Academic Assessment Guide

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Purpose of this Document
This document provides the Academic leaders and faculty with a framework they can use to guide assessment within their programs to support Florida State College at Jacksonville’s mission.

*The mission of Florida State College at Jacksonville is to provide high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community.*

This document specifically addresses the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Principle of Accreditation 8.2.a and 8.2.b. This principle requires colleges to assess expected outcomes of its academic and student support services and provide evidence of seeking improvement based on analysis of the results.

Introduction
Student outcomes, both within and outside of the classroom, are the heart of the higher education experience. The ultimate purpose of academic assessment is to focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs. Assessment is not evaluation; assessment is about collection, analysis, and interpretation of data and information related to an issue or area of interest, primarily to make changes or improvements. Assessment is the process of ongoing and continuous improvement.

The benefits of academic assessment include:

- Faculty can design instruction to target the knowledge and skills students should have upon finishing a course/and or program to and better determine the levels of thinking or reasoning appropriate for the course
- Faculty can rely less on the comments that appear on student evaluations as indicators of their success in teaching
- Faculty can engage in more productive conversations about the status of student achievement and make better decisions about how it might be improved.

Taskstream
The College’s current Assessment Management System, Taskstream, is where assessment data is entered and stored. All programs enter required data, which include general information and all areas of the assessment cycle. Instructions to complete each step of the assessment process are included in the Appendices.
General Information
Each program has the following standing requirements: mission statement, program learning outcomes, and curriculum map.

Mission statement
A mission statement articulates the purpose of the program. The mission statement declares what the program does and what it intends to achieve, and has a connection to the overall mission and goals of the College. Mission statements should clearly and effectively communicate WHAT you do, for WHOM you do it, WHY you do it, and HOW you do it. It gives the program a unique identity.

Mission statements are not routinely changed, but should be reviewed every assessment cycle (every three years).

Mission Statement Example:
The mission for the Bachelor of Science (B.S.) in Business Administration is to provide students with a culturally diverse foundation on which to build a successful career through advancement in the workplace or furthering their education at the graduate level.

Program Learning Outcomes
The first step in an assessment cycle is to identify the learning outcomes that should occur for each program. A well-formulated set of Program Learning Outcomes will describe what a student knows, thinks or is able to do after completing all of the courses required to complete a particular program of study. The learning outcomes should be concise descriptions of the impact the program will have on its students. By clearly stating the outcome that occurs as a result of the education, programs become better positioned for using techniques and pedagogies that are effective for advancing student learning. When creating program learning outcomes, the requirements of an outside accreditor and/or FLDOE Curriculum Frameworks should be taken into consideration and incorporated into the PLO statement. Program learning outcomes should:

- Addresses a specific action, behavior, or achievement
- Be focused and measurable
- Be achievable or can be improved upon if not achieved
- Be related to the mission of the program and/or the College
- Be meaningful to the program

Courses and programs available in a distance learning format are evaluated using the same student learning outcomes, assessments, and benchmarks as on-campus courses and programs. These data are included in annual assessments and program reviews. When PLOs are created, the expectation is that they are measured in all applicable course sections, regardless of delivery.
Program Learning Outcomes Example

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional/Business Communication</td>
<td>Construct and present effective written forms of professional/business communication.</td>
</tr>
<tr>
<td>Business Concepts and Functions</td>
<td>Apply skills and knowledge of business concepts and functions in an integrated manner.</td>
</tr>
<tr>
<td>Ethical Decision Making</td>
<td>Demonstrate an understanding of ethical decision making.</td>
</tr>
<tr>
<td>Analytical Thinking Skills</td>
<td>Demonstrate and apply analytical thinking skills.</td>
</tr>
<tr>
<td>Problem-solving, business analysis, and decision making skills</td>
<td>Demonstrate and apply problem solving, business analysis, and decision making skills.</td>
</tr>
<tr>
<td>Logic, Reasoning, and Problem Solving</td>
<td>Demonstrate and apply logic, reasoning, and problem-solving.</td>
</tr>
</tbody>
</table>

Curriculum Map

Curriculum mapping aligns teaching with learning outcomes. It is a systematic process to document and visualize which courses and learning activities are addressing PLO’s and to what extent they are utilizing them.
### Curriculum Map Example

#### Outcome

<table>
<thead>
<tr>
<th>Written Correspondence</th>
<th>Written Legal Documents</th>
<th>Legal Research</th>
<th>Legal Ethics</th>
<th>Oral Communication</th>
<th>Industry-Related Technology</th>
<th>Judgment and Analytical Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will be able to draft correspondence proficiently, utilizing appropriate format and grammar.</td>
<td>Students will be able to draft legal documents proficiently, utilizing appropriate format, content, and grammar, given a set of facts.</td>
<td>Students will be able to proficiently and accurately conduct legal research, given a factual scenario.</td>
<td>Students will be able to identify, analyze, and resolve law-related ethical issues, given a fact scenario.</td>
<td>Students will be able to demonstrate effective oral communication skills.</td>
<td>Students will be able to utilize basic law-related technology and software.</td>
<td>Students will be able to demonstrate sound judgment and analytical/critical thinking skills.</td>
</tr>
</tbody>
</table>

