

UPS 300.022

Assessment of Student Learning at California State University, Fullerton

Preamble

Assessment of student learning at CSUF is defined simply as the measurement of how well students learn what we expect them to learn. The multiple foci of assessing student learning can be as particular as the learning of a single concept or as all-encompassing as the learning of an entire body of knowledge and/or set of skills specified by department or program learning goals. Assessment of student learning at CSUF shall follow professionally recognized standards such as the *Principles of Good Practice for Assessing Student Learning* developed by the American Association of Higher Education.

Guiding Principles for Assessment of Student Learning

1. The purpose of assessment of student learning is to document, explain and improve the university's programs. As such all those responsible for student learning are encouraged to undertake assessment of that learning.
2. Assessment of student learning will be guided by the university's mission and, in particular, by department/program statements of student learning goals. Therefore, departments and programs shall develop and implement plans for assessment of student learning that stem from their stated learning goals and include strategies for using assessment to improve student learning.
3. Assessment of student learning can significantly enhance the university's ability to implement its mission and goals. Consequently it requires a substantial commitment on the part of the University to

- a) provide support for the assessment of student learning as a valued and important activity;
 - b) provide resources that cover the costs of doing assessment of student learning; and
 - c) provide rewards appropriate for engaging in assessment that are aligned with the importance of doing assessment.
4. Faculty in academic disciplines, library faculty, and student affairs professionals shall control the entire process of assessment of student learning in their own programs. Normally this process will include the selection of the methods for assessment of student learning, administration of the assessment, analyses of assessment data, and use of assessment results.
 5. Students shall be active participants with faculty in academic disciplines, library faculty, and student affairs professionals in the assessment of their learning.
 6. Assessment of student learning shall be done in a planned, on-going manner. Because assessment of student learning is a dynamic process, the process itself shall be reviewed and revised as required.
 7. Assessment of student learning will include multiple measures. The set of measures used by departments/programs may vary across the university. Particular measures will depend upon both the nature of the learning goals and the type of assessment of student learning most appropriate for individual units.
 8. Assessment of student learning results shall be used for planning at the department/ program level. Normally the use of these results will be central to the unit's curricular development and program performance review.
 9. For assessment of student learning to be effective there needs to be a climate of trust and freedom of inquiry. Those who perform assessments of student learning control the results of their assessments. Evaluation of assessment results by others shall not be about the nature of the results themselves, but rather shall be limited to ways the results are used to improve student learning and/or the university's programs.

Source: Academic Senate Ad Hoc Committee on Assessment of Student Learning

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