


## Examples of Steps 1-3

These examples are meant as a guide and are not intended as absolute standards or representation of perfection. Units should feel free to customize their information as necessary to their practice while working within the University framework.

Below are examples for all fields required to document assessment steps 1 through 3 in Compliance Assist.

: This is a key reporting field. Please ensure this field is completed correctly. Details regarding key reporting fields can be found in the Compliance Assist *Planning User Guide; Entering Assessment Data* at [http://www.fullerton.edu/data/\\_resources/pdfs/assessment\\_reporting/CAPUG.pdf](http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CAPUG.pdf)

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### University Outcome Number:

In order to generate the University Outcome Number you will need to know the unit number and follow the format specified in the Numbering System Guide; both documents can be found at [http://www.fullerton.edu/data/\\_resources/pdfs/assessment\\_reporting/CAARF.pdf](http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CAARF.pdf)

#### Examples

Unit Level	Unit Name	University Outcome Number
Division/Dept./College	Academic Programs	102-SLO-01
	Student Affairs	500-PO-02
Unit/Academic Dept./Center or Institute	Student Health Center	504-009-PO-01
	Music Dept.	109-001-SLO-03
	Grand Central Art Center	109-901-PO-02
Degree Program	BA African American Studies	114-007-AFAM-SLO-03
	BS Civil Engineering	112-001-BSEGCE-SLO-01

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### Outcome Abbreviation:

The Outcome Abbreviation should be a short description of the outcome topic area and may contain references to dept./unit internal numbering/naming conventions. This field displays in the navigation panel in the “Name” column.

## *Examples*

### Cultural Literacy

BA Ethnic Studies (African American Studies)

114-007-AFAM-SLO-01: Outcome ⇅

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### Historical Knowledge

BA Ethnic Studies (African American Studies)

114-007-AFAM-SLO-02: Outcome ⇅

### SO a

BS Civil Engineering

112-001-BSEGCE-SLO-01: Outcome ⇅

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### SO b

BS Civil Engineering

112-001-BSEGCE-SLO-02: Outcome ⇅

### Student Health Services

Student Health Center

504-009-PO-01: Outcome ⇅

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#### **Step 1: Assessable Outcome**

A student learning outcome reflects significant and essential learning that students achieve at the end of a course or program (knowledge, skill or attitude). Performance outcomes are the measurable end results or consequences of activities, services, or program. The hallmarks of good outcome statements are:

- Learner/customer centered, not instructor/unit centered
- Aligned with division/university goals and missions
- Specific, clear and concise

- Measurable
- Discrete (no “double-barrel” statements)

Only the Outcome Statement belongs in this field; other types of related narrative should be elsewhere. For more information about writing outcomes visit

[http://www.fullerton.edu/data/assessment/sla\\_resources/writeslo.php](http://www.fullerton.edu/data/assessment/sla_resources/writeslo.php) for student learning outcomes or [http://www.fullerton.edu/data/assessment/pa\\_resources/writepo\\_pa.php](http://www.fullerton.edu/data/assessment/pa_resources/writepo_pa.php) for performance outcomes.

## Examples

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Student will be able to think critically and apply conceptual solutions to advanced accounting issues.

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Design a biological research study to answer a testable question, using appropriate and ethical research procedures for data collection and analysis.

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Identify and explain the significance of key individuals and events that shaped the culture and history of people of African descent in the U.S. and wider diaspora.

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Faculty and staff will receive training and professional development related to assessment.

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Students will be able to successfully overcome mental health-related barriers to completing their educational goals in a timely manner.

### Step 1: Assessable Outcome

*Develop outcomes that align with the university's mission, and if applicable, the university's student learning goals and accreditation requirements of the respective discipline. This field is posted to the website so spelling, punctuation and grammar count!*

Classrooms and active learning spaces will have innovative teaching and learning technology resources

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### Outcome Type: 🔑

The Outcome Type must match what is indicated in the University Outcome Number field. A learning outcome (SLO) measures a student's knowledge, skill or attitude. A performance outcome (PO) measures end results or consequences of activities, services, or program for stakeholder (faculty, staff, students, community, etc.).

#### Examples

<b>University Outcome Number *</b> <i>Use the standardized numbering system found at <a href="http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf">http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf</a></i> <input type="text" value="113-001-CAS{SLO}01"/>
<b>Outcome Type</b> <i>This field is used in University reporting and must be filled in.</i> <input type="text" value="{Learning Outcome}"/>

<b>University Outcome Number *</b> <i>Use the standardized numbering system found at <a href="http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf">http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf</a></i> <input type="text" value="300{PO}04"/>
<b>Outcome Type</b> <i>This field is used in University reporting and must be filled in.</i> <input type="text" value="{Performance Outcome}"/>

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### Outcome Supports: 🔑

This field serves as a report filter. When the University field is checked, the outcome will appear on official University reports. When the University field is unchecked, the outcome will not appear on official University reports. University is checked by default. Units have the option to use this field for their reporting purposes.

