

# 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!

- After **listening to** the presentations, attendees will be able to identify the key features of the effective academic assessment (8.2a) processes at the presenters' institutions.
- After **actively participating** in the session, attendees will be able to design some elements of an academic assessment (8.2a) process and adapt it for their own context.
- After **attending the** presentation, the participants will be able to create an approach to learning outcomes sampling that fits their institutional characteristics.

## Learning Outcomes



**Section 1:**  
Context &  
Process for 8.2.a  
Compliance  
(15 min. total)



UF

# University of Florida

## Context



# Institutional Characteristics

## Top 5

### Public University

We rank among America's five best in U.S. News 2022 rankings.

## 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.





UF

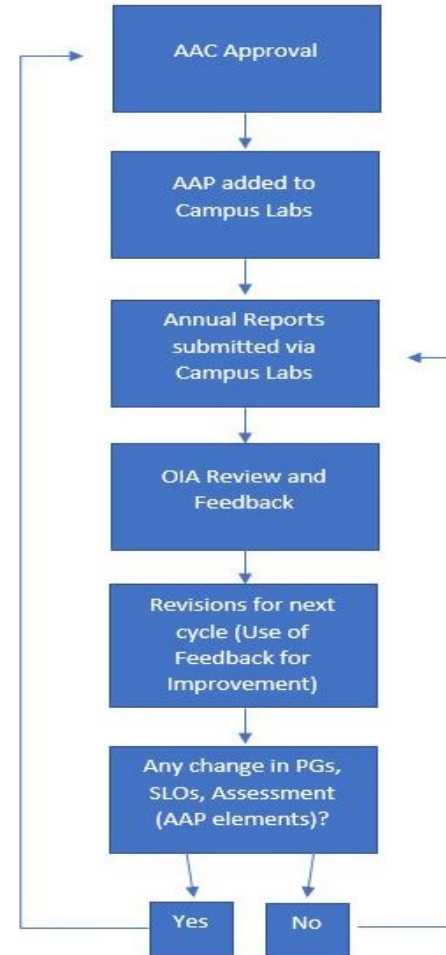
# University of Florida

## 8.2.a Compliance



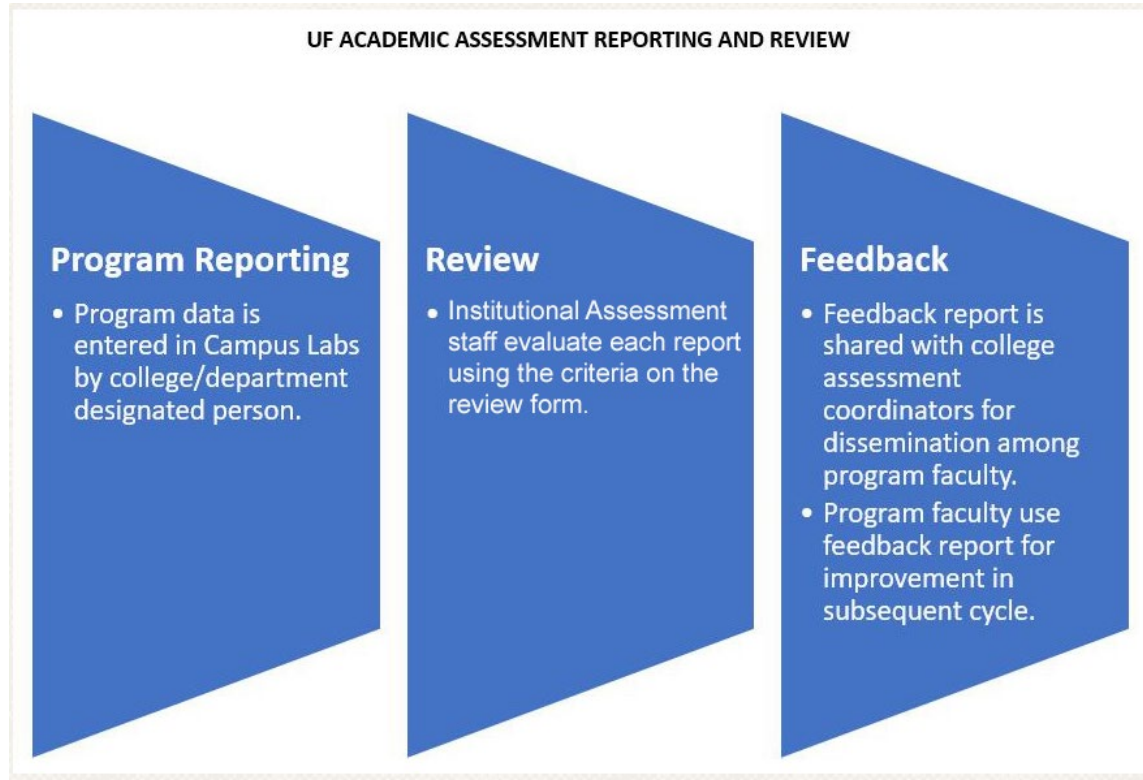
# Process for 8.2a compliance at UF

- **The academic assessment cycle** starts with the submission of new academic assessment plans (AAP) to the Academic Assessment Committee (AAC).
- **Each college reports on their programs** annually (Each Fall) via Campus Labs.
- **Office of Institutional Assessment staff review** each academic program reports and provide feedback.
- **Revisions for the next cycle** are expected to reflect feedback provided.
- **Changes impacting PGs, SLOs, or any of the assessment methods** and procedures must go through the approval system for the AAC review and approval.
