

Assessing SLOs (Principle 8.2.a) at Three Florida R1s

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8.2.a. *The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results for student learning outcomes for each of its educational programs. (Student outcomes: educational programs)*

If we can do it,
so can you!

Participants will be able to:

- Name key features of the effective academic assessment (8.2a) processes at the presenters' institutions.
- Identify elements of an academic assessment (8.2a) process and consider adaptations for their own context.
- Create an approach to learning outcomes sampling that fits their institutional characteristics.

Learning Outcomes



Section 1:
Context &
Process for 8.2.a
Compliance



University of Florida

Context



Institutional Characteristics



#1

Public University

Wall Street Journal

20

Top Grad Programs

20 Florida graduate programs rank among the top 20 in their fields.

95+

Diversity

Nations represented among students enrolled for fall 2020.

17:1

Faculty-to-Student Ratio

Student ratio is down from 21:1 just five years ago.

96.7%

Retention Rate

Record first-to-second-year retention rate for 2020-2021.

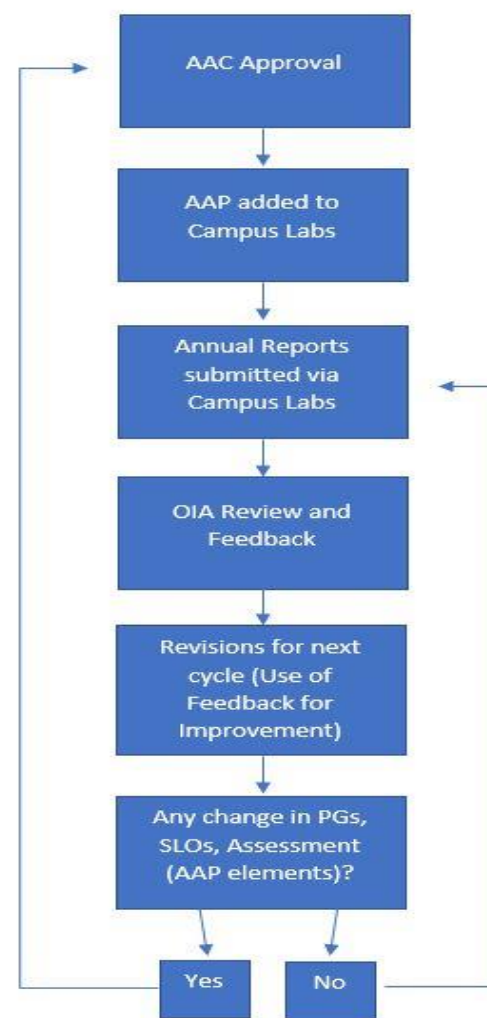


University of Florida

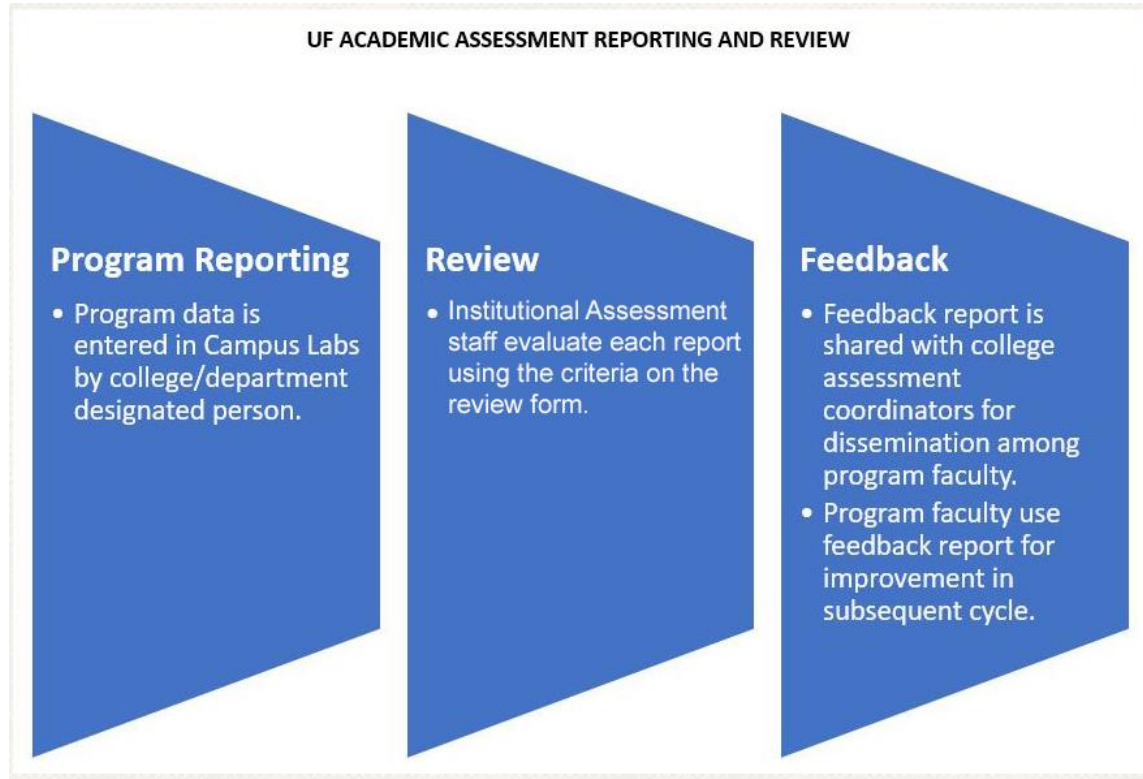
8.2.a Compliance



Process for 8.2a compliance at UF



Process for 8.2a compliance at UF



Process for 8.2a compliance at UF

Q2. Assessment Plan:

College/Unit

Academic Program Name

Academic Year

Q3. The Mission Statement: All programs on campus have a mission statement that describes the purpose of the program. This component is evaluated on two criteria: (1) Clarity – the mission is clear, concise, and (2) Aligns with and advances the department (when appropriate), college, and university missions. These criteria are met when the program mission specifically states how the program advances the department (when appropriate), college, and university missions.