## Examples

<p><b>Outcome Supports</b></p> <p><i>This field is used in University reporting. University must be checked for outcome to appear in University reports. Un-check University to omit from University-level reports.</i></p> <p><input checked="" type="checkbox"/> University</p> <p><input type="checkbox"/> Division</p> <p><input type="checkbox"/> Unit</p> <p><input type="checkbox"/> College</p> <p><input type="checkbox"/> Department</p> <p><input type="checkbox"/> Program</p> <p><input type="checkbox"/> Center/Institute</p>	<p>Outcome appears on University reports.</p>
<p><b>Outcome Supports</b></p> <p><i>This field is used in University reporting. University must be checked for outcome to appear in University reports. Un-check University to omit from University-level reports.</i></p> <p><input type="checkbox"/> University</p> <p><input type="checkbox"/> Division</p> <p><input type="checkbox"/> Unit</p> <p><input type="checkbox"/> College</p> <p><input checked="" type="checkbox"/> Department</p> <p><input type="checkbox"/> Program</p> <p><input type="checkbox"/> Center/Institute</p>	<p>Outcome does not appear on University reports. Does appear on Department and Program reports.</p>

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### Start:

The Start date refers to the start of the fiscal year in which the Outcome was put into service (or entered into Compliance Assist), such as 7/1/2014 for Outcomes first used (or entered into Compliance Assist) in fall 2014 or spring 2015.

### Example

#### Start \*

*The start date is July 1 of the year the outcome is first active.*

07 / 01 / 2014

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#### End:

The End date refers to the end of the University Strategic Plan cycle (or College, Department, Accreditation cycle being followed). The end of the current University Strategic Plan cycle is 6/30/2018. College, Department, or Accreditation cycle may precede or exceed the University cycle, but date should be specified as fiscal year (ending 6/30).

### Example

#### End \*

*The end date is 6/30/2018 to coincide with the University Strategic Plan. This field is used in University reporting and must be filled in.*

06 / 30 / 2018

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#### Outcome Status

The Outcome Status field is always set to “In Use” while the outcome is active during the assessment cycle spanning the University Strategic Plan (or College, Department, Accreditation cycle being followed). Refer to the Planning User Guide: Entering Assessment Data for when to mark “No Longer In Use.”

### Example

#### Outcome Status

*This field is used in University reporting and must be filled in.*

In Use

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## Responsible Party:

This field should contain the name(s) of person(s) to be contacted with questions about the outcome such as a faculty member, department chair, assessment coordinator, etc. Multiple people may be listed.

### Examples

#### University Outcome Number \*

Use the standardized numbering system found at [http://www.fullerton.edu/data/\\_resources/pdfs/assessment\\_reporting/CANSG.pdf](http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf)

110-001-BA-SLO-01

#### Outcome Abbreviation \*

(PLO) CORE 01

#### Assign Responsible Users

##### Responsible Users

Swanson, Douglas Administrator

#### University Outcome Number \*

Use the standardized numbering system found at [http://www.fullerton.edu/data/\\_resources/pdfs/assessment\\_reporting/CANSG.pdf](http://www.fullerton.edu/data/_resources/pdfs/assessment_reporting/CANSG.pdf)

113-001-CAS-SLO-01

#### Outcome Abbreviation \*

Theory description

#### Assign Responsible Users

##### Responsible Users

Oliver, Pamela Administrator

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## Step 2: Identify Methods & Measures

The methods and measures section should clearly and adequately describe how the outcome will be conducted and measured. The description should include: strategies used to achieve the outcome; who/what is being measured (e.g. knowledge, skill, attitude, etc.); how it will be measured (e.g. test item, essay, survey, etc.); where the data are being captured (e.g. course, activity, database, etc.); use of sampling (e.g. all students, sample of 50, 100% of transactions, etc.); and scoring method (e.g. rubric, item-response scale, etc.).

Use the “file” link to attach instruments (tests, rubrics, etc.)

For more information about choosing methods visit

[http://www.fullerton.edu/data/assessment/sla\\_resources/choosingmethods.php](http://www.fullerton.edu/data/assessment/sla_resources/choosingmethods.php) for student learning outcomes or

[http://www.fullerton.edu/data/assessment/pa\\_resources/choosingmethods\\_pa.php](http://www.fullerton.edu/data/assessment/pa_resources/choosingmethods_pa.php) for performance outcomes.

## Examples

### Step 2: Identify Methods & Measures

*Develop and implement methods of assessment involving direct and indirect and measures.*

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Previous method/measure: CAS 325B Common assessment items (5 multiple choice and 1 short essay scored with rubric.)

\*\*\*Current Methods/Measures:

**Direct Assessment:**

For the 2016/17 Academic Year, the direct assessment was changed to a single essay question (see attachment titled "Assessment tool SLO1c-final") to better determine students' knowledge of the bio-psycho-social determinants of key adolescent outcomes, in this specific case childhood obesity.