- **Changes that do not impact the academic assessment plans**, do not require approval and can be done directly in Campus Labs for the subsequent reporting cycle.





# Process for 8.2a compliance at UF



# Process for 8.2a compliance at UF

## Academic Data Report Review Rating Scale:

- Needs Attention (1):
  - Key items are missing (or incomplete) in the report section. Requires significant revision of narrative(s), sample instruments, SLOs, or other items.
- Needs Minor Revision (2):
  - Items are addressed but are unclear or unsupported in the report section. Requires some revision, such as, including data in the narrative, providing a sample assessment instrument, or other items to support the narrative.
- Well Done (3):
  - The section narrative presents a thorough and thoughtful analysis that is fully supported by relevant data. Relevant documents, including name-redacted data that supports the claims made in the report, are attached.

# Process for 8.2a compliance at UF

## Q2. Assessment Plan:

College/Unit	<input type="text"/>
Academic Program Name	<input type="text"/>
Academic Year	<input type="text"/>

**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 (MS) 2020-2021
<p>Program Goal(s) - Section includes evaluation methods describing how goal will be achieved and what measures will be used</p> <p>Results</p> <p>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</p> <p>Results</p> <p>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</p>	<p>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.</p> <p>Results section describes mostly that candidates are meeting the outcomes, but there is no discussion on effectiveness of assessment methods.</p> <p>The narrative does not include a discussion on students' learning strengths and weaknesses.</p>