Needs Attention

Needs Minor Revision

Well Done

Q4. Program Goal(s) Section: Program goals include the broad educational goals of the program (e.g., to graduate students who are prepared for the workplace) and, when appropriate, the target percentage or number you set to achieve during the reporting period.

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Programmatic goal(s) address(es) programmatic elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="text"/>				

FEEDBACK DOCUMENT:

Unit Assessment and Accreditation coordinators receive feedback in the following format:

Left Column:
Includes the guiding questions in the rubric, in Campus Labs, and in the review form.

Right Column:
Includes specific feedback for items that need revision. Review comments may include links to templates and other documents located in the Institutional Assessment website.

Assessment Plan - College/Unit (Guiding Questions) Assessment Plan - Academic Program Name Assessment Plan - Academic Year	College of XXXXX (Review Comments) XXXXXX (M5) 2020-2021
Program Goal(s) - Section includes evaluation methods describing how goal will be achieved and what measures will be used	This is met. Please see notes: PG1: Attached file is dated 2019-2020, but content of the attachment shows 2020-2021, which is the correct date for this cycle. Please adjust name of file to reflect the current cycle. Also, please remove "SACS" from attachment name. The file includes the names of residents completing the board exams. For the next cycle, please make sure names are redacted.
Results What did you find out? Are your assessment methods functioning well? What specific strengths or weaknesses in student learning do the results reveal? Important: If the program is offered at an off-campus instructional site (OCIS), in UF Online, or as a fully online graduate program, disaggregate the results by location and/or delivery mode and compare the results achieved by the on-campus students, online students, and students at a distance. Attach the name-redacted data summaries you used. - Report presents analysis of effectiveness of assessment methods	Results section describes mostly that candidates are meeting the outcomes, but there is no discussion on effectiveness of assessment methods.
Results What did you find out? Are your assessment methods functioning well? What specific strengths or weaknesses in student learning do the results reveal? Important: If the program is offered at an off-campus instructional site (OCIS), in UF Online, or as a fully online graduate program, disaggregate the results by location and/or delivery mode and compare the results achieved by the on-campus students, online students, and students at a distance. Attach the name-redacted data summaries you used. - Report includes student learning strengths and weaknesses from results	The narrative does not include a discussion on students' learning strengths and weaknesses.



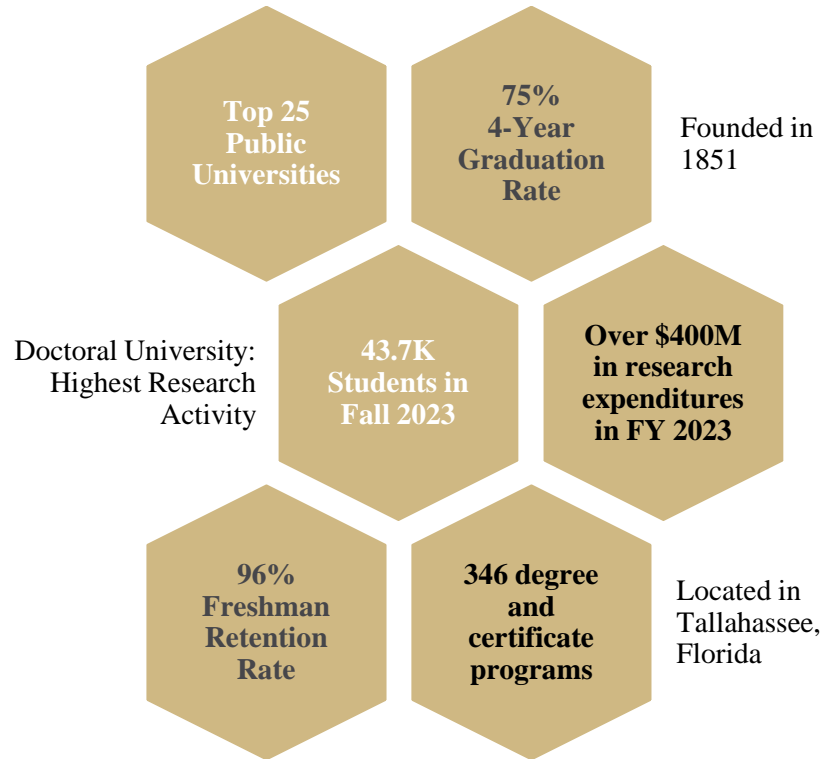
FLORIDA STATE
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Florida State University

