Academic Assessment Plan and Report Components and Instructions
University of Florida, Office of Institutional Assessment
http://assessment.aa.ufl.edu

Introduction

Academic Assessment Plans and Reports are an essential part of the University of Florida's assessment process for measuring student learning in the academic programs. All programs at UF – undergraduate, graduate, professional, and certificate – must develop Academic Assessment Plans and Reports annually. These plans are submitted for review and approval by the Academic Assessment Committee.

In these plans and reports, faculty members address the specific components of their assessment processes. The components are described here. Once developed, each component is then entered into its corresponding field in UF's assessment and accreditation software program, *Campus Labs.*

Plans and Reports – Differences and Similarities

When a new academic program is approved, the program faculty develop an *Academic Assessment Plan* for the assessment of the goals outcomes in the new program. These new plans are submitted for review by the Academic Assessment Committee. Faculty submit these plans through UF's online approval system > start new request > ALC/AAP. The plans are due in the first semester that there are students in the program.

Once the Academic Assessment Plan is approved by the Academic Assessment Committee, faculty implement the plan and submit an Academic Assessment Data Report annually. The reports (for the previous academic year's data and results) is submitted annually by November 1,

Each year at the end of May, all existing reports are rolled over for the next Academic Year in UF's Campus Labs Planning software. All parts of the report are rolled over except the previous year's data; the previous year's data is preserved in that year's data report. The report components that roll over become the plan for the next academic year, and faculty can modify the plan as needed to represent the changes they have made based on their review of the previous year's data.

Academic Assessment Plans and Academic Assessment Data Reports require the same components for completion. This document describes these components and provides models from existing UF academic programs.

Mission Statement

All units on campus have a mission statement that describes the purpose of the unit and guides the unit's actions, spells out its overall goal, provides a sense of direction, and guides decision-making. This section should meet these criteria:

- Clarity – the mission is clear, concise, and addresses teaching, research, and service
- Alignment with the university mission – the unit mission clearly supports the University mission

These criteria are met by reviewing the unit's mission and the university's mission (University

of Florida, 2014-15) and ensuring that they are aligned, and that the unit's mission supports the University's mission.

Program Goals (PGs)

Program goals include the broad educational goals of the program (i.e., to graduate students who are prepared for the workplace) and programmatic elements such as, but not limited to, the following:
- Total number of students enrolled
- Percent minority students
- Percent of admits from those who applied
- Percent matriculated from those admitted
- Median time to degree
- Percent attrition rate
- Percent completion rate
- Number of graduates
- Number of graduates produced per budgeted faculty position

Goals are measured by establishing specific actions that will provide data that inform the faculty of the progress they are making toward achieving the goal.

Student Learning Outcomes (SLOs)

Student Learning Outcomes should be current, relevant, and rigorous; written concisely and clearly; and represent the consensus of the program faculty on what students should know and be able to do at the end of their program. SLO are evaluated by the Academic Assessment Committee on the following criteria:
- clarity – the SLO is concise and clear
- focus on demonstration of student learning – the SLO describes an observable behavior or action
- measurability – the SLO can be measured using a direct or indirect assessment (see Methods and Procedures for further information about assessments)

All SLOs fall into one of three broad categories:
- Undergraduate – Content Knowledge, Critical Thinking, or Communication.
- Graduate – Content Knowledge, Skills, and Professional Behavior

Research

Briefly describe the research expectations for students in the degree program. NOTE: If the degree is NOT a research degree, briefly state this, and include a brief description of any research-related activities that students complete in the program.

Curriculum Maps (Undergraduate) and Assessment Timelines (Graduate/Professional)

Curriculum Maps describe the distribution of the assessments in undergraduate programs; Assessment Timelines present the general sequence of assessments in graduate programs. Curriculum Maps and Assessment Timelines (Appendices A & B) consist of a matrix that indicate where and in which courses the program's student learning outcomes are introduced, reinforced, and assessed. When appropriate, they also list other assessments that are used to

measure student learning. Templates for the Maps and Timelines are posted at the Institutional Assessment website ([Academic Assessment](#) [Planning Resources page](#)).