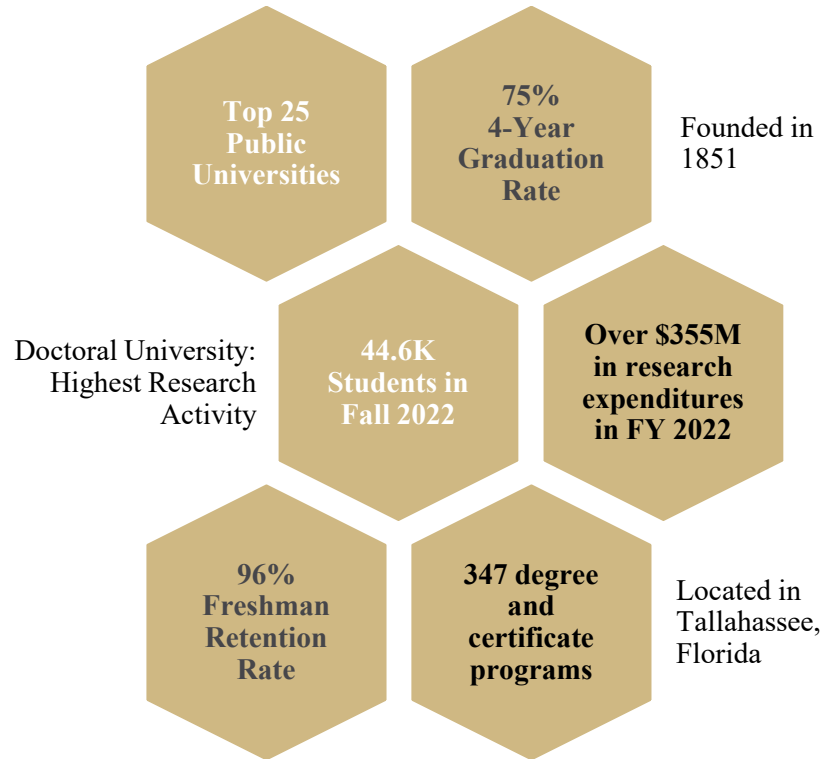
FLORIDA STATE  
UNIVERSITY

# Florida State University

Context



# Institutional Characteristics







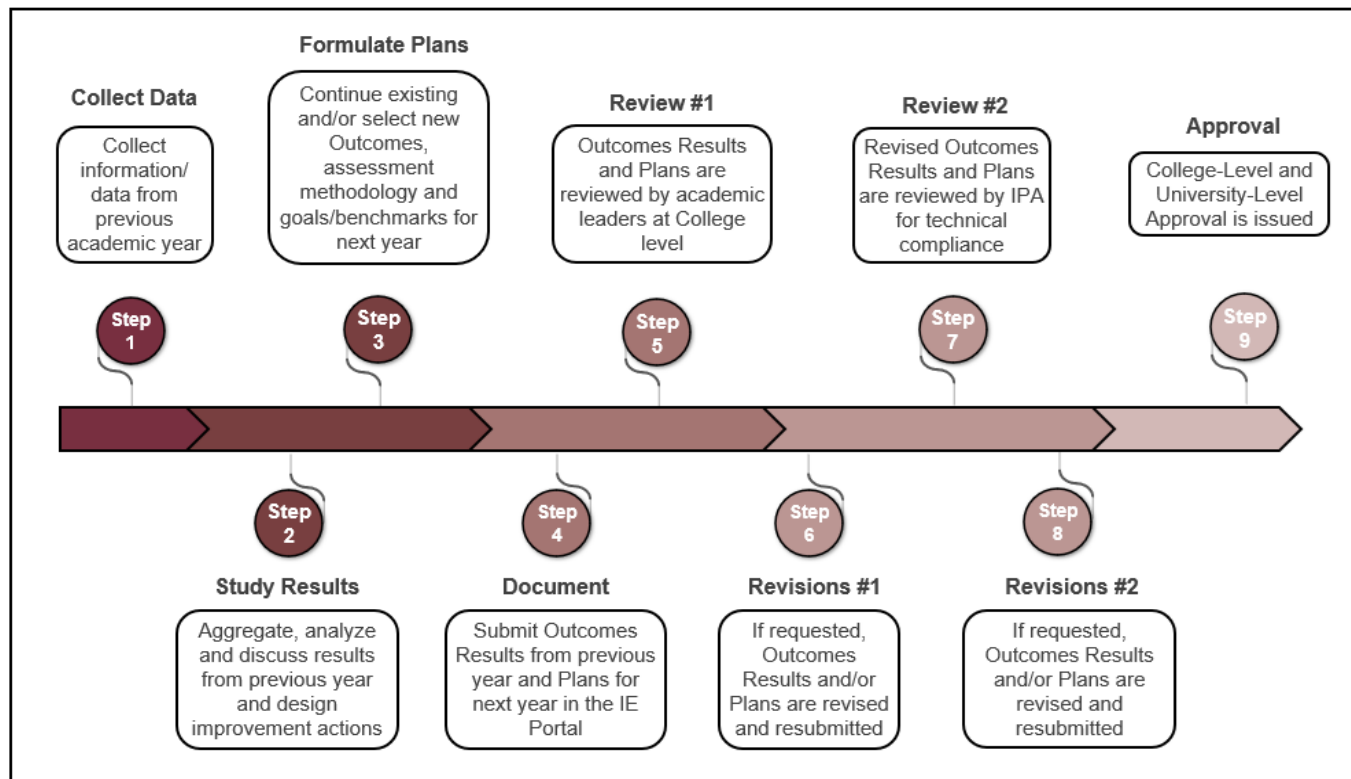
FLORIDA STATE  
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# Florida State University