Context



Institutional Characteristics





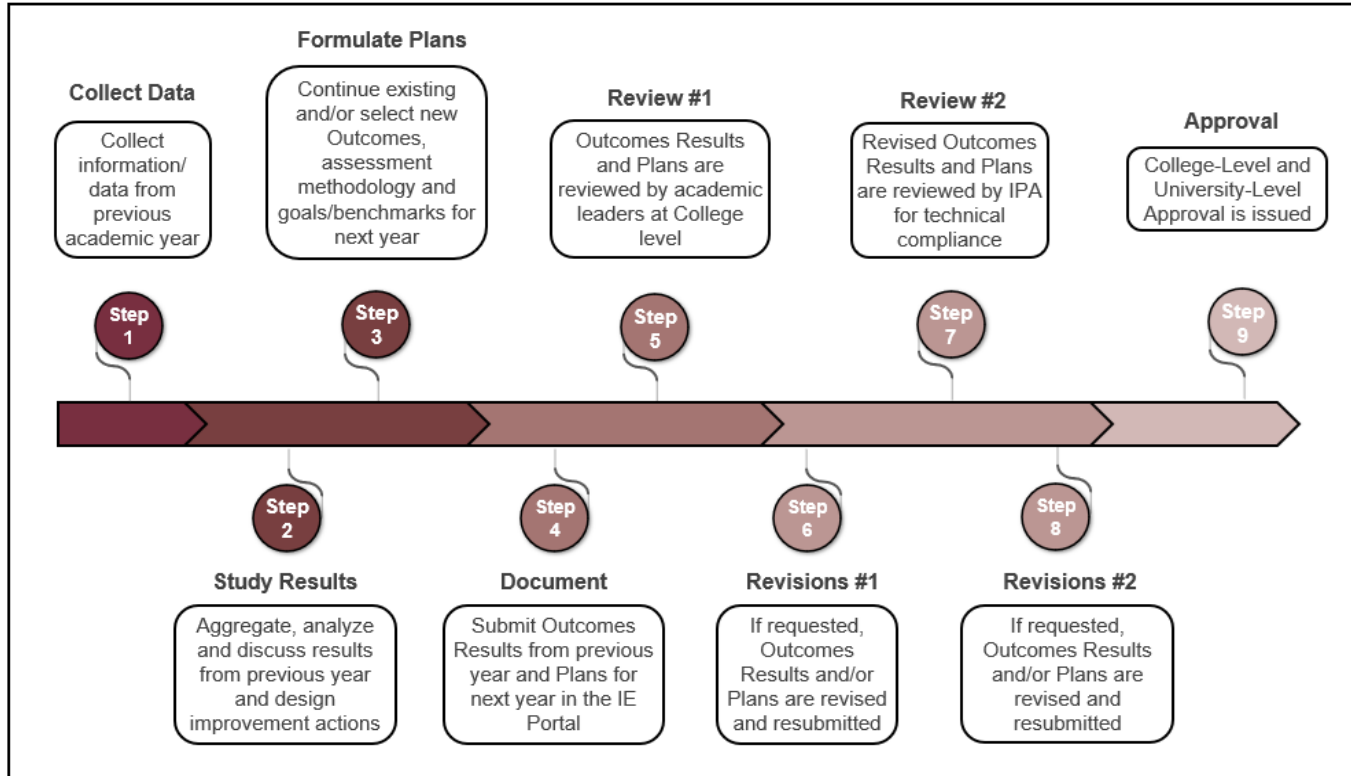
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Process for 8.2a Compliance