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
<th>I</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLA1053 Introduction to Paralegal Studies</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>PLA1104 Legal Research and Writing I</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PLA2114 Legal Research and Writing II</td>
<td>M</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td>PLA2200 Litigation</td>
<td>R</td>
<td>M</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>R</td>
<td>M</td>
<td></td>
</tr>
</tbody>
</table>
Assessment Cycle

Educational programs are assessed on a 3-year cycle. In the Fall Term, faculty in each program review and/or revise their assessment plan to carry out during the assessment cycle. During the first two years of each cycle, faculty assess and collect data for review each fall. In the fall of the third year of each cycle, faculty members in each program use the longitudinal data to create a use of results plan to help improve student attainment of pre-determined program benchmarks. After implementation of the plan, students are assessed to determine the intervention’s success, thus closing the loop.

<table>
<thead>
<tr>
<th>Outcome Assessment Cycle</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>• Assess PLOs 1-4</td>
</tr>
<tr>
<td>• Collect Data</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
A full assessment cycle has four components:

- Assessment Plan
- Assessment Findings
- Use of Results
- Status Report

The following sections provide the details of the assessment plan component of the assessment cycle each program.

**Assessment Plan**

The Assessment Plan records how each program will achieve the program learning outcomes in the current cycle as well as the measures that will be used. As part of creating the assessment plan, each program should review its mission statement and program learning outcomes to determine measures and targets for their outcomes. The assessment plan should reflect the initiatives or improvement the faculty have identified as priorities for the assessment cycle. Each program should have a minimum of 2 outcomes (selected from the program learning outcomes), with at least 2 measures.

There are two types of measures used in academic assessment, direct and indirect. Direct measurements refer to a measurement strategy that require students to actively demonstrate achievement levels related to institutional and programmatic specific objectives. Indirect measures refer to student perceptions of the effectiveness and efficiency of services rendered. (More information is available under Assessment Plan Writing Support). These measures are designed to collect findings about students’ attitudes, perceptions, feelings, values, etc. Reflecting the diverse nature of the College’s programs, a wide variety of measures are employed to evaluate student learning including exams, portfolios, surveys, written assignments, presentations, and student performances.
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Each measure consists of five parts: description, target, method of evaluation, timeline, and responsible personnel.

- **Description**: statements of intention, describing a task to accomplish or a goal to meet.
- **Expected student performance**: communicate clearly the expected level of accomplishment for a measure; must always indicate what is expected to be achieved during the assessment cycle.
- **Method of evaluation**: specifies the tool used to evaluate the measure (rubric, answer key, checklist).
- **Implementation Timeline**: term(s) when measure will be completed.
- **Responsible Personnel**: the faculty responsible for implementing measure.

**Assessment Plan Example:**

**Outcome**: Students will apply skills and knowledge of business concepts and functions in an integrated manner.

**Measure**:

*Description*: Students will complete a company presentation integrating elements such as reviewing financial performance, developing a strategic company vision, setting performance targets, and assessing the competitive landscape.

*Expected Student Performance*: 75% of assessed students will meet or exceed a 70% passing threshold for this assessment.

*Method of Evaluation*: Rubric

*Implementation Timeline*: Fall 2018

*Responsible Personnel*: MAN4720 Faculty
Assessment Findings

Once the data have been collected, the next phase of the administrative assessment process is to analyze the results. Analysis of the collected data and information is the responsibility of each program’s faculty. Following data collection, faculty aggregate data across sections to arrive at a programmatic view of student performance. Results are discussed and compared against the performance target.

Did the data show results that met the pre-determined target?

It is okay if the target was not met, but the findings should include a discussion of why the target was not met. Findings must include a discussion of each measure, along with disaggregation of data by ethnicity and socioeconomic status, when available. Findings should also include relevant evidence (attach evidence when possible).

Assessment Findings Example:

Summary of Findings: 82% of assessed students exceeded a 70% passing threshold for this assessment.

Results: Exceeded

Substantiating Evidence: Spreadsheet with disaggregated data

Use of Results

The Use of Results is perhaps the most challenging step in the assessment cycle – commonly referred to as ‘closing the loop’. This is where the assessment results are used to inform changes or improvements. The programs will document one or more changes that will be made with the intention of refining an outcome. Every program must have a plan for use of results during each assessment cycle. The number of actions included in this plan will vary for each program. It is important that the actions planned can be completed within the assessment cycle, and with available resources.