Process for 8.2a Compliance



# Academic Assessment Reporting and Review Process at FSU





# Academic Rubric

## Student Learning Outcomes Assessment Review Rubric



		(4) Highly Developed	(3) Developed	Student Learning Outcomes Assessment Review Rubric					
RESULTS SECTION	Results Statement	<b>Results Statement</b> -- 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	<b>Results Statement</b> -- 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	<b>(4) Highly Developed</b> 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	<b>(3) Developed</b> 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	<b>(2) Emerging</b> 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	<b>(1) Initial</b> 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	<b>(0) Unable to Review</b> Program Mission is missing
	SLO Name, Statement and Category	<b>SLO Name, Statement and Category</b> -- 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	<b>SLO Name, Statement and Category</b> -- 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	Assessment Process/Methodology	<b>Assessment Process</b> -- 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)	<b>Assessment Process</b> -- 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)	<b>Assessment Process</b> -- 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	<b>Assessment Process</b> -- 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	<b>Assessment process is missing</b>
	Improvement Plan	<b>Improvement Plan</b> -- 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)	<b>Improvement Plan</b> -- 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	Goal/Benchmark	<b>The goal/benchmark is:</b> -- 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)	<b>The goal/benchmark is:</b> -- 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)	<b>The goal/benchmark is:</b> -- 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)	<b>The goal/benchmark is:</b> -- 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)	<b>Goal/benchmark is missing</b>
	PLAN SECTION								

# 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



UNIVERSITY of  
**SOUTH FLORIDA**

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
<b>Total</b>	<b>36,946</b>	<b>11,114</b>	<b>48,060</b>