Academic Assessment Reporting and Review Process at FSU



Academic Rubric



Student Learning Outcomes Assessment Review Rubric

RESULTS SECTION		PLAN SECTION		Student Learning Outcomes Assessment Review Rubric					
		(4) Highly Developed	(3) Developed	Mission Statement	(4) Highly Developed	(3) Developed	(2) Emerging	(1) Initial	(0) Unable to Review
RESULTS SECTION	Results Statement	<p>Results Statement</p> <ul style="list-style-type: none"> Clearly addresses the established Goal/Benchmark and states whether criteria were met or not met; Includes student headcount(s) and percentage(s); Is largely quantitative and provides relevant methodological details (who, when, how, etc.); For programs with multiple locations/modalities, a separate statement of results is provided for each location/modality; If it is inconclusive whether criteria were met or not, either results are reported using best available data or a clear explanation is provided as to why the data are not available; Includes attachments showing progression across years 	<p>Results Statement</p> <ul style="list-style-type: none"> Addresses the established Goal/Benchmark and states whether criteria were met or not met; Includes most student headcount(s) and percentage(s); Is sufficiently quantitative and provides enough methodological details (who, when, how, etc.); For programs with multiple locations/modalities, a separate statement of results is provided for some, but not all program locations/modalities; If it is inconclusive whether criteria were met or not, either results are reported using best available data or some explanation is provided as to why 	Mission Statement	<p>(4) Highly Developed</p> <p>Program mission is clearly stated; the program is identified, its unique role/purpose is defined, program values/aspirations are described, strong connection to department/college/university mission, goals and values is established</p>	<p>(3) Developed</p> <p>Program mission is sufficiently clearly stated; the program is identified, its role/purpose is defined, program values/aspirations are described, connection to department/college/university mission, goals and values may be strengthened</p>	<p>(2) Emerging</p> <p>Program mission is fairly clearly stated; the program is identified, its unique role/purpose and values/aspirations are described with some detail, connection to department/college/university mission, goals and values is weak</p>	<p>(1) Initial</p> <p>Program mission is not stated clearly; the program is or is not identified, its unique role/purpose and values/aspirations are described vaguely, connection to department/college/university mission, goals and values is not established or is weak</p>	<p>(0) Unable to Review</p> <p>Program mission is missing</p>
	Analysis of Results	<p>Analysis of Results</p> <ul style="list-style-type: none"> Clearly presents the reason(s) for why the results were achieved at the level that they were; Includes prior years results for comparison; Contains convincing cause-and-effect statements and educated hypotheses; References specific people and actions that positively impacted student learning results; Identifies specific challenges and potential solutions; For programs with multiple locations/modalities, contains detailed description of how different locations/modalities are comparable; Provides a clear logical link between results and improvement plan; Is focused on the take-always from internal discussions or investigations regarding the data; Attachments include documentation of internal discussions about results (meeting minutes, notes, executive summary) 	<p>Analysis of Results</p> <ul style="list-style-type: none"> With sufficient clarity, presents the reason(s) for why the results were achieved at the level that they were; Includes some prior years results for comparison; Contains plausible cause-and-effect statements and/or educated hypotheses; References general actions that positively impacted student learning results; Identifies some challenges/obstacles with or without potential solutions; For programs with multiple locations/modalities, describes how different locations/modalities are comparable; Is linked to results and improvement plan; Mentions some take-always from internal discussions or investigations regarding the data 	SLO Name, Statement and Category	<p>(4) Highly Developed</p> <p>SLO Name is succinct, descriptive, matches SLO Statement, meaning is crystal clear; SLO Statement is clearly articulated (specific, distinguishable set of knowledge/skills/values is identified); evidence of learning is measurable (Bloom's taxonomy verbs are used); learning is time-bound (SLO is set to be achieved by the end of specific course(s) or by certain time/milestone in the program); Assigned SLO Category perfectly matches SLO Name and Statement and only one category per SLO is selected</p>	<p>(3) Developed</p> <p>SLO Name is sufficiently brief, yet descriptive, adequately matches SLO, meaning is mostly clear; SLO Statement is articulated well (set of knowledge/skills/values is identifiable and sufficiently distinct); evidence of learning is mostly measurable, but can be improved (Bloom's taxonomy verbs are used imprecisely); learning is time-bound (SLO is set to be achieved by an identifiable time point); Assigned SLO Category matches SLO Name and Statement well and only one category per SLO is selected</p>	<p>(2) Emerging</p> <p>SLO Name encapsulates SLO fairly well, meaning is not very clear, may be stated more succinctly; SLO Statement is articulated vaguely (set of knowledge/skills/ values is too broad or hard to distinguish); evidence of learning is not easily measurable (Bloom's taxonomy verbs are barely used or used inappropriately); learning is loosely time-bound (little information about when SLO is set to be achieved is provided); Assigned SLO Category somewhat matches SLO and/or more than one category is assigned to the same SLO</p>	<p>(1) Initial</p> <p>SLO Name is overly descriptive/long, meaning is unclear, is not appropriate; SLO Statement is poorly or not articulated (set of knowledge/skills/values is not specific and/or not distinguishable); evidence of learning is not measurable (Bloom's taxonomy verbs are not used); learning is not time-bound (no information about when SLO is set to be achieved); Assigned SLO Category does not match SLO or all possible categories are selected</p>	<p>(0) Unable to Review</p> <p>SLO Name, Statement, and Category are missing</p>
	Improvement Plan	<p>Improvement Plan</p> <ul style="list-style-type: none"> Clearly explains how results and their analysis were used to inform changes/next steps; Describes well-thought-out, specific change(s) based on data/evidence; Identifies specific people/entities, actions, and timeframes; Includes improvement actions that are within program's control; If improvement action requires new financial and/or human resources, a description of it being included in budget request is provided along with an attached copy; If improvement action requires changes to assessment instrument and/or methodology, the refinements are described in detail; For programs with multiple locations/modalities, contains detailed description of improvement actions at each location/modality; Includes relevant attachments (updated syllabi, curriculum maps, policies and procedures, filled-out budget request for next year) 	<p>Improvement Plan</p> <ul style="list-style-type: none"> Sufficiently clearly explains how results and/or their analysis were used to inform changes/next steps; Describes at least one specific change based on data/evidence; Identifies specific people/entities or actions or timeframes; Includes at least one improvement action that is within program's control; If improvement action requires new financial and/or human resources, either a description of it being included in budget request is provided or a copy of filled-out budget request is attached; If improvement action requires changes to assessment instrument and/or methodology, the refinements are described with sufficient detail; For programs with multiple locations/modalities, contains sufficiently detailed description of improvement actions at each location/modality 	Assessment Process/Methodology	<p>Assessment Process</p> <ul style="list-style-type: none"> is the best approach for assessment of SLO; is described in great detail (it is clear who will assess student learning, in which course(s), during which semester(s), and under what circumstances); the assessment instrument is an excellent fit, how it will be used is clear, the description of the instrument is provided, including its psychometric properties; final course grades are not used to measure SLO; includes more than one relevant attachments (e.g., copy of assessment instrument(s), filled out curriculum map); appropriate indirect measure(s) (e.g., student survey, exit interview) used in addition to direct measure(s) 	<p>Assessment Process</p> <ul style="list-style-type: none"> is appropriate for SLO; is described in sufficient detail (enough information is provided about who will assess student learning, in which course(s), during which semester(s), and under what circumstances); the assessment instrument is suitable, description of the instrument and how it will be used is adequate; final course grades are not used to measure SLO; includes one relevant attachment (e.g., copy of assessment instrument(s), filled out curriculum map) 	<p>Assessment Process</p> <ul style="list-style-type: none"> is minimally suitable for assessment of SLO; only some details are provided (it is not fully clear who will assess student learning, in which course(s), during which semester(s), and under what circumstances); the assessment instrument measures SLO crudely, very little description is provided about the instrument and/or how it will be used; it is not likely that final course grades are used to measure SLO; includes attachment(s) that may not be relevant 	<p>Assessment Process</p> <ul style="list-style-type: none"> is not appropriate for SLO; is not described in sufficient detail (no or very little information is provided regarding who will assess student learning, in which course(s), during which semester(s), and under what circumstances); no information about how the assessment instrument will be used is provided; final course grades are used to measure SLO; includes no attachments 	<p>Assessment process is missing</p>
	Goal/Benchmark	<p>The goal/benchmark is:</p> <ul style="list-style-type: none"> specific (clearly stated and focused on one competency); measurable (number and percent of students is identified and exact level of student learning mastery is identified); attainable (based on results from prior years, the expected level of student learning is ambitious, yet achievable) 	<p>The goal/benchmark is:</p> <ul style="list-style-type: none"> relatively specific (stated with enough clarity and focused on one competency); mostly measurable (number and/or percent of students is identified and level of student learning mastery is identified); appears attainable (based on prior results, the expected level of student learning is appropriate) 	<p>The goal/benchmark is:</p> <ul style="list-style-type: none"> not sufficiently specific (ambiguously stated and/or may be aimed at multiple competencies); not easily measurable (only some information about number of students and mastery level is provided); attainable with little effort (based on prior results, the expected level of student learning may be increased) 	<p>The goal/benchmark is:</p> <ul style="list-style-type: none"> not specific (focused on multiple competencies and/or is vaguely stated); not measurable (number and/or percent of students is not stated and/or desired level of student learning is not identified); very easily attainable (based on results from prior years, the expected level of student learning is too low) 	<p>Goal/benchmark is missing</p>			

