Developing an Outcome: Assessment Steps 1-3 Worksheet

Use this worksheet to develop an Outcome following the University 6-Step assessment process. The fields in this worksheet are the same as the fields in the University assessment management system (AMS). It can be helpful to use this worksheet as a tool to compose your thoughts while drafting an Outcome and this document is easy to circulate to colleagues for collaboration during Outcome development.

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| **Field Name and Instruction** | **AMS Entry** |
| **Outcome Abbreviation**Number SLOs and POs 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. | Enter Outcome Abbreviation here. |
| **Outcome (Step 1)**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 outcome statement should be one sentence using proper capitalization, spelling, grammar, and punctuation. 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 the assessment resources pages on <http://www.fullerton.edu/data/assessment/reporting/>. | Enter Outcome Statement here. |
| **Outcome Type**The Outcome Type must match what is indicated in the University Outcome Number field. SLO = Learning Outcome; PO = Performance Outcome. | Choose Outcome Type. |
| **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. | Choose Assessment Approach from the drop down list. |
| **Identify 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.).For more information about choosing methods visit the assessment resources pages on <http://www.fullerton.edu/data/assessment/reporting/>. | Enter Methods & Measures here. |
| **Instrument(s) Used**List each instrument that is described in Methods and Measures (Step 2) field. These instruments will be selected from a drop down list in the AMS. A copy of the instrument should be related in the Methods and Measures (Step 2) document repository where possible.  | Enter Instruments used here. |
| **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, or the number of times something happened, etc. There must be a criterion for success for each measurement specified in Methods and Measures (Step 2) 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 personal standards, etc. | Enter Criteria for Success here. |