



University Policy Statement

UPS 300.022

Assessment of Student Learning Outcomes

I. PURPOSE

Assessment of student learning at CSUF is defined as the systematic determination of how well students learn what we expect them to learn, with the goal to improve student learning. Our expectations 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 University learning goals and program learning outcomes.

Assessment is also required by many accrediting bodies including the WASC Senior College and University Commission (WSCUC), which is mandated under federal law to execute accreditation procedures that, in turn, require WSCUC universities to provide evidence of “success with respect to student achievement in relation to the institution’s mission.”¹

II. SCOPE

This University policy statement shall govern the principles, roles, and responsibilities of University- and program-level student learning assessment at California State University, Fullerton. The design, implementation, and use of assessment shall be consistent with other UPS documents.

III. PRINCIPLES OF STUDENT LEARNING ASSESSMENT

- A. Faculty shall control the implementation of assessment in their own programs consistent with University and accreditation guidelines.
- B. In the interest of pedagogy and academic freedom, assessment may include multiple measures, embedded or external. The set of measures used by programs may vary across the University, and across different sections of a single course. The chosen measures shall depend upon both the nature of the learning goals/outcomes and the type of assessment of student learning most appropriate for individual programs.
- C. Assessment results shall be used for planning and improvement at the program level. Programs shall integrate these results into their curricular development and program performance reviews.
- D. For the purposes of program improvement, data from program assessments shall be used to evaluate students as a group. Where possible, programs shall take reasonable precautions to ensure the data not be used to identify or evaluate individual students, faculty, or staff, either directly or incidentally.

¹ Accreditation and Preaccreditation Standards, 34 CFR § 602.16 (Code of Federal Regulations).

- E. Assessment shall not be the sole factor driving budgetary or programmatic planning; assessment shall be one component in the scope of factors used to make such decisions.
- F. Assessment of student learning can enhance the University's ability to implement its mission and goals, thus faculty workload shall be both supported and recognized.

IV. ROLES & RESPONSIBILITIES

- A. Programs shall develop and execute a multi-year assessment plan that takes into account the University's mission and student learning goals, as well as the specific requirements of their respective discipline and, as applicable, accreditation agency/agencies and/or program performance review guidelines.
- B. Programs, in consultation with their Colleges, shall have transparent processes for identifying work and resources to support assessment.
- C. The Assessment & Educational Effectiveness Committee shall review and evaluate assessment processes and program needs as outlined by the Academic Senate Bylaws, ensuring that the principles of student learning assessment are honored at all levels of the University.
- D. The Office of Assessment and Institutional Effectiveness shall assist faculty by collecting, analyzing, and communicating aggregated assessment results based on program assessment reports to the appropriate organizations.

Source: Assessment and Educational Effectiveness Committee

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