited desired traits or behaviors on an observational checklist. Other examples?

I. Designated Personnel: Who in your program is responsible for organizing and conducting the assessment? Responses may include: assessment committee, assessment coordinator, all faculty, or chair.

J &K When will findings be reported and what closing-the-loop strategies are being used: When will you report these findings to the rest of your program’s faculty and discuss the closing-the-loop strategies? Strategies may include revising program curriculum, reviewing curriculum map to determine course order, more training on inter-rater reliability, etc.