

ASSESSMENT AND EDUCATIONAL EFFECTIVENESS PLAN

- The procedures and implementation of the assessment of student learning outcomes at California State University, Fullerton are governed by UPS 300.022.
- The university's student learning goals are detailed in UPS 300.003.
- The university's General Education goals for student learning are detailed in UPS 411.201.
- The university's mission is outlined at: <http://www.fullerton.edu/about-csuf.aspx>.

I. Infrastructure

Academic units

- establish appropriate capacity for assessment and educational effectiveness; and
- develop and execute a multi-year assessment and educational effectiveness plan that takes into account the university's mission, the university's 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.

Colleges/deans

- develop in consultation with college academic units appropriate policy infrastructure and accountability processes to achieve unit, college, and university student learning outcomes;
- monitor and ensure compliance with requirements of accreditation agencies and/or program performance review guidelines.
- develop and execute a multi-year assessment and educational effectiveness plan.

The Assessment and Educational Effectiveness Committee

- collaborates with the Office of the Provost/Vice President of Academic Affairs, the Office of the Vice President of Student Affairs, and appropriate Academic Senate Committees to:
 - formulate, review, and recommend university policies for assessment of undergraduate and graduate student learning;
 - review and evaluate the implementation of university-wide curricular and co-curricular assessment plans and make recommendations based on university policy;
 - review and evaluate program needs in the area of assessment of student learning periodically and report these needs, along with any resource recommendations, to the Academic Senate and appropriate administrators; and
 - promote avenues through which best practices on assessment may be shared. (UPS 100.001)

The Office of Academic Programs and the Office of Assessment and Educational Effectiveness

- provide leadership for institutional, disciplinary-based assessment, and assessment of student learning;
- monitor and ensure compliance with assessment-related requirements of institutional and disciplinary accreditation;

- facilitate the development and implementation of assessment plans (including General Education and online instruction) at program, center, department, college, and university levels, and ensure the alignment of learning outcomes across all levels;
- establish and oversee the assessment and quality assurance infrastructure and procedures (including an annual assessment calendar); and
- develop and administer professional development opportunities, and provide guidance to faculty and staff on issues related to academic assessment, regional and professional accreditation processes, and best practices and tools.

II. Process

An assessment and educational effectiveness plan consists of a six-step process:

- develop student learning outcomes that align with the university's mission, the university's student learning goals, and (if applicable) the accreditation requirements of the respective discipline;
- develop and implement methods of assessment involving direct and indirect measures;
- determine criteria for success;
- collect and analyze data;
- plan (and execute) improvement actions; and
- document assessment and improvement activities.

III. Culture

To establish a culture of assessment and educational effectiveness that builds a community of thoughtful scholar-practitioners, academic units, colleges/deans, the Assessment and Educational Effectiveness Committee, the Office of Academic Programs, and the Office of Assessment and Educational Effectiveness will collaborate to

- encourage and facilitate the dissemination of assessment findings within the university;
- promote transparency of assessment and decision-making processes to internal and external stakeholders;
- provide recognition and professional development to faculty and staff involved in assessment and educational effectiveness;
- work toward integrating assessment into the retention-tenure-and-promotion process in a meaningful and sustainable way;
- work toward a quality assurance mechanism that permits the institution to periodically assess its assessment infrastructure and process.

Source: AEEC, approved unanimously, 2014-04-30