

Assessment Plan Tools

Instructions: Every year, each program should plan to assess at least one or two program learning outcomes. Every outcome does not have to be assessed every semester/year. It is expected that all PLOs are assessed at least once over a 6-year (program review) cycle. Insert additional table rows below as needed to indicate assessment schedule for all PLOs.

Program	
Date	

Submitted by	
Title/Position	

	Program Learning Outcome	Link to the ILOs (from below)	When will this be assessed?	In what class(es) will this be assessed?	What evidence will be used (type of assignment)	Who will collect the evidence?	How will the evidence be evaluated?	How will the curriculum revision decisions, if any, be made?
1.	e.g. PLO1=writing	e.g. ILO2=communication	2020-21	e.g. SOC 302, 340	Final Papers	Names of committee	Rubrics	In faculty meeting in spring, 2021
2.	DELETE ABOVE							
3.	ADD ALL OR YOUR PLOs here							
4.								
5.								
6.								
7.								
8.								
9.								

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XXXX DEPARTMENT CURRICULUM MAP (SAMPLE)

I (Introductory), D (Developed), P (Proficiency: Final Summative Assessment) *Put in all of your classes, upper division are generally used for P	Program Outcome “Upon completion of the B.A. in XXX, students will be able...”							
	PLO 1	PLO 2	PLO 3	PLO 4	PLO 5	PLO 6	PLO 7	PLO 8
1. PUT IN ALL OF YOUR CLASSES (begin with lower division/intro):	I	I	I	I	I	I	I	I
2. SOC 101								
3. SOC 220	I	I	I		I		I	
4. SOC 302	I	I	I		D	I		I
5.			I				D	
6.			I	D	D	D		D
7.	D	D	D	D	D	D	D	
8.			P	D	D	D	D	P
9. Upper division/capstone	P	P		P	P	P	P	
10. SOC 496, e.g.								

Note: All PLOs should be address within the curriculum. All PLOs should ideally be addressed at each level (I,D,P).

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I. Alignment of PLO and Institutional Learning Outcomes (ILOs): SAMPLE	
INSERT ALL OF YOUR PLOs. Note: Some PLOs may be linked with more than one ILO.	Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice.
THESE ARE EXAMPLES IN THE NEXT COLUMN AS SOME PLOs MAY BE LINKED TO MORE THAN ONE ILO, BUT SOME MAY ONLY BE LINKED TO ONE ILO	Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels.
	Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels. Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice.
	Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning.
	Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally.
	Communicate clearly and collaborate effectively in a range of social, academic, and professional contexts, both orally and in writing.
	Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice.
	Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning. Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice.

Institutional Learning Outcomes

CSUDH mission is to provide education, scholarship and service that are, by design, accessible and transformative. Through a strong selection of academic programs that blend theory and practice, broadly educate students in the liberal arts and sciences, and develop students' abilities to absorb, understand, evaluate and communicate information and knowledge, CSUDH is committed to making a positive impact on students' individual lives and the region at large. The CSU tradition of teaching excellence lies at the heart of students' educational experience at CSUDH.

Institutional learning outcomes are those measurable skills and competencies which are embedded within every aspect of the CSUDH experience. Student achievement of institutional learning outcomes is assessed within their academic and co-curricular experiences.

Undergraduate Institutional Learning Outcomes

Having completed general education and disciplinary specific curriculum at the baccalaureate level, a CSUDH graduate will:

- Think critically and creatively and apply qualitative and quantitative reasoning to address complex challenges and everyday problems locally and globally. (Critical Thinking)
- Communicate clearly and collaborate effectively in a range of social, academic, and professional contexts, both orally and in writing. (Communication)
- Locate, evaluate, and effectively use information in pursuit of discovery as preparation for continuous lifelong learning. (Information Literacy)
- Demonstrate expertise in a specialized discipline of study and the ability to integrate its ideas, methods, theory and practice. (Disciplinary Proficiency)
- Develop knowledge of diversity and multicultural competencies and ways to use that knowledge to promote equity and justice at local and global levels. (Engaged Citizenry)

Graduate Institutional Learning Outcomes

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At the master's level, CSUDH degree recipients will:

- Demonstrate an in-depth, advanced knowledge base that reflects the current theories and best practices within their discipline at a graduate level. (Knowledge Base)
- Demonstrate an ability to perform independently, both intellectually and professional, within their discipline at a graduate level. (Independent Performance)
- Demonstrate advanced writing skills reflective of styles predominant in their discipline at a graduate level. (Writing)
- Demonstrate an ability to express advanced ideas orally at a graduate level. (Oral Expression)
- Engage in research, scholarly or creative activity within their discipline or make meaningful contributions to their field/organization at a graduate level. (Research)
- Demonstrate responsible ethical and professional conduct related to their discipline in all facets of their educational and professional lives. (Ethical/Professional Conduct)
- Demonstrate skills designed to contribute to the development of their discipline or profession at the economic, social and civic policy levels. (Development of Profession)

If you have any questions or need additional assistance, please contact the Director of Assessment, Dr. Matt G. Mutchler, at mmutchler@csudh.edu

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Program Learning Goals and Standards for Success			
A. Program Learning Outcomes		B. Standards For Your Program's Success: (the gold standard is 75% for intermediate): THIS IS A SAMPLE	
		Competency Levels	
		Basic	Intermediate
Upon completion of the B.A. in XXX, students will be able to...			Advanced
1.	INSERT ALL OF YOUR PLOS; USE STANDARDS THAT FIT WITH YOUR PROGRAM	100%	75%
2.		100%	75%
3.		100%	75%
4.		100%	75%
5.		100%	75%
6.		100%	75%
7.		100%	75%
8.		100%	75%