\*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

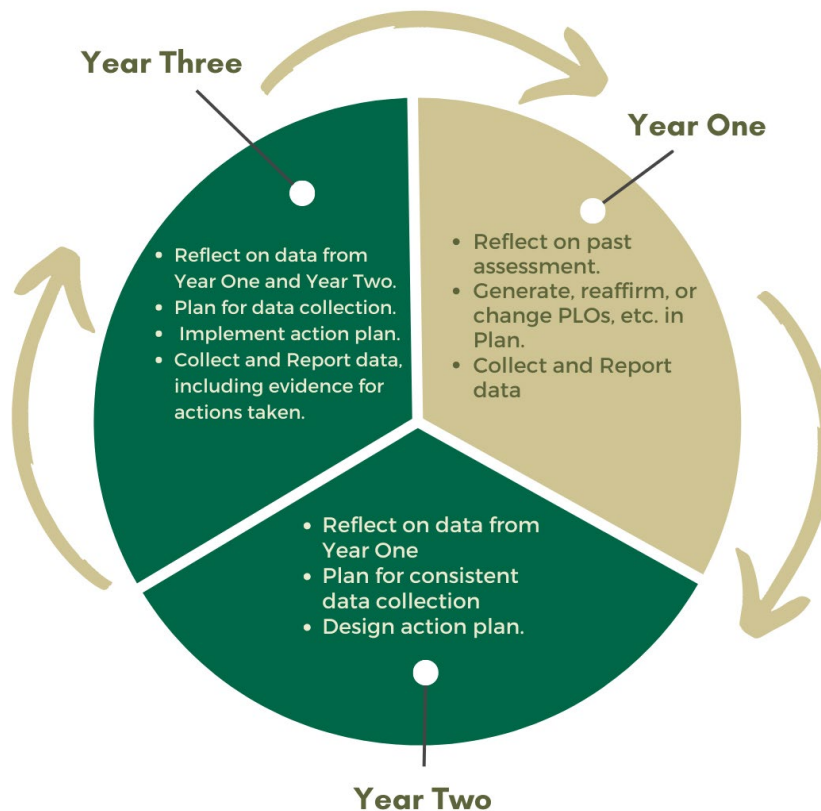


UNIVERSITY of  
**SOUTH FLORIDA**

Office of Decision Support

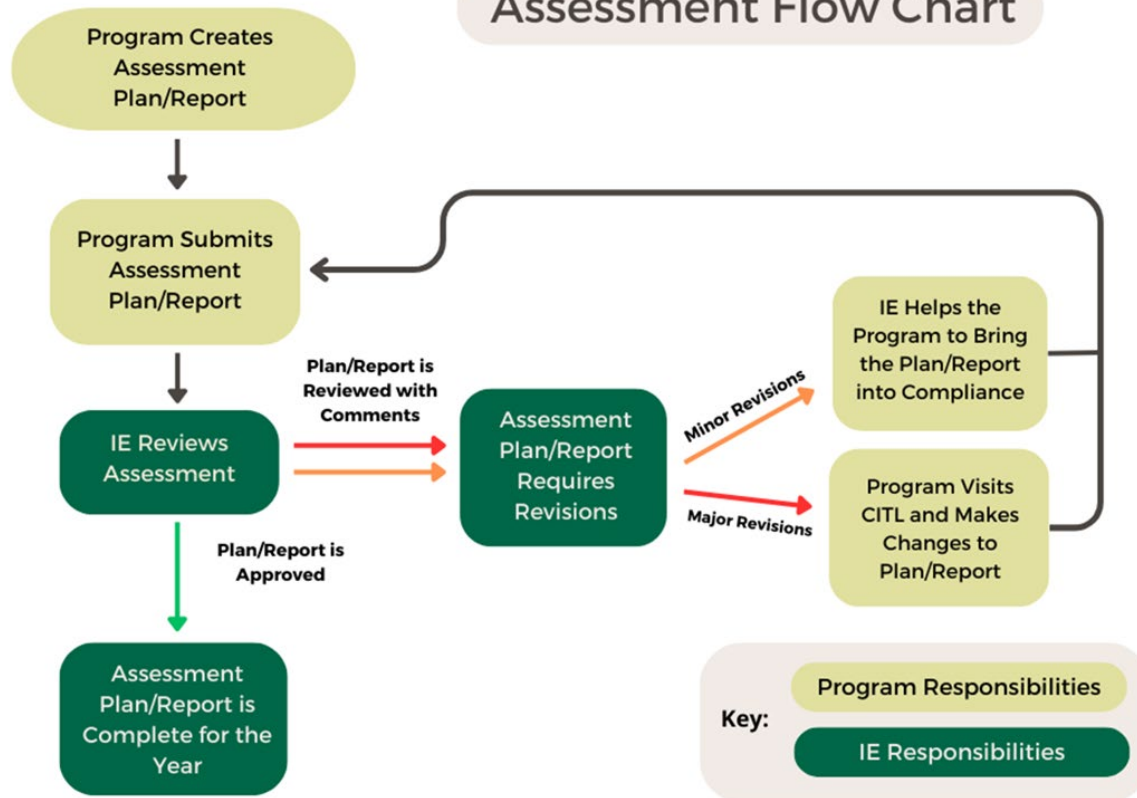


# Process for 8.2a compliance



# Assessment Submission Reviews

## Assessment Flow Chart



## 8.2a Compliance Rubric

Overall Rating	On Hold	Non-Compliant 2	Non-Compliant 1	Compliant
	IE has approved a delay in the submission of the plan/report.	The Plan/Report does not meet minimum SACSCOC/BOG standards, is missing, or has not been corrected based on previous comments.	Minor revision or clarification is needed for some elements of the Plan/Report.	All elements of the Plan/Report meet SACSCOC/BOG standards.