A Use of Results plan will be completed even if all outcomes are met or exceeded. This is an opportunity to highlight the exemplary assessment efforts, and discuss the next step(s) in enhancing your area.

It should be noted that the Use of Results requires action or a change. If PLO benchmarks are met or exceeded at the end of the assessment cycle, faculty have the opportunity to assess new PLOs, raise the target on current PLOs, and/or change how PLOs are being assessed. Continuing to monitor and collect data is not a change and may not be used as part of an action plan. The assessment cycle assumes data will continue to be collected and all outcomes monitored.
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Use of Results Example:

Action Details: Since the goal was exceeded, the performance target will be increased from 75% to 80%.

Implementation Timeline: Fall 2019

Responsible Personnel: MAN4720 Faculty

Status Report
Programs implement their actions in the third year of the cycle. The status report documents evidence that they have taken reasonable steps to implement planned actions to achieve improvements. The status report should include any evidence of improvement that are a result of the action taken.

Status Report Example:

Current Status: Completed

Details of Current Action Status: The performance target was increased from 75% to 80% for the Fall 2019 term. Although the new target of 80% was not achieved, there was an increase from 75% to 78% of students who exceeded a 70% passing threshold for this assessment. Disaggregated data will be closely reviewed to determine, if any adjustments need to be made to assignment.

Review Process
In addition to the four components of the assessment cycle, each component undergoes a review process after submission. The first level of review is a content review, performed by a committee comprised of academic leaders, who provide feedback utilizing rubrics approved by OSP. The second review is a quality review by the Office of Strategic Priorities. The second review is performed to provide feedback that can be used to improve future assessment cycles.

All programs undergo a review process. The purpose of this process is to provide feedback to those involved with the assessment cycle and to improve future assessment cycles. There are two types of review, performed in sequence. Rubrics for both review types are available in the assessment management system. Each area of the assessment cycle will be reviewed independently.
Content Review

The first level of review for assessment reports is a content review. This review is the responsibility of the outcome assessment committee, which consists of a diverse group of faculty members. This review is intended to ensure that assessment meets the minimum requirements required by the College. At this level of the review, the appropriateness of outcomes, measures, and targets are also reviewed. The content reviewer is responsible for making sure that any outcomes, measures, and targets are appropriate to the specific program under review. At the discretion of the content reviewer, an assessment report may be returned for updates as part of the content review.

Content reviews are typically completed in the month following the submission of assessment documentation.

Quality Review

The second level of review for assessment reports is a quality review. This review is overseen by the Office of Strategic Priorities. The purpose of the quality reviews is to provide guidance and feedback that can be used to improve future assessment cycles. Quality reviewers do not send assessment reports back to programs for any changes. All feedback provided is to be used for improving future cycles.

Quality reviews typically begin immediately after content reviews, and may take up to two months to complete.

Use of Assessment Reports

Assessment is not linear and finite; it is continuous and seeks to assess program development on an annual basis. Academic assessment is intended to help programs review, analyze, and improve student attainment of learning outcomes. The assessment process is vital to the effectiveness of the College as it aids programs in determining how well they are functioning. The use of assessment reports when seeking to gain or renew accreditation is prevalent throughout the College. Assessment reports are shared by the Institutional Effectiveness office as needed for accreditation purposes.
Learning Outcomes Writing Support

Learning outcomes should:

- Have two parts: an action verb and a content area.
- Avoid using verbs that are vague or cannot be objectively assessed. Use active verbs that describe what a student will be able to do once learning has occurred.
- Be student-focused and target the expected student outcome.
- Be SMART (specific, measurable, acceptable to the instructor, realistic to achieve, and time-bound with a deadline).
- Include complex or higher-order learning outcomes when they are appropriate.
- Use action verbs from Bloom’s Taxonomy to ensure that a student learning outcome is measurable.
Direct vs. Indirect Measures

<table>
<thead>
<tr>
<th>Direct Measure</th>
<th>Indirect Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam/Test</td>
<td>Survey</td>
</tr>
<tr>
<td>Paper</td>
<td>Interview</td>
</tr>
<tr>
<td>Presentation</td>
<td>Focus Group</td>
</tr>
<tr>
<td>Portfolio</td>
<td>End of Course Evaluation</td>
</tr>
<tr>
<td>Case Study</td>
<td></td>
</tr>
<tr>
<td>Team Project</td>
<td></td>
</tr>
</tbody>
</table>

**Example of Direct Assessment Measure:**
Students will complete a company presentation integrating elements such as reviewing financial performance, developing a strategic company vision, setting performance targets, and assessing the competitive landscape.