Technical Review



1. ✓

- Outcomes that will be continued into the next reporting cycle have been indicated and those that are no longer being pursued are archived

2. ✓

- Results section (Results Statement, Analysis of Results, and Improvement Plans) have been entered and no parts are missing

3. ✓

- If the program is offered at multiple locations/modalities, separate set of Results is entered for each one

4. ✓

- The Improvement Plan narrative is not exclusively focused on continuing the same practices

5. ✓

- The Program has a Mission Statement in the IE Portal
- All active Program Outcomes are aligned with the University Strategic Plan

Context of USF



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Office of Decision Support





Institutional Characteristics

COLLEGE	UNDERGRADUATE	GRADUATE	TOTAL
College of Arts and Sciences	15,293	1,816	17,109
College of Behavioral and Community Sciences	1,954	1,041	2,995
College of Education	1,142	994	2,136
College of Engineering	5,505	1,156	6,661
College of Marine Science	0	84	84
College of Nursing	937	899	1,836
College of Public Health	4,001	901	4,902
College of The Arts	1,263	217	1,480
Morsani College of Medicine	0	1,568	1,568
Muma College of Business	6,164	1,925	8,089
Office of Graduate Studies	0	42	42
Office of Undergraduate Studies	687	0	687
Patel College of Global Sustainability	0	109	109
Taneja College of Pharmacy	0	362	362
Total	36,946	11,114	48,060

*Honors College student headcount included with college of degree major.

Enrollment Data as of Drop/Add Fall 2022

USF TOP 50

The University of South Florida is classified as Doctoral Universities: Very High Research Activity by the Carnegie Classification of Institutions of Higher Education.

#18
among U.S. public universities
for Social Mobility
U.S. News and World Report (2022)

#22
among employers for women
Forbes' America's Top Colleges 2022

#21
out of 100 public and private employers
across a wide array of industries and

#2
among higher education institutions
Forbes America's Best Employers by State

#48
for public institutions and jumping
307 SPOTS
for institutions overall since 2015
Forbes America's Top Colleges 2022

#30
among public U.S.
institutions in the World
University Ranking
Times Higher Education (THE), 2022

#34
among public U.S.
institutions
*Academic Ranking of World
Universities (ARWU), 2022*

#5
among U.S. universities for its
sustainable development
Times Higher Education (THE), 2022