## **Section 1:** Hands-On Activity (10 minutes)

# Hands-on Activity - The Review Process

## Review Activity:

- **Individual:** Read the sample report (2 min)
- **Group:** Discuss the report with your group (strengths and weaknesses) (2 min)
- **Individual:** Use the template to start developing a structure of sections for a report and the corresponding items you may use in an instrument to assess each section of the report. If your institution already has a report structure and rubric or instrument to review reports, reflect on your current instrument/process and consider strengths and weaknesses (3 min)
- **Whole group:** Share your impressions of the process with the whole group (3 min)



## **Section 2:** Sampling & Avoiding Pitfalls (15 min. total)



FLORIDA STATE  
UNIVERSITY

# Florida State University

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								

[illegible]

		Bachelor TLH	Bachelor PC FL	Bachelor ROP	Bachelor DL
College	Program				
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				

[illegible]

**\*\* 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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Office of Decision Support





# 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
- Degree classification (Bachelor’s, Master’s, Specialist, Prof. Doctoral, Res. Doctoral, Undergraduate Certificates, Graduate Certificates)
- Inclusion of single units (i.e., only one Res. Doc. in a college)

<b>Majors</b>	284
<b>Concentrations</b>	459
<b>Minors</b>	88
<b>Certificates</b>	141
<b>Other</b>	45

# Overcoming when assessment initiatives get stuck

Seeking  
Standardization

One size  
does not fit  
all!

Over- (and under-)  
Communication

Timing is  
everything!