**Examples of Indirect Assessment Measure:**
Students will rate their ability (on a scale of 1-5) to perform multiple sanitation and sterilization processes.
Appendix I-SACSCOC Standard 8.2.a and 8.2.b

8.2 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 in the areas below:

a. Student learning outcomes for each of its educational programs.
   *(Student outcomes: educational programs)*

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
   *(Student outcomes: general education)*

Rationale and Notes

Student outcomes—both within the classroom and outside of the classroom—are the heart of the higher education experience. Effective institutions focus on the design and improvement of educational experiences to enhance student learning and support appropriate student outcomes for its educational programs and related academic and student services that support student success. To meet the goals of educational programs, an institution is always asking itself whether it has met those goals and how it can become even better.

Even though the concept of institutional effectiveness may not be explicitly referenced in all of the standards, the accreditation process assumes that all programs and services, wherever offered within the context of the institution’s mission and activity, are reviewed as part of the institutional effectiveness process.

When reviewing this standard, peer evaluators will look for evidence of each of the three key elements of the standard, but do so as an integrated activity where the parts are linked. When reporting about the process, it might be useful to consider the process in this fashion:
While the standard emphasizes the three points on the left of the graphic, a thorough explanation of the process will also describe the processes on the right side of the graphic. The institution will not be able to show effective assessment of its outcomes if its means of assessment do not measure what it has set forth as its expected outcomes. Likewise, if the assessment findings are not somehow analyzed or evaluated, it will be hard to show the linkage between undertaking assessments and the continuous improvement of programs and services. Finally, this is a process, and the underlying expectation is that it is ongoing.

NOTES

If there are commonalities in the process by which institutions use student outcomes assessment for institutional improvement across the three elements of this standard, the institution may want to prepare a single preface that could be referenced or hyperlinked from each substandard that outlines the process (organizational structure, timetables, local resources, internal review, etc.). However, review committees will make a separate determination of compliance on each substandard. Because components of the process may differ for each part of the standard, additional content in this Manual will be presented separately for each substandard.

Effective outcomes assessment can be achieved in a variety of ways, and the mentality that “one size fits all” is inappropriate and diminishes the individual missions of institutions. This is especially true regarding the use of language to describe processes; for example, “assessment,” “evaluation,” “goals,” “outcomes,” and “objectives” may have precise meaning to a reviewer, but the institution may have a meaningful effectiveness system even if it is not as precise with its language as the reviewer would like. The institution should develop and/or use methods and instruments that are uniquely suited to its circumstances, and are supported by its faculty and its academic and student support professionals.
At the time of its review, the institution is responsible for demonstrating that the full cycle outlined above has taken place, and that the current process is being used to promote continuous improvement. For institutions that do not use annual reporting, sufficient cycles of reporting should be provided to establish that the process is applied to all educational programs.

At the time of its review, the institution is responsible for providing evidence of “seeking improvement.” The institution should be using the data to inform changes based on evaluation of its findings. Plans to make improvements do not qualify as seeking improvement, but efforts to improve a program that may not have been entirely successful certainly do.

NOTE ON SAMPLING

There is an expectation that an institution is able to demonstrate institutional effectiveness for all its educational programs and related academic and student services. The volume of material represented by this activity can be quite large, especially at larger institutions. To this end, an institution may provide a sampling of the effectiveness of its programs at the time of its comprehensive review. Sampling, for the purpose of accreditation, includes the following three elements:

(1) A representation that is mindful of the institution’s mission.

(2) A valid cross-section of programs from every school or division (and across all levels), with every major division and level of program represented. Sampling should be inclusive of off-campus sites and distance or correspondence education offerings, as applicable; at a minimum, the institution should clarify that assessment activities are inclusive of these modes of delivery and explain that process.

(3) A compelling case – presented in the institution’s narrative – as to why the sampling and assessment findings are an appropriate representation of the institution’s educational programs and its academic and student support services. Sampling does not preclude the institution from having effectiveness data/analysis available on all programs and units. It is the prerogative of a SACSCOC committee to conduct a more in-depth review of an institution’s data/findings/analysis on the effectiveness of all its educational programs and its academic and student support services.
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)*

**Rationale and Notes**

For purposes of this standard, an academic program is a credential as defined by the institution. A degree with a defined major is clearly a program. On the other hand, programs in the same field but taught at different levels (e.g., a BBA and an MBA) are typically viewed as distinct programs. The Institutional Summary Form Prepared for SACSCOC Reviews should be a useful guide as to how programs are defined within this standard.

The expectation is that the institution will engage in ongoing planning and assessment to ensure that for each academic program, the institution develops and assesses expected student learning outcomes. Expected student learning outcomes specify the knowledge, skills, values, and attitudes students are expected to attain in courses or in a program. Methods for assessing the extent to which students achieve these outcomes are appropriate to the nature of the discipline and consistent over time to enable the institution to evaluate cohorts of students who complete courses or a program.

Shared widely within and across programs, the results of this assessment can affirm the institution’s success at achieving its mission and can be used to inform decisions about curricular and programmatic revisions. At appropriate intervals, program and learning outcomes and assessment methods are evaluated and revised.

