Institutional Effectiveness Resource Manual For Academic Programs and Disciplines

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(The latest version of the manual can be found on the web and in the WEAVE Collegewide Document Repository)

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Introduction

What is Institutional Effectiveness?

Institutional Effectiveness is an ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs, and its units gather, analyze, and use data to ascertain how well it is accomplishing its mission and goals, and to make continuous improvements based on assessment results. Each department, program and unit will identify its goals, objectives, or expected outcomes consistent with those of the College (See Appendix "A"). Then assessment tools to measure and analyze the degree of its performance and levels of success in achieving its proscribed goals, objectives, or expected outcomes are developed, administered and analyzed. Ultimately, the purpose of assessment is to make improvements based upon the assessment data.

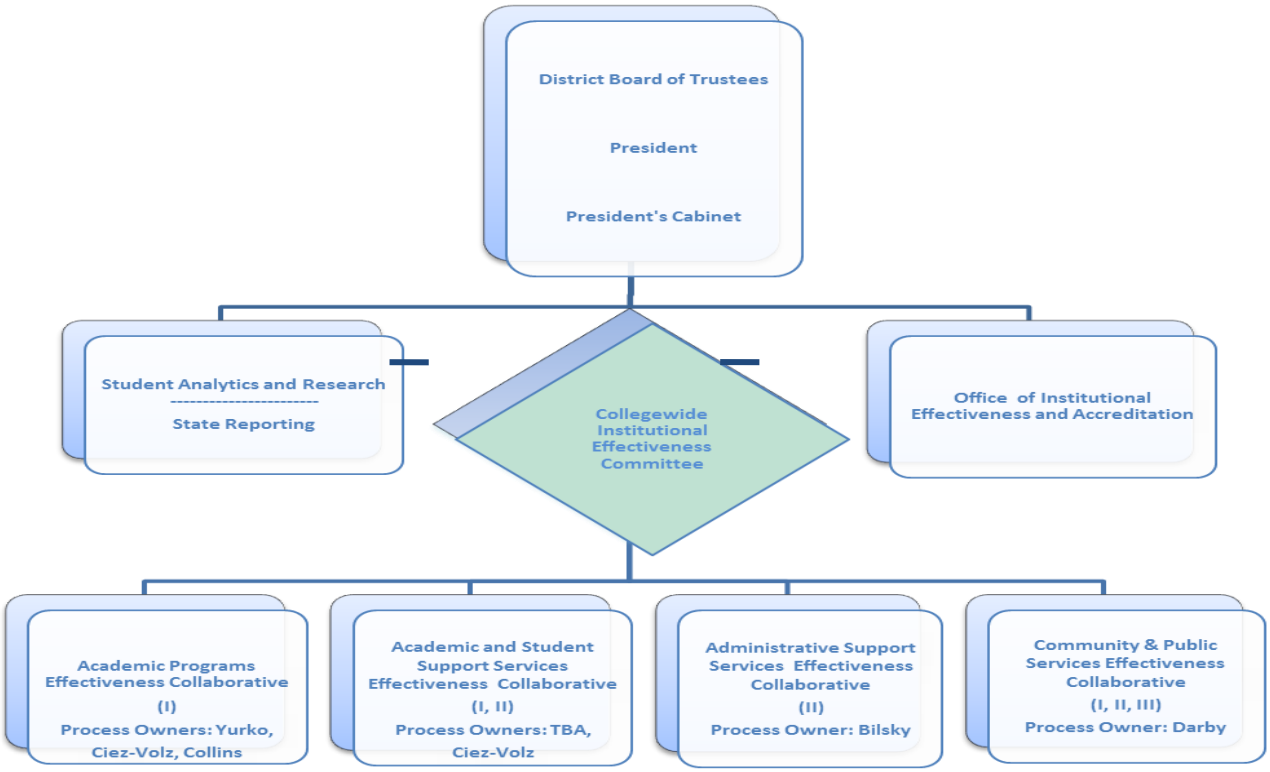
The purpose of the Florida State College at Jacksonville Institutional Effectiveness Manual is to provide procedures and guidelines for academic, administrative and departmental units in each of the aforementioned critical elements of effectiveness planning.

IE Comprehensive View

The College engages in planning processes; performance measures; annual outcomes assessment process in all programs and units, as a part of the comprehensive institutional effectiveness efforts. This manual is focused, however, on the annual IE outcomes assessment process supported by the College Administrative Procedure Manual, APM 02-1601.