In the Academic Assessment Plan, the Curriculum Map/Assessment Timeline should meet these criteria:

- Aligns SLOs with program courses
- Curriculum Maps (undergraduate programs) identify where SLOs are introduced, reinforced, and assessed in the program
- Assessment Timelines (graduate/professional programs) identify when administration of the assessment is planned in the program
- Identifies the assessments used for each SLO

Assessment Cycle

The assessment cycle ([See templates](#)) is a matrix that graphically organizes the frequency of SLO assessment. Because programs have multiple SLOs in three broad categories, <u>all SLOs must be assessed at least once every three years</u>. However, faculty may choose to assess all of their SLOs annually or over a two year period. The Assessment Cycle is evaluated on the following criteria:

- clarity – the cycle is clearly articulated
- all student learning outcomes are measured
- data is collected at least once in the cycle for each SLO
- there is a date or time period for data analysis and interpretation
- there is a date for planning improvement actions based on the data analysis
- there is a date for dissemination of results to the appropriate stakeholders

Methods and Procedures (Undergraduate and All Certificates) and Measurement Tools (Graduate/Professional)

Each unit employs various methods and procedures to assess and collect data on program goals and student learning outcomes. SLO assessment methods include but are not limited to rubrics, exam scores, portfolios, recitals or art show critiques, etc. Program goal measures vary widely. In this section of the plan, units provide information on their specific methods and procedures for the <u>Program Goal measures and SLO assessments</u>. In the Academic Assessment Plan, methods and procedures are evaluated on the following criteria:

- Clarity – methods and procedures are clear
- SLO Matrix is completed (See Appendix C)
- Measurements occur at specified times
- Measurements are appropriate for the Goals and SLOs
- SLO assessment methods and procedures reflect an appropriate balance of direct and indirect methods
- At least one course/program assessment/measurement tool (attachments preferred)

More about Direct and Indirect Assessments

Direct assessments of student learning are those that provide for direct examination or observation of student knowledge or skills against measurable performance indicators. *Indirect assessments* are those that ascertain the opinion or self-report of the extent or value of learning experiences.

Indirect measures are used primarily to assess program goals, but these measures can inform SLO achievement when triangulated with direct assessment data. Indirect assessments include but are not limited to quantitative data such as enrollments; questionnaires; honors, awards, scholarships; interviews, focus groups; employer satisfaction measures; retention/graduation rates; and job/graduate school placement data. Easily accessible indirect data available at UF includes the Graduate and Undergraduate Graduation Survey data and the undergraduate SERU data on the University of Florida's Institutional Research website.

Direct measures can be used to assess program goals and student learning outcomes. Examples of direct assessment include but are not limited to quizzes, tests, inventories, team/group projects, standardized tests, licensure exams, internships, service-learning projects, case studies, simulations, and portfolios.

The balance of direct and indirect measures should be appropriate for the program. Most programs will have at least 50% of the SLOs measured using direct assessments.

Sample Rubric Used to Measure an SLO
In this section faculty attach a sample rubric that is used to measure one of the program SLOs.

Assessment Oversight
In this section of the plan, the appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified. A list of names, department affiliations, and email addresses meets this criterion. If it is appropriate, additional information on the assessment oversight in the unit can be provided.

Appendix A

Undergraduate Curriculum Map for [enter program name]

Key: **I**ntroduced   **R**einforced   **A**ssessed

Courses SLOs	Course1	Course2	Course3	Course4	Course5	Course6	Course7	Additional Assessments
Content Knowledge								
#1								
#2								
Critical Thinking								
#3								
#4								
Communication								
#5								
#6								