**NOTE**

*See the Standard 8.2 discussion as well as this substandard for full coverage of this standard within the Resource Manual.*

**Questions to Consider**

- Is there a common process across programs at the institution, or is the means of establishing outcomes assessment processes widely dispersed? If the latter, how is information collected and evaluated?
- What is the role of faculty, chairs, deans, oversight committees and others in the process? Is the process systematic and ongoing?
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- Are expected student learning outcomes clearly defined in measurable terms for each educational program?
- What types of assessment activities occur to determine whether learning outcomes are met? How are results from periodic assessment activities analyzed?
- How does the institution seek improvements in educational programs after conducting these analyses?
- If programs consistently report “no improvements needed,” what happens?
- If the institution used sampling to present its process and to establish compliance with the standard, why were the sampled programs an appropriate representation of all the institution’s programs?
- Were multiple assessment methods used? If so, describe.
- How has the institution’s use of assessment results improved educational programs?

Sample Documentation

- Lists of program-specific expected student learning outcomes for educational programs (usually embedded into individual program or unit reports).
- Descriptions of the assessment measures used to collect information on student learning.
- Details on the assessment and analysis of results from these assessments.
- Specific examples where the findings from analysis of results have led to efforts to make program improvements.
- If sampling is used, (1) how the sampling is representative of the institution’s mission, (2) documentation of a valid cross-section of programs, and (3) make a case as to why sampling and assessment findings are an appropriate representation of the institution’s programs.

Reference to SACSCOC Documents, If Applicable

SACSCOC policy: Distance and Correspondence Education
SACSCOC interpretation: Interpretation on Sampling
Interpretation of Standard 8.2.a
Academic Assessment Guide

Cross-References to Other Related Standards/Requirements, If Applicable

CR 7.1  (Institutional planning)
Standard 7.2  (Quality Enhancement Plan)
CR 8.1  (Student achievement)

8.2.b 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 collegiate-level general education competencies of its undergraduate degree programs.
Student outcomes: general education

Rationale and Notes

General education is a critical element of undergraduate degree programs, yet the delivery of courses related to general education is often dispersed across multiple academic departments. As a result, there is a tendency for this extremely important part of the undergraduate degree experience to be assessed, revised, and discussed in a haphazard fashion. This standard ensures that general education competencies are specifically addressed by establishing expected learning outcomes, assessing these outcomes, and providing evidence of seeking improvements based on the findings.

The standard does not mandate a specific approach to this outcomes assessment process. The approach is up to the institution, consistent with principles of good practice, the role general education plays in that institution’s curricula, and the organizational structure of the institution. The institution is responsible for identifying measures of expected student learning outcomes to determine the extent to which students have attained appropriate college-level competencies.

NOTES

See the Standard 8.2 general discussion as well as this substandard for full coverage of this standard within the Resource Manual. Note that “Sampling” does not apply to general education assessment due to the limited number of competencies involved.

This standard only applies to undergraduate degree programs. The term “collegiate-level” implies that assessment of general education competencies within developmental courses generally is not appropriate. This standard does not apply to noncredit programs.
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It is acceptable to implement a schedule of assessment in which only a subset of competencies is evaluated in a given year. It is expected, however, that all competencies would be evaluated within the multiple-year cycle, and that the institution provides evidence of assessment findings and of actions seeking improvement across the full cycle. It is unusual for a multiple-year cycle to exceed three years.

Different institutions use widely different approaches to determine expected general education outcomes for their students, and they may also use very different means to deliver general education. Some institutions have a very prescriptive set of courses, while others offer a smorgasbord of courses. Some institutions augment basic core courses with additional general education outcomes within the major (e.g., writing across the curriculum or discipline-specific critical learning skills). Some institutions collect the bulk of their assessment data regarding general education early in the student’s studies, while others rely on assessments closer to the time of graduation. Larger institutions may have multiple approaches across different colleges and schools. Community colleges may have different general education expectations for students earning technical degrees than for those seeking transfer degrees. Some institutions will utilize embedded assignments within broad general education core courses as part of its set of assessments, others will utilize upper-level courses or external evaluations to capture these outcomes, and still others will turn to their alumni for some of their assessments. Because of these variations, reviewers must be even more mindful of the dangers of a “one size fits all” approach for general education than for student learning outcomes within defined majors.

Conversely, due to the variability in the ways that institutions establish, teach toward, and assess general education competencies, it is essential that institutions carefully describe their concepts and results for this integral component of undergraduate programs.

As an institutional improvement standard, the expectation is not that the institution be required to certify the competency of each student. The institution undertakes that process when it issues a diploma. The intent of the standard is for the institution to make continuous improvements by assessing itself through its assessment of students.

Questions to Consider

- What is the organizational structure that allows the institution to gain a sense of consistency in its expectations regarding general education outcomes?

