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 the AMS.
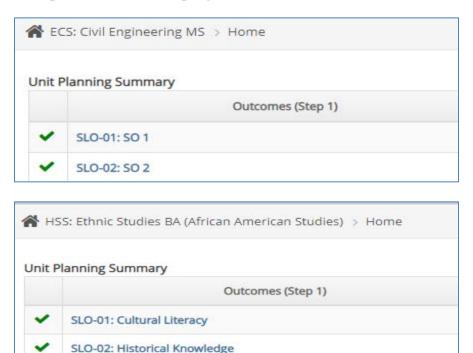
Outcome Abbreviation:

Number SLOs consecutively beginning with SLO-01.

This must follow University naming convention by beginning with SLO or PO; followed by a dash; then a two digit number; followed by a colon and space; followed by the outcome abbreviation (**Example: "SLO-01: Outcome Abbreviation"**). Outcome abbreviations must be unique within the unit, no duplicates.

* Outcome Abbreviation	SLO-01: Cultural Literacy

Examples (as seen on the program/unit home screen)

⌂ ECS: Civil Engineering MS > Home

Unit Planning Summary

	Outcomes (Step 1)
✔	SLO-01: SO 1
✔	SLO-02: SO 2

⌂ HSS: Ethnic Studies BA (African American Studies) > Home

Unit Planning Summary

	Outcomes (Step 1)
✔	SLO-01: Cultural Literacy
✔	SLO-02: Historical Knowledge

Unit Planning Summary

		Outcomes (Step 1)
✔		PO-01: CAPS Mental Health Barrier Reduction
✔		PO-02: CAPS Preventive Education

Outcome (Step 1):

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. The Outcome Statement should be a concise sentence. 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. This field is posted to the website so spelling, punctuation, and grammar count! For more information about writing outcomes visit http://www.fullerton.edu/data/assessment/sla_resources/writeslo.php student learning outcomes or http://www.fullerton.edu/data/assessment/pa_resources/writepo.php for performance outcomes.

Examples

* Outcome (Step 1)	Students will identify a range of cultural documents and expressive forms and describe their significance to African American culture.

* Outcome (Step 1)	Faculty and staff will receive training and professional development related to institutional effectiveness (e.g. assessment, institutional research, and data use).

* Outcome (Step 1)	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.

* Outcome (Step 1)	Students will be able to successfully overcome mental health-related barriers to completing their educational goals in a timely manner.

Outcome Type:

The Outcome Type must match what is indicated in the Outcome Abbreviation 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

* Outcome Abbreviation	SLO 01: Cultural Literacy
* Outcome (Step 1)	Students will identify a range of cultural documents and expressive forms and describe their significance to African American culture.

* Outcome Type	Learning Outcome ▼

* Outcome Abbreviation	PO-01: CAPS Mental Health Barrier Reduction
* Outcome (Step 1)	Students will be able to successfully overcome mental health-related barriers to completing their educational goals in a timely manner.

* Outcome Type	Performance Outcome ▼

Measure Type:

This field should reflect the measurements described in Methods and Measures (Step 2) 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 for student learning outcomes or http://www.fullerton.edu/data/assessment/pa_resources/methodtypes_pa.php for performance outcomes.

Examples

* Measure Type	Direct Assessment Only ▼

* Measure Type	Indirect Assessment Only ▼

* Measure Type	Both ▼

Methods and Measures (Step 2):

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 "Related Documents" link to attach instruments (tests, rubrics, etc.)

For more information about choosing methods visit 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 for performance outcomes.

Examples

| ✱ Methods and Measures (Step 2) | 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? |

| ✱ Methods and Measures (Step 2) | The Division of Student Affairs is dedicated to developing its staff professionally and supports staff development at all levels. The Office of the Vice President for Student Affairs (VPSA) provides diverse professional development opportunities to its staff through workshops, training, conferences, etc., and encourages student affairs employees to attend and engage in these opportunities. The topics for these opportunities are developed by looking at staff feedback from the previous year, current events that may impact the divisions work, and other needs that may be identified by leaderships teams, campus community, or external organizations. Incentives such as giveaways, funding for professional development activities, and lunch workshops are provided to encourage and increase participation. The VPSA will utilize online surveys to gather information on the employees experience and thoughts towards their professional development experience. Surveys will be sent after each opportunity to attendees. Although each academic year presents different opportunities for professional development, the following professional development opportunities are typically provided and assessed: Professional development series: includes half day workshops, luncheons, and retreats. Conferences Other workshops/seminars (not through the development series) |

Instruments Used:

Select each instrument that is described in Methods and Measures (Step 2) 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 as a "Related Document".

Examples

Criteria for Success (Step 3)

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 Methods and Measures (Step 2) field. <u>The criteria for success should be determined before the data are collected/analyzed</u> and can be based on historical data, industry standards, accreditation demands, or professional standards, etc.

Examples

* Criteria for Success (Step 3)	The program is successful if, for both written and oral grades, at least 80% of students are rated at 80 or above.

* Criteria for Success (Step 3)	Five events will be offered per academic year; 150 attendees will participate per year; 80% of the respondents rate the training, workshops and other events to be "useful" or "very useful"; 80% of the respondents rate the training, workshops and other events to be "effective" or "very effective"; 80% of respondents gained new, useful information; 80% of respondents plan to use information.

* Criteria for Success (Step 3)	2016-2017: 75% of student employees will agree or strongly agree that their job has helped improve their oral communication skills. 75% of student employees will agree or strongly agree that their job has helped improve their written communication skills. 75% receive an 8 or higher for communication on performance review. 2015-2016: 75% of student employees respond in agree or strongly agree to related questions on Iowa GROW survey. 75% receive an 8 or higher for communication on performance review.