**Indirect Assessment:**

On May 19th, 2017 (Toward the end of the Spring 2017 semester), a survey was deployed to CHAD majors with senior class standing (n=400). This 80 item survey was principally designed to capture students' self-perceptions regarding their competency in the domains determined to be central to our CHAD undergraduate major, including our 10 student learning objectives. The questions indicative of SLO1c (aka 113-001-CAS-SLO-03) on this survey were as follows (all using a 1-5 Likert Scale ranging from "Minimal" to "Very Good")

Q5. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of socio-economic status (SES) on child development?

Q6. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of family characteristics on child development?

Q7. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of culture on parenting and child development?

Q8. In the context of your major in Child and Adolescent Development (CHAD), how would you rate your current knowledge of the following areas: - The influence of the child's own characteristics (i.e., biological and psychological) on development?

### Step 2: Identify Methods & Measures

*Develop and implement methods of assessment involving direct and indirect and measures.*

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The division of Student Affairs provides diverse professional development opportunities to its staff through workshops, training, conferences, etc. throughout the year. The Office of the Vice President for Student Affairs (VPSA) encourages student affairs employees to attend professional development opportunities and many times helps fund professional development activities.

Online surveys will be distributed through baseline and used to gather information on the employees experience and thoughts towards their professional development and their work with student affairs. Surveys are sent out after each workshops and at the end of the year; varies depending on experience.

The following professional development opportunities are provided and assessed:

- Professional development series: includes half day workshops, luncheons, and retreats.
- Conferences

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### Assessment Approach:

This field should reflect the measurements described in Step 2: Methods & Measures field. Direct assessment uses measures that directly capture students' learning and/or development of knowledge, skills, etc. Examples of direct assessment include exams, final papers, lab reports, etc. Indirect assessment uses measures that capture perceptions or reflections about student learning, but do not measure learning itself. Examples of indirect assessment include student self-reflections, exit interview, employer survey, etc.

Units are encouraged to use at least one direct and one indirect measure where possible.

For more information about measures visit

[http://www.fullerton.edu/data/assessment/sla\\_resources/methodtypes.php](http://www.fullerton.edu/data/assessment/sla_resources/methodtypes.php) for student learning outcomes or [http://www.fullerton.edu/data/assessment/pa\\_resources/methodtypes\\_pa.php](http://www.fullerton.edu/data/assessment/pa_resources/methodtypes_pa.php) for performance outcomes.

### Examples

#### Assessment Approach

*This field is required.*

#### Assessment Approach

*This field is required.*

#### Assessment Approach

*This field is required.*

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### Instrument(s) Used:

Select each instrument that is described in Step 2: Methods & Measures field. If your instrument is not available in the drop down list you may select "other" at the end of the list or contact the Office of Assessment and Institutional Effectiveness to request it to be added. Also, a copy of the instrument should be attached in the Step 2: Methods & Measures file library where possible.

## Examples

### Instrument(s) Used

*Check all that apply.*

- ☐ Benchmarks/ comparisons with peers
- ☐ Capstone project
- ☐ Course grades
- ☐ Data indicators (job placement rates, admission to graduate programs, financial reports, web usage statistics)
- ☐ Essay question on exam
- ☐ Formal evaluation of practical skills (clinical, educational, professional)
- ☒ In-class discussions
- ☐ Interviews or focus groups
- ☐ Locally-developed exam/test/quiz
- ☐ Oral presentation or exhibition
- ☐ Portfolio evaluation of student work
- ☐ Research paper/ project
- ☒ Pre- and Post-measure of subject knowledge
- ☐ Simulations
- ☐ Standardized instrument (licensure or certification exam, national test)
- ☐ Student self-assessment
- ☐ Survey
- ☐ Thesis/ dissertation
- ☐ Written assignment/ lab report
- ☐ Other

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### Step 3: Criteria for Success

Criteria for success are set to indicate when an outcome has been met. For example, a criterion can be a level of performance, a score achieved, the number of times something happened, or group consensus, etc. There must be a criterion of success for each measurement specified in Step 2: Methods & Measures field. The criteria for success should be determined before the data are collected/analyzed and can be based on historical data, industry standards, accreditation demands, or professional standards, etc.

## Examples

### Step 3: Criteria for Success

*What evidence do we need to know to determine how well our students are learning?*

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The program is successful if, for both written and oral grades, at least 80% of students are rated at 80 or above.

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### Step 3: Criteria for Success

*What evidence do we need to know to determine how well our students are learning?*

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Five events will be offered per academic year;

100 attendees will participate per year;

80% of the respondents rate the training, workshops and other assessment events to be "useful" or "very useful";

80% of the respondents rate the training, workshops and other assessment events to be "effective" or "very effective".

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### Step 3: Criteria for Success

*What evidence do we need to know to determine how well our students are learning?*

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**2016-2017**

- 85% of student affairs employees will indicate that the experience(s) provided are relevant to their professional development.
- 70% of student affairs employees will indicate that the experience(s) provided are relevant to their work in student affairs.

**2015-2016**

- 80% of student affairs employees will indicate that the experiences provided are relevant professional development.

**2014-2015**

- 70% of employees will indicate that they received meaningful professional development opportunities.
- 50% of student affairs employees will indicate that the experiences provided are relevant professional development.

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