- What expected learning outcomes capture the intended college-level general education competencies the institution envisions for its undergraduate students?
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- Where and when are these expected learning outcomes best assessed? Within the course where they are taught? Within other courses that utilize the material taught earlier in the college experience? By external instruments that can be benchmarked to peers?

- How will the institution maintain consistency in its measurements across different programs of study?

- How (and by whom) are the findings analyzed in order to take possible action on the findings?

- If weaknesses are found, what process is there to seek improvements in the delivery of general education learning experiences?

- How does this standard relate to the rationale underlying the general education component of the curriculum? See Standard 9.2 (General education requirements).

- How are off-campus, distance education, and transfer students included in this process?

Sample Documentation

- Identification of student learning outcomes from the institution’s expected competencies of graduates.

- If different units of the institution use different approaches, a discussion and rationale for each.

- Justification that all measures are intended to capture college-level learning.

- Descriptions of the assessment measures used to collect information on student learning. Details on the assessment and analysis of results from these assessments.

- Specific examples where the findings from analysis of results have led to efforts to improve the general education component of undergraduate degree programs.

- Specific attention to the way off-campus, distance education, and transfer students are part of this process.

Reference to SACSCOC Documents, If Applicable

SACSCOC policy: Distance and Correspondence Education
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Cross-References to Other Related Standards/Requirements, If Applicable

CR 7.1  (Institutional planning)
Standard 7.2  (Quality Enhancement Plan)
CR 8.1  (Student achievement)
Standard 9.3  (General education requirements)
### BCTE & WC Programs

**Academic Years 2021-2023**

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Credential Type</th>
<th>Includes T.C.(s)?*</th>
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</table>

<table>
<thead>
<tr>
<th>PLO #</th>
<th>Measure #</th>
<th>PLO Statement</th>
<th>State Framework Standard</th>
<th>Meets Program Accreditation Requirements?</th>
<th>Course in Which PLO is Assessed</th>
<th>Term(s) in Which Course is Typically Offered</th>
<th>Description of Assessment Activity</th>
<th>Method of Evaluation</th>
<th>Student Performance Target</th>
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</tbody>
</table>

*If the program includes one or more Technical Certificates, at least two PLOs should be common to the T.C. and parent program within the FLDOE Curriculum Framework

**Additional PLO’s and measures may be added**
# Academic Assessment Guide

## Appendix III - Assessment Plan Rubric

<table>
<thead>
<tr>
<th>Developing (0)</th>
<th>Meets Expectations (1)</th>
<th>Exceeds Expectations (2)</th>
<th>Score/Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of outcomes in assessment plan</td>
<td>There are fewer than two outcomes included in the assessment plan</td>
<td>There are two outcomes included in the assessment plan</td>
<td>There are three or more outcomes included in the assessment plan</td>
</tr>
<tr>
<td>Number of measures per outcome</td>
<td>There are fewer than two measures per each outcome in the assessment plan</td>
<td>There are two measures per each outcome in the assessment plan</td>
<td>Three or more measures per each outcome are included in the assessment plan</td>
</tr>
<tr>
<td>Type of measures per outcome</td>
<td>No direct assessments/measures are used to measure outcomes</td>
<td>At least one direct measure is used for each outcome in the assessment plan</td>
<td>Measures are varied for each outcome assessment</td>
</tr>
<tr>
<td>Description of measures</td>
<td>The measures are not adequately described and do not include details about the assessment activity and the course(s) in which the assessment will be conducted</td>
<td>The measures are adequately described and include some details about the assessment activity and the course(s) in which the assessment will be conducted</td>
<td>All measures are clearly described and include specific details about the assessment activity and the course(s) in which the assessment activity will be conducted</td>
</tr>
<tr>
<td>Method of Evaluation</td>
<td>The method of evaluation is absent or unclear and/or levels are not appropriately discussed</td>
<td>The method of evaluation is clearly identified, but the levels are unclear or not appropriately discussed</td>
<td>The method of evaluation is clearly identified and levels are appropriately discussed</td>
</tr>
<tr>
<td>Expected Student Performance</td>
<td>For each measure, the level of expected student performance is absent, unclear or not appropriate for the assessment activity</td>
<td>For each measure, the level of expected student performance is clearly identified, but may not be appropriate for the assessment activity</td>
<td>For each measure, the level of expected student performance is clearly identified and appropriate for the assessment activity</td>
</tr>
<tr>
<td>Timeline</td>
<td>A timeline is not provided</td>
<td>A timeline is provided but is not appropriate to the current assessment cycle</td>
<td>A timeline is provided and is appropriate for the current assessment cycle</td>
</tr>
<tr>
<td>Responsible Personnel</td>
<td>Responsible personnel are not identified</td>
<td>REVIEWERS: DO NOT SELECT THIS OPTION</td>
<td>Responsible personnel are identified</td>
</tr>
<tr>
<td>Supporting attachments</td>
<td>Supporting attachments (e.g. copies of assessments, evaluation methods) are not included</td>
<td>Supporting attachments (e.g. copies of assessments, evaluation methods) are included as appropriate for most measures</td>
<td>Supporting attachments (e.g. copies of assessment, evaluation methods) are included as appropriate for all measures</td>
</tr>
</tbody>
</table>
Academic Assessment Guide
Appendix IV-Taskstream Guides
Taskstream Instructions: Adding or Editing a Mission Statement