Undergraduate Curriculum Map Example

Courses SLOs	BSC 2010	BSC 2011	BOT 2011C	BOT 2710 or BOT 5225C	BOT 3503 and BOT 3503L	PCB 3023	PCB 4043C or PCB 3601C	Additional Assessments
Content Knowledge								
#1	I	I	R	R	R/A Major Field Test	R	R/A Major Field Test	
Critical Thinking								
#2	I	I	R	R	R/A Major Field Test	R	R/A Major Field Test	
#3	I						R/A Bioethics Module Quiz	
Communication								
#4			I	R	R/A Scientific Literacy Paper		R/A Scientific Literacy Paper	

Graduate/Professional Assessment Timeline for [enter program name]

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3	Enter more as needed
Knowledge				
#1				
#2				
Skills				
#3				
#4				
Professional Behavior				
#5				
#6				

Graduate/Professional Assessment Timeline Example

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
Core Areas of Hispanic Linguistics and/or Literary Studies	Annual Faculty Evaluation Meeting (Spring)	PhD Qualifying Exams (in third year)	Dissertation and Final Exam (5 year, median)
Skills			
Analyze & Interpret	Annual Faculty Evaluation Meeting (Spring)	PhD Qualifying Exam (in third year)	Dissertation and Final Exam (5 year, median)
Professional Behavior			
Ethical Data Collection and Writing	Course Assignments (first two years)	Annual Faculty Evaluation Meeting (Spring)	

Appendix C

SLO Matrix Template

Student Learning Outcome	Assessment Method	Measurement Procedure
SLO # 1	E.g., Paper, presentation	E.g., Grading rubric
SLO # 2		
SLO # 3		

The SLO Matrix presents the alignment of the faculty's assessment methods and measurement procedures (direct and indirect) with each SLO.

SLO Matrix Example

Student Learning Outcome	Assessment Method	Measurement Procedure
Apply the guiding framework of human ecology and other related theories to contribute to positive outcomes for diverse families, youth and communities at home and abroad.	• FYC 4931 Comprehensive Exam • FYCS Student Self-Assessment	The instructor of FYC 4931 will administer the FYCS Comprehensive Exam, which is composed of objective questions on the fundamentals of FYCS. The exam was developed by a faculty committee and is graded according to a rubric developed by FYCS faculty. The instructor of FYC 4931 will administer the FYCS Student Self-Assessment. The self-assessment examines the general trends in perceived knowledge and satisfaction in core competencies of FYCS. Faculty will report her/his findings to the undergraduate coordinator.
Apply strategies for prevention and intervention in contemporary family, youth and community problems and issues.	• Program Planning and Evaluation project in FYC 4662 • Quizzes/Exams in FYC 4662	The instructor of FYC 4662 will assess the Program Planning and Evaluation project using a rubric approved by a committee of FYCS faculty. The instructor will report the outcomes of the assessment to the undergraduate coordinator. The instructor of FYC 4662 will provide the average (mean) grade earned on all course quizzes and exams to the undergraduate coordinator.
Apply current research findings relevant to families, youth and communities.	• Group Research Project in FYC 4801 • Research lab assignments in FYC 4801	The instructor of FYC 4801 will assess the Group Research Project using a rubric approved by a committee of FYCS faculty. The instructor will report the outcomes of the assessment to the undergraduate coordinator.

Integrate professional skills, ethical standards and knowledge needed to participate in and to provide leadership in civic and professional life.	• FYCS Practicum Assignments • FYCS Practicum Supervisor Evaluation	The instructor of FYC 4941 will provide to the undergraduate coordinator an average (mean) score on all written assignments assessing the degree to which students' integrated professional skills, ethical standards and knowledge with their practicum experience. Each assignment is evaluated based on a rubric approved by a committee of FYCS faculty. At the completion of the practicum experience, the practicum site supervisor will complete the student assessment and return to the practicum coordinator. The practicum coordinator will compile the results and report the findings to the undergraduate coordinator.
Create, interpret and analyze written text, oral messages and multimedia presentations used in agricultural and life sciences and in family, youth and community sciences.	• Course grade in AEC 3030C • Course grade in AEC 3033C	These courses are graded using a faculty-developed rubric. Grades for FYCS students are reported to the undergraduate coordinator by the CALS Dean's Office.