TOP 50
among all
public institutions
Forbes' America's Top Colleges 2022

Process for 8.2a compliance at USF

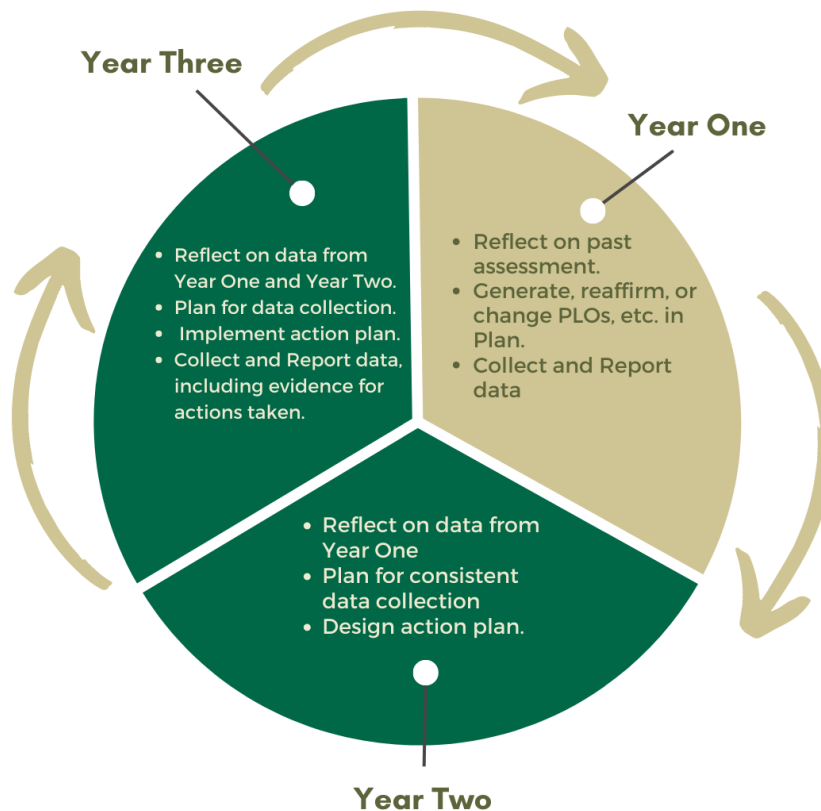


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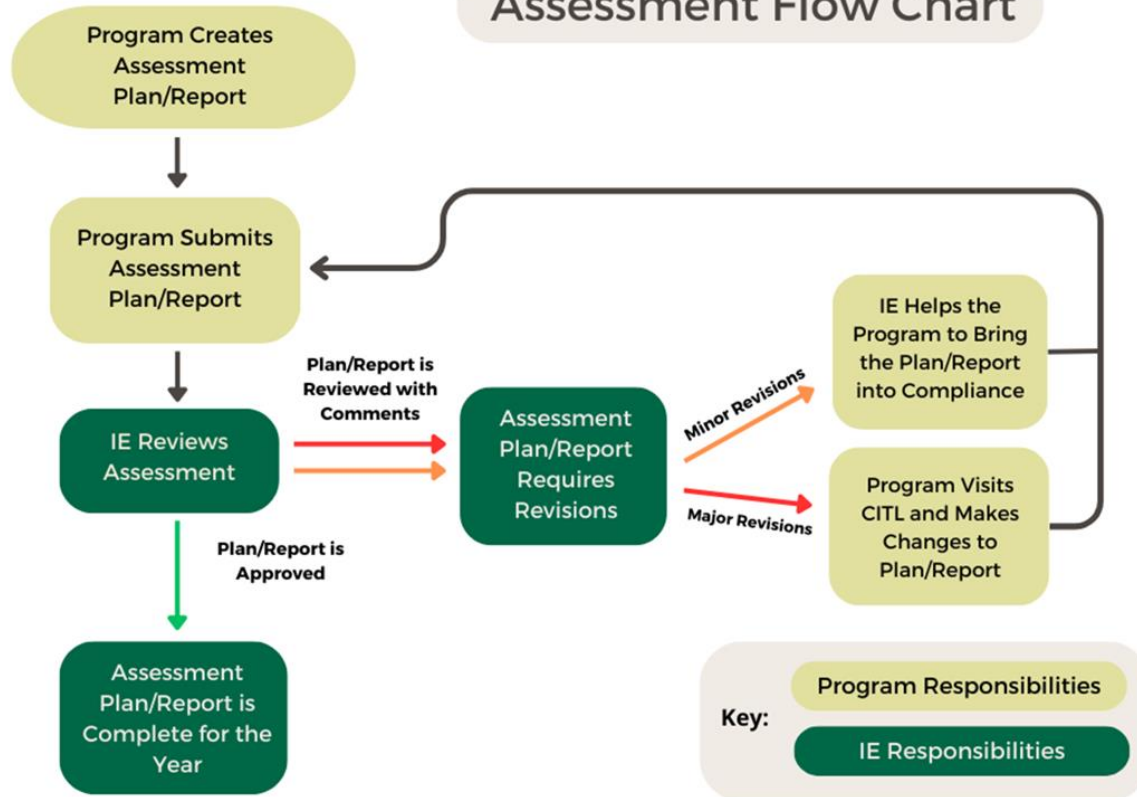


Process for 8.2a compliance



Assessment Submission Reviews

Assessment Flow Chart



8.2a Compliance Rubric

Overall Rating	Reviewed with Comments	Acceptable
Description	<p>The Plan/Report does not meet minimum SACSCOC standards, is missing, or has not been corrected based on previous comments. The comments in the system will reflect the needed revisions.</p> <p>This rating will also be assigned if IE has approved a delay in the submission of the Plan/Report, with the approval detailed.</p>	<p>All elements of the Plan/Report meet SACSCOC standards, as defined by the USF Assessment Standards. See the Standards for the full list of expectations.</p>

8.2a Assessment Plan Rubric

Component Ratings	Unacceptable	Needs Work	Acceptable
Program-Level Student Learning Outcome (PLO)	The PLO is not stated as a learning outcome or is stated in terms of assignment, course, or degree completion.	The PLO is unclear or not aligned with the mission, goals, and/or curriculum map.	The PLO refers to student learning and is aligned with the mission, goals, and curriculum map.
Method of Assessment	Method of Assessment is inappropriate, utilizes course grades, or is not connected/specific to the PLO.	Method of Assessment needs further description or refinement of the scoring criteria and/or process.	Scoring criteria, sampling, and processes are clear and appropriate for the PLO.
Performance Target(s)	Performance Target(s) is not aligned with the method(s) of assessment or PLO.	Performance Target(s) needs revisions for clarity.	Performance Target(s) is appropriate and clear.