2. Click on your designated workspace.
3. Click on Mission Statement on the left-hand side.
4. Click the green Check Out button on the top right of the page.
5. Click Edit on the right side.
6. You can then enter or update the current mission statement in the Mission Statement Text area. Please use the Check Spelling and Character Count buttons for accuracy.
7. Once done, click Submit on the top right.
8. Click Return to Work Area to confirm the Mission Statement is updated.
Taskstream Instructions: Entering Program Learning Outcomes

2. Click on your designated workspace.
3. Click on Program Learning Outcomes on the left-hand side of the screen.
4. Click Check Out on the top right side of the screen.
5. Click Create New Set.
6. Create a name for the outcome set and click Continue.
7. This will take you back to the main page, where you can create outcomes for each set, and map the goals as needed.
8. Once done, click the Check In button on the top right of the screen.
Taskstream Instructions: Mapping Outcomes

2. Click on desired participating area workspace.
3. Click on **Program Learning Outcomes** on the left-hand side.
4. Click the green **Check Out** button on the top right.
5. Choose the **Map** link next to the desired outcome.
6. Click on **Create New Mapping**.
7. Select **Goal sets distributed to program** from the drop-down menu and click **Go**. Click on the radio button next to **FSCJ General Education Learning Outcomes** and then press **Continue**.
8. Select the appropriate goal by clicking on the radio button to the left.
9. Click **Continue**.
10. If there are additional outcomes to be mapped, repeat the process. If you are done, click the green **Check In** button on the top right of the screen.
Taskstream Instructions: Entering a New Assessment Plan

2. Click on your designated workspace.
3. Select Assessment Plan under the 2020-2021 Assessment Cycle on the left-hand side of the screen.
4. Select the green Check Out button on the top right of the screen.
5. You will either create a new assessment plan or copy an existing plan based on your assessment cycle.
6. If you choose to create a new assessment plan, select that button and click ok on the message that appears. Then click on Select Set.
7. Click on Select Existing Set.
8. Choose the appropriate outcome set (you may view the set for each outcome by clicking view set) and click continue.
9. You will then choose which outcome will be measured (can be one or all) and click on Accept and return to plan.
10. You will then select **Add new measure** to the right of the outcome.

![Add New Measure](image)

11. You will then complete all of the information and click **Apply Changes**. At this point, you are able to attach any supporting documentation by clicking **Add/Edit Attachment and Links**.

![Supporting Attachments](image)

12. You will repeat steps 10 and 11 for each outcome being measured. Once you are finished entering the information, you will click the **Check In** button.

![CHECK IN](image)

13. To submit your assessment plan, you will click on **Submission & Read Reviews**.

![Submission & Read Reviews](image)

14. Scroll down to the appropriate area that was worked on and click **Submit Work**.

![Submit Work](image)
Taskstream Instructions: Copying an Existing Assessment Plan

2. Click on your designated workspace.

3. Select **Assessment Plan** under the 2020-2021 Assessment Cycle on the left-hand side of the screen.

4. Select the green **Check Out** button on the top right of the screen.

5. You will either create a new assessment plan or copy an existing plan based on your assessment cycle.

6. If you choose to copy an existing plan, select that button, then the radio button next to the plan you would like to use, and then click **Submit**.

7. This will copy both the outcomes and measures previously used. At this point, please thoroughly review the measures used and edit as needed by clicking the **Edit** button.

8. You will be able to edit all of the fields. Once done, click on **Apply Changes**.

Taskstream Instructions: Copying an Existing Assessment Plan
November 2020
9. At this point, you are able to attach any supporting documentation by clicking Add/Edit Attachment and Links.

10. You will repeat steps 8 and 9 for each outcome being measured. Once you are finished entering the information, you will click the Check In button.

11. To submit your assessment plan, you will click on Submission & Read Reviews.

12. Scroll down to the appropriate area that was worked on and click Submit Work.
Taskstream Instructions: Adding Content to Assessment Plan

2. Click on your designated workspace.

3. Click on Assessment Plan under 2020-2021 Assessment Cycle on the left-hand side.

4. Click the green Check Out button on the top right side of the screen.

5. Click on Create New Assessment Plan.

6. Click OK when the warning message appears.

7. Click Select Set.

8. Click Select Existing Set.

9. Select the outcome set you wish to asses and click Continue.

10. Select the outcomes you wish to asses by checking the box.

Taskstream Instructions: Adding Content to Assessment Plan
October 2020
11. Once the outcomes are selected, click **Accept and Return to Plan**.

