Assessment Management System (AMS)

GUIDELINES FOR REPORTING LEARNING ASSESSMENT ACTIVITY IN THE AMS

STEP 1 – THE OUTCOME STATEMENT

The outcome statement should be:

- Measuring student knowledge, skill, attitude, or performance
- Written in one sentence that is focused on specific knowledge, skill, or competency
- Learner-centered instead of faculty/program-centered
- Written in clear and easy to understand language by both students and faculty
- Concise
- Measurable

STEP 2 – METHODS & MEASURES

The methods and measures need to be valid (i.e., measure the outcome) and reliable (i.e., produce consistent results over time or across instructors) and the narrative should clearly describe:

- What learning is being measured (e.g., application of theory), which should be aligned with and address the full scope of the outcome statement
- How the learning is being measured (e.g., exam question); If a specific part of an exam or a project is used to address the corresponding outcome statement, please indicate such
- Where the measurement is being taken (e.g., course); Program assessment should focus on student competency near or at graduation
- How the measurement is being scored (e.g., rubric, weighted average)
    - If rubric is being used, please describe calibration or norming process if applicable
    - Measurement and scoring should allow for sufficient detail to pinpoint areas for improvement (e.g., do not use course grades as they tend to reflect a range of student performance in the courses that are not necessarily aligned with the SLO)
- Who is scoring the measurement (i.e., individual faculty or committee)
- If sampling will be used, and if yes, the sampling method

STEP 3 – CRITERIA FOR SUCCESS

Each measurement in Step 2 requires a criterion for success, which should be:

- Aligned with the measurement
- Set before data are collected
- Written in one sentence
- Set at an appropriately challenging threshold

STEP 4 – DATA COLLECTION & ANALYSIS

Data must be collected within the reporting period being submitted. Please include the following elements:

- A succinct description of the data collection
  - Where were the data collected from (e.g., course, capstone project); This should align with the information provided in Step 2 (i.e. where the measurement is being taken)
  - How many students were in the population (e.g., total number of students in the course or that took comprehensive exams)
  - How many students/artifacts were in the sample
    - Describe sampling method if applicable; This should align with the information provided in Step 2 (i.e. sampling)
    - What were the data/artifacts (e.g., exam question, survey, focus group transcripts); This should align with the information provided in Step 2 (i.e. how the learning is being measured)
- A succinct summary of analysis and findings
  - Descriptive statistics with average and/or distribution of scores or narrative of thematic analysis of qualitative (e.g. focus group, survey open-ended responses) findings
    - Detailed analysis and findings may be uploaded as an attachment, but a summary of the main analysis and findings must be included in the narrative of Step 4
    - The field does not accept tables or images
    - ***Do not upload any student identifiable or protected data to the AMS**
- A succinct description of the interpretation of the analysis and findings (see following suggested prompts)
  - How do these results inform practice?
  - How do these results compare to prior assessment results? What are the trends? If not applicable, please indicate this was the first assessment of the outcome.
  - How do these results speak to the impact of prior improvement actions, if applicable?
  - How were these results expected/unexpected?

STEP 5 – IMPROVEMENT ACTIONS

An improvement action statement is required for all assessed outcomes, even when the outcome was met. The improvement actions should have connections to and be supported by the findings provided in Step 4. Statements should address:

- How results get disseminated to faculty
- What improvement actions were developed in response to analysis, findings, and interpretation (if any)
- Who will carry out the improvement actions (if any)
- The timeframe for implementing the improvement actions (if any)
- The timeframe for re-assessing the improvement actions (if any)
- If no improvement actions were identified, when outcome will be re-assessed

ADDITIONAL RESOURCES

For additional support, please visit:

http://www.fullerton.edu/data/assessment/sla_resources/ for learning assessment basics including useful vocabulary, measuring student learning, developing student learning outcomes, planning assessment, and additional assessment resources.

http://www.fullerton.edu/data/assessment/reporting/ for examples of Steps 1 – 5 and example assessment reports.