8.2a Year 2 of 3-Year Cycle Report Rubric

Component Ratings	Unacceptable	Needs Work	Acceptable
Assessment Results	Decontextualized data are reported; no reference to data from <u>Year One</u> is included.	Results require revisions for clarity or completeness; results are reported without analysis.	Results are analyzed appropriately, including disaggregation and <u>Year One</u> to <u>Year Two</u> trends when possible.
Use of Assessment Results	Use of Assessment Results does not describe how the analysis of the results will be used to seek to improve PLO achievement.	The action plan describes strategies to seek improvement, but is not grounded in an analysis of assessment results.	With a thorough analysis of the results, the action plan includes a change to implement to seek to improve PLO achievement.



Section 2: Sampling & Avoiding Pitfalls



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Sampling and Avoiding Pitfalls at FSU



Stratified Representative Sampling

>20% of 19-20, 20-21, 21-22 reports

- Degree & certificate programs:
 - Bachelors, masters, specialist, doctoral, and professional degrees,
 - Graduate and undergraduate certificates;
- Main campus, branch campuses, off-campus instructional site, and distance learning;
- Educational programs:
 - From all 18 Colleges,
 - Established and newer,
 - Large, medium, and small student enrollment,
 - With and without specialized accreditation,
 - Across CIP codes when sampled from large colleges

Social Sci & Public Policy	African-American Studies	X																	
Social Sci & Public Policy	Appl of Unmanned Aircraft Systems																		

College	Program	Bachelor TLH	Bachelor PC FL	Bachelor ROP	Bachelor DL	Master TLH	Master PC FL	Master ROP	Master DL	Master SRS	Specialist TLH	Specialist DL	Doctoral TLH	Doctoral DL	Professional TLH	Professional PC FL	Professional DL	Undergrad Cert TLH	Undergrad Cert PC FL	Undergrad Cert DL	Grad Cert TLH	Grad Cert PC FL	Grad Cert DL
Applied Studies	Financial Planning		X*		X*																		
Applied Studies	Law Enforcement Intelligence								X														X
Applied Studies	Nurse Anesthesia							X															
Applied Studies	Nurse Anesthesia Practice															X*							
Applied Studies	Professional Communication	X	X			X	X																
Applied Studies	Public Safety and Security		X		X																		
Applied Studies	Recreation, Tourism, and Events		X																	X			
Applied Studies	Underwater Crime Scene Investigation																					X	
Arts & Sciences	Actuarial Science	X																					
Arts & Sciences	Anthropology	X				X							X**										
Arts & Sciences	Biochemistry	X																					
Arts & Sciences	Bioethics																				X		

College	Program	Bachelor TLH	Bachelor PC FL	Bachelor ROP	Bachelor DL
Applied Studies	Financial Planning		X*		X*
Applied Studies	Law Enforcement Intelligence				
Applied Studies	Nurse Anesthesia				
Applied Studies	Nurse Anesthesia Practice				
Applied Studies	Professional Communication	X	X		
Applied Studies	Public Safety and Security		X		X
Applied Studies	Recreation, Tourism, and Events		X		
Applied Studies	Underwater Crime Scene Investigation				

Arts & Sciences	Molecular Biophysics												X										
Arts & Sciences	Neuroscience	X											X										
Arts & Sciences	Oceanography					X							X										
Arts & Sciences	Philosophy	X				X							X										
Arts & Sciences	Physical Environmental Sciences												X										
Arts & Sciences	Physical Science	X											X										
Arts & Sciences	Physics	X				X							X										
Arts & Sciences	Psychology	X	X			X	X						X										
Arts & Sciences	Religion	X				X							X										

** Program is suspended as recognized by the Florida Board of Governors: No learning outcomes assessment reported for 2019-2020, 2020-2021, 2021-2022 academic years



Avoiding Pitfalls

Involve academic leadership
(in FSU's case,
Associate/Assistant Deans
for each of our 18 Colleges)
in organizing and overseeing
the assessment process

Plan for everything to take
longer, organization is key,
communicate often and
clearly, and never lose sight
of the 'why', which is to give
our students the best possible
education

Practice what you preach
– consistently innovate,
leverage technology, and
improve, even if only in
small ways

Sampling and Avoiding Pitfalls at USF



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Sampling Strategy at USF

Starting Place - Which programs are “programs?”

- Degree Program, Major, Concentration, CIP Code, BOG Approved....

Return to the Institutional Summary Form

Stratification (25%, representative) across:

- Academic Colleges (13)
- Degree classification (Bachelor’s, Master’s, Specialist, Prof. Doctoral, Res. Doctoral, Undergraduate Certificates, Graduate Certificates)
- Campus/Delivery Modality: Tampa, St. Petersburg, Sarasota-Manatee, Distance Education
- Inclusion of single units (i.e., only one Res. Doc. in a college)

Majors	284
Concentrations	459
Minors	88
Certificates	141
Other	45

Overcoming when assessment initiatives get stuck

Seeking
Standardization

One size
does not fit
all!

Over- (and under-)
Communication

Timing is
everything!