**UF**

# University of Florida

## Sampling and Avoiding Pitfalls



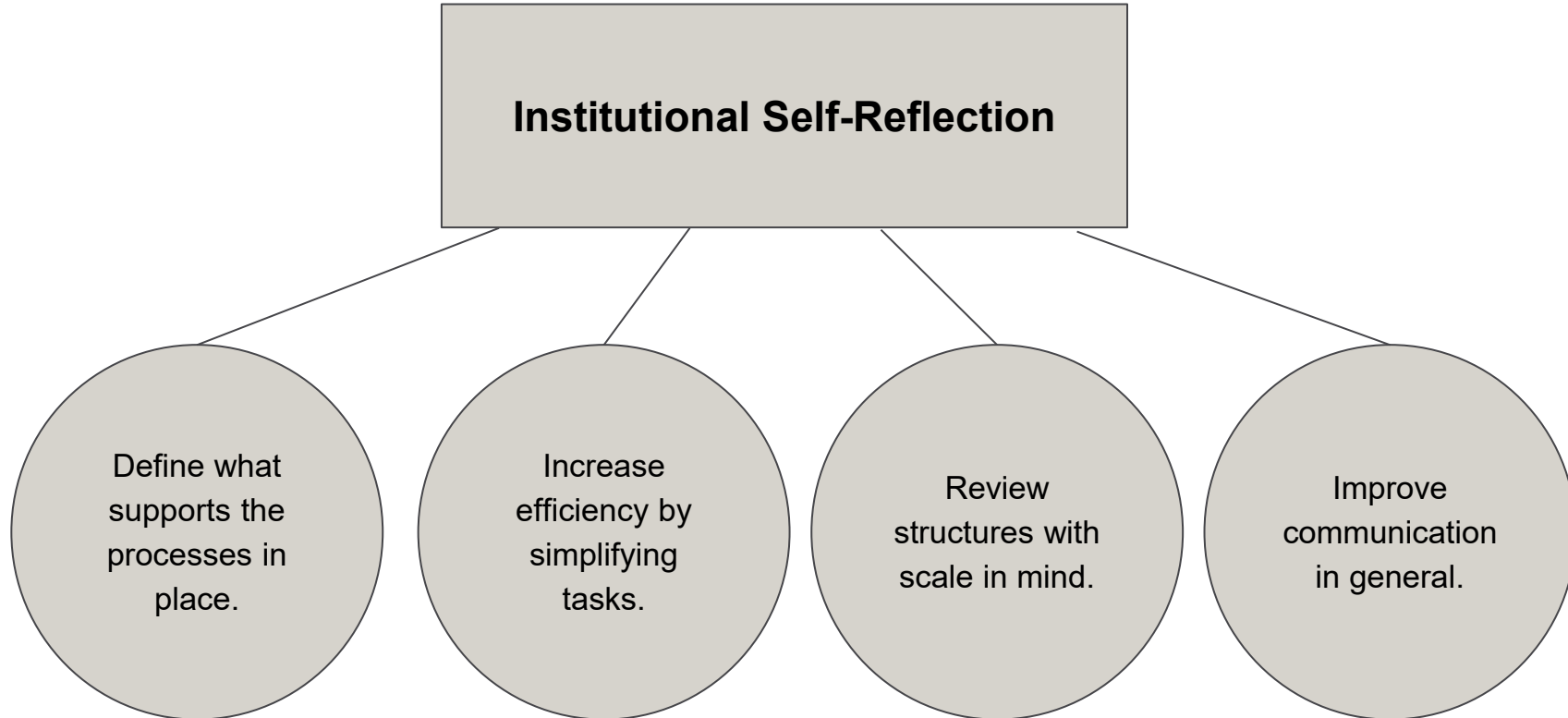


# Sampling

**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 academic programs at each degree level offered by each college ( $N = 372$  data reports) for the most recent three academic years.
  - Multiple stratified sampling procedure. UF programs fall into four homogeneous groupings, which became the sampling strata:
    - the 16 colleges
    - degree level (undergraduate, graduate, professional)
    - program type (degree or certificate), and
    - type of degree (e.g., BA, BM, BS, MM, PhD, etc.).
  - The 22% sample accurately represents the three-year average number of UF's programs.

# Detecting and Avoiding Potential Pitfalls





## Section 2:

Hands-On  
Activity!  
(10 minutes)



# What Would You (Not) Do?

## Top 3 Pitfalls to Avoid

- You are the new Assessment Director at a large public university:
  - Previous Director left abruptly and without transferring institutional knowledge,
  - Decennial reaffirmation is in 4 years,
  - There is no university policy or handbook on IE/Assessment and no assessment committee.
- You are an Assessment Coordinator for an academic department:
  - Your department does not have an external accreditor,
  - University Assessment Office notified you that your department's SLO assessment is not up to par,
  - Faculty say they are overburdened and do not have time for any additional assessment work



**Section 3:**  
Assessment  
Wishlist at each  
of our institutions  
(15 min. total)



# Assessment Wishlist at USF



UNIVERSITY of  
**SOUTH FLORIDA**

Office of Decision Support







# 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).



UF

# University of Florida

## Wishlist



# Assessment Wishlist at UF

## Improve processes and related procedures by:

- Exploring other platforms that support the academic program review process more effectively.
- Simplifying Qualtrics Review Form:
  - Once the review form is simplified, engage assessment coordinators/faculty in **self-assessment** exercise using the form
- Considering a 3-year review cycle
- Planning assessment retreats at least twice a year to engage coordinators in reporting simulations to promote clarity on what data and how data needs to be reported.



FLORIDA STATE  
UNIVERSITY

# Florida State University

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.



## **Section 3:** Hands-On Activity! (10 Minutes)





# Hands-On Activity!

## (3 minutes: Write your own wish list)

**Assessment at my institution could be enhanced if...**  
**(3 items max)**

Remember, Wish List goes beyond “best/good practice” models in consideration of what is most likely to enhance the experience in your own context.

# Hands-On Activity!

## (3 minutes, small group)

Share your Wish Lists with each other!

Guiding Questions:

1. Why did you choose the items you listed?
2. How does “Best Practice” translate to what would be appropriate in your context?
  - a. How would you adapt a model you heard about today to work for you?



# Hands-On Activity!

## (4 minutes, large group)

What insights did you gain from sharing your Wish Lists with your peers?

Which of the Wish List items presented by your peers is the most transformational for assessment? Why?





## 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/>