12. Once the outcomes are finalized, you will need to add the measures. To do this, click **Add New Measure** next to the outcome.

13. Please complete all boxes and click on **Apply Changes** once complete.

14. This will take you back to the main page, where you can review the measure and add an attachment (rubric, copy of assignment, etc.).

15. Once done, repeat the process for other outcomes and click on **Check In** when everything is completed.

16. Once all information is updated, click on **Submission & Read Reviews**.

17. Scroll down to the appropriate assessment cycle, and click **Submit Work**.

---

Taskstream Instructions: Adding Content to Assessment Plan

October 2020
2. Click on your designated workspace.
3. Select **Assessment Plan Results** under the current Assessment Cycle on the left-hand side of the screen.
4. Select the green **Check Out** button on the top right of the screen.
5. Scroll down to the first measure and click **Add Findings**.
6. In this area, you will enter the **Summary of Findings**, which details the results of the assessment plan. You will also select if the measure was not met, met, or exceeded. Once done, click **Submit**.
7. Repeat step 6 for all measures until complete. Once done, click on **Check In**.

![CHECK IN Button](image)

8. Once all information is updated, click on **Submission & Read Reviews**.

![Submission & Read Reviews](image)

9. Scroll down to the appropriate assessment cycle, and click **Submit Work**.

![Submit Work](image)
Taskstream Instructions: Entering Use of Results

2. Click on your designated workspace.

3. Select **Use of Results** under the 2019-20 Assessment Cycle on the left-hand side of the screen.

4. Select the green **Check Out** button on the top right of the screen.

5. Under Actions, select **Select Set**.

6. Click on Create **New Operational Plan**.
7. Click on **Select Set**.
8. Click on **Select Existing Set** at the top of the screen.

9. Select desired Outcome Set and then select **Continue**.

10. Select outcomes associated with current Assessment Plan and then select **Accept and Return to Plan** on the top right.

11. Select **Add New Action** under the desired outcome.
12. Complete the information as thoroughly as possible, and then click on **Apply Changes**.

13. Continue this process until there is an update for all outcomes. Once done, click on **Check In**.

14. Once all information is updated, click on Submission & Read Reviews.

15. Scroll down to the appropriate assessment cycle, and click **Submit Work**.
Taskstream Instructions: Entering Status Report

2. Click on your designated workspace.

3. Select Status Report under the appropriate Assessment Cycle on the left-hand side of the screen.

4. Select the green Check Out button on the top right of the screen.

5. Select Add Status next to the measure.

6. Click on the drop-down arrow on the Current Status box and select one of the following: Not Started, In Progress, Completed, or Not Implemented. A short narrative should be included in the Additional Information box. Once complete, click on Submit.
7. You will then be able to add any supporting attachments.

8. You will repeat steps 6 and 7 for all measures. Once done, click **Check In**.

9. Once all information is updated, click on Submission & Read Reviews.

10. Scroll down to the appropriate assessment cycle, and click **Submit Work**.
Taskstream Instructions: Viewing Assessment Data

2. Click on your designated workspace.
3. On the left-hand side, click on the information you would like to view.
4. Click on the bar to expand the section.
5. You will be able to view data entered in each section.
Please note that only current assessment cycles can be unlocked. Once an assessment cycle is reviewed and complete, it will be administratively locked and you will need to contact the OSP to unlock.

2. Click on your designated workspace.
3. Click on the Submissions and Review tab on the top right.
4. Scroll down to the area you would like to unlock and click Cancel Submission.
5. This will unlock the submitted work so that edits can be made.
6. Once edits are completed, be sure to go back into the Submissions & Reviews tab to resubmit the work.
Taskstream Instructions: Downloading PDF version of data

1. Login to Taskstream.
2. Click on your participating area.
3. Click on the appropriate assessment cycle year.
4. Click on PDF on the top right.
5. When the PDF is available, you will receive a notification with directions on the homepage under “messages” (right side of the screen).
Taskstream Instructions: Completing a Review

This document will help complete a review in Taskstream.

2. Click on “Items Requiring Review” on the left-hand side.
3. Click on “Continue.”
4. Select “Review.” You should only be reviewing assessment plans at this point.
5. Select “Review Work.”

The unit’s information will populate on the left side of the screen and the associated rubric will populate on the right side of the screen (Be sure that pop-up blocker is set to “always allow pop-ups”).

6. Please read the assessment information provided and evaluate each section against the rubric, assigning a score.
7. If applicable, please leave comments in each section. (Think about the type of feedback you would like to receive. What would be helpful?)

8. Scroll down to next steps, and check “Record as final but release review to participating area later.”

9. Click “Submit Review Now.”

10. You will then be taken back to the main screen to repeat the process for all areas requiring review.