University of Florida

Sampling and Avoiding Pitfalls



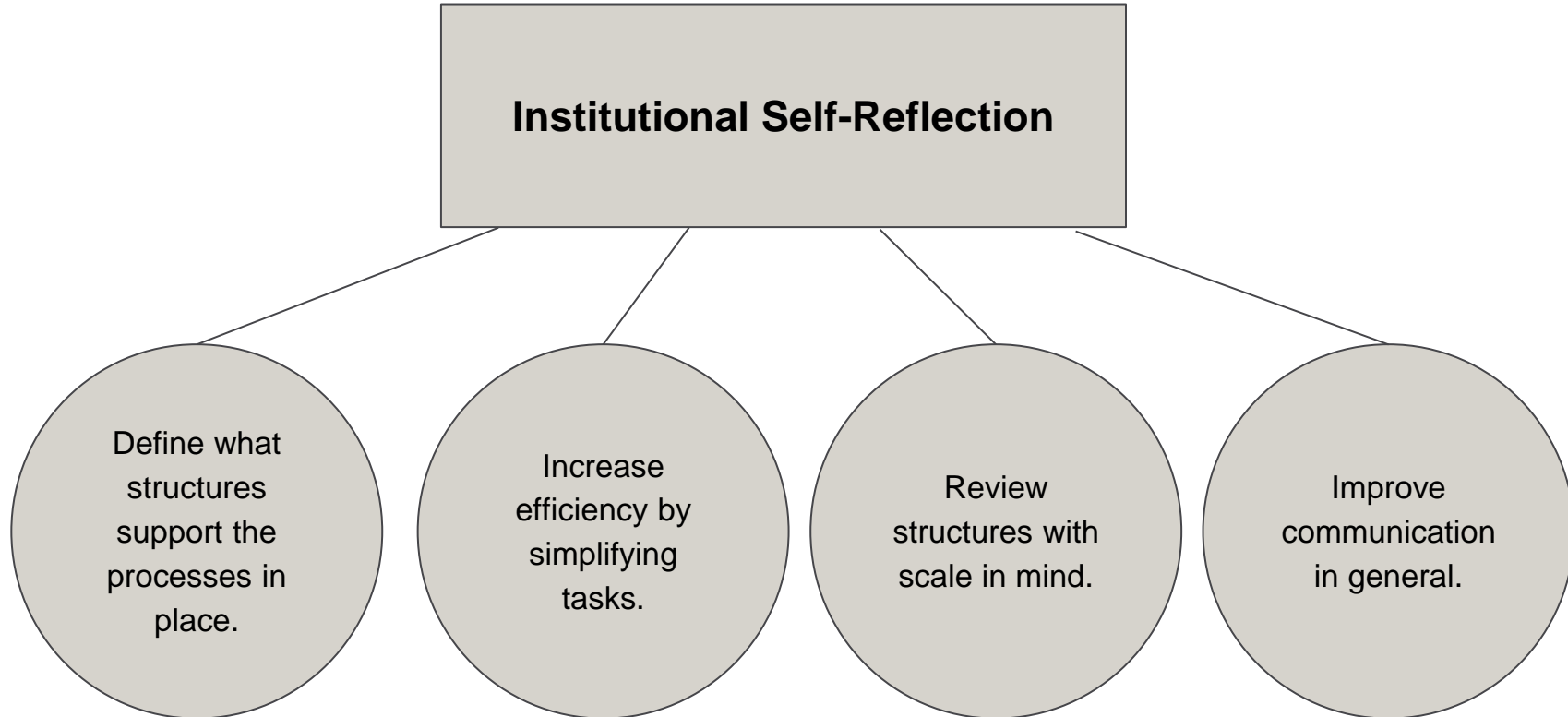
Sampling

The Office of Institutional Assessment reviews an average of 560 program reports annually.

- 2024 Reaffirmation Narrative (8.2.a):
 - Sample of reports for 124 UF programs/degree by college ($N = 372$) 3-Y
 - Multiple stratified sampling procedure. 4 homogeneous groupings:
 - **16 colleges**
 - **degree level** (U, G, P)
 - **program type** (degree/Cert.)
 - **type of degree** (B, M, D).

The 22% sample accurately represents the three-year average number of UF's programs.

Detecting and Avoiding Potential Pitfalls





Section 3:
Assessment
Wishlist at each
of our institutions

Assessment Wishlist at USF



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Assessment Wishlist at USF

Visualization - data coming in and coming out of the assessment process.

Committee - the ability for peers to provide feedback using the standards and professional knowledge.

Integration - Assessment as a key component of curriculum & teaching & learning process
(we recently got assessment to be part of the new curriculum process, but not yet in curriculum changes).



University of Florida

Wishlist



Assessment Wishlist at UF

- Explore alternative structures to support efficiency (e.g., additional reviewers, faculty PD, R&G).
- Simplify Qualtrics Review Form and engage program faculty in **self-assessment** exercise
- Consider a 3-year review cycle (Maybe not!)
- Plan assessment retreats:
 - Offer at least twice a year
 - Engage coordinators in reporting simulations
 - Promote clarity on report needs



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Assessment Wish List



Assessment Wishlist at FSU

- Faculty peer-to-peer review program for assessment reports,
- Stronger, university-wide, understanding of how to assess students in programs delivered in different modalities and geographic locations,
- Switching to a 3-year assessment cycle as a way to increase amount of SLO data and quality of data analysis and improvements,
- Consistent inclusion of outcomes assessment and reporting work in faculty AoRs and P&T.



General Discussion, Q&A

Contact Us:



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Additional Resources:

FSU:

<https://ipa.fsu.edu/sites/g/files/upcbnu2796/files/SLO%20Review%20Rubric%20Separated.pdf>

USF (pg.11 -20):

<https://usf.box.com/v/USFAcademicAssessmentHandbook>

UF: <https://assessment.aa.ufl.edu/assessment--accreditation-/academic-assessment/assessment-data-reporting/>