The Florida State College at Jacksonville Institutional Model

Institutional Effectiveness Structure to Support Assessment of Academic Programs, Academic and Student Support Services, and Non-Academic Units



The Collegewide Institutional Effectiveness Committee and its Effectiveness Collaboratives support ongoing, integrated, and institution-wide systemic processes of planning and assessment. These processes include a systematic review of mission and goals; assessment of student learning outcomes; continuous improvement of institutional quality; and support of the institution's accreditation activities that are specifically related to SACSCOC institutional effectiveness standards. The Collegewide Institutional Effectiveness Committee is specifically charged with supporting assessment of academic programs, educational support services, and non-academic units.

Legend: I = Student Learning Outcomes; II = Operational Outcomes; III = Employee Learning Outcomes

Collegewide Institutional Effectiveness Committee

The mission of the Collegewide Institutional Effectiveness committee is to help the College to achieve its mission by supporting program and unit-level mission development, goal setting, outcomes assessment, and reporting. The committee supports and monitors College activities pertaining to SACSCOC accreditation standards of institutional effectiveness.

To enhance existing assessment efforts, the institution supports a centralized approach to the development of assessment guidelines and resources while identification of appropriate goals, outcomes, and measures are determined at the program and/or unit level in order to be most relevant and meaningful. To that end, the membership of the committee reflects the diversity of units and programs and ensures broad-based involvement of employee groups. Committee members include faculty, career employees, administrative and professional employees, and senior management.

The Collegewide Institutional Effectiveness Committee has groups aligned functionally for institutional effectiveness and assessment purposes, referred to as Effectiveness Collaboratives to address specific areas of institutional effectiveness. The committee relies on the strength and expertise of Effectiveness Collaboratives to direct assessment in each institutional effectiveness area within the College. These collaboratives were designed to reflect the culture and mission of the College, while addressing the applicable areas of SACSCOC Comprehensive Standard 3.3.1.

The Institutional Effectiveness Committee is primarily supported by the Office of Institutional Effectiveness and Accreditation (OIEA). This office provides leadership, support and resources for institutional effectiveness and accreditation. These processes assist the institution in maintaining SACSCOC accreditation, promoting its achievement of mission and goals, and fostering continual enhancement of the institution's programs and services for the benefit of the College community. OIEA is responsible for SACSCOC accreditation correspondence and reports, Quality Enhancement Plan coordination, Substantive Changes, and other reaffirmation and compliance activities. OIEA supports annual institutional effectiveness activities of academic programs, educational support services, and non-academic units.

The Institutional Effectiveness Committee is also supported by the Office of Student Analytics and Research and the State Reporting department.

SACSCOC Definition of Institutional Effectiveness

The Commission on Colleges of the Southern Association of Colleges and Schools defines Institutional Effectiveness as

> The systematic, explicit, and documented process of measuring performance against mission in all aspects of an institution . . . A commitment to continuous improvement is at the heart of an ongoing planning and evaluation process. It is a continuous, cyclical process that is participative, flexible, relevant and responsive. The approach to institutional effectiveness includes all programs, services, and constituencies and is strongly linked to the decision-making process at all levels, including the institution's budgeting process (SACS Commission on Colleges Resource Manual for the *Principles of Accreditation: Foundations for Quality Enhancement*, 2005).

SACSCOC has several types of requirements or standards. Core Requirements are "basic, broad-based, foundational requirements that an institution must meet to be accredited…An accredited institution is

required to document compliance with all Core Requirements, …before it can be reaffirmed" (*Principles of Accreditation: Foundations for Quality Enhancement*, 2012, p. 17). Comprehensive Standards "are more specific to the operations of the institution, represent good practice in higher education, and establish a level of accomplishment expected of all member institutions" (*Principles of Accreditation: Foundations for Quality Enhancement*, 2012, p. 25). Federal Requirements are based on federal statutes related to higher education, and requires SACSCOC to review an institution for compliance with each of the requirements. Specific SACSCOC standards pertaining to Institutional Effectiveness are outlined in Core Requirements 2.5 and 2.12, and Comprehensive Standards 3.3.1, 3.3.2, and 3.5.1, and Federal Requirement 4.1 as follows:

> **Core Requirement 2.4:** The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teach and learning and, where applicable, research and public service.
>
> **Core Requirement 2.5:** The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (*The Institutional Effectiveness Committee contributes to Core Requirement 2.5).*
>
> **Core Requirement 2.12**: The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution. *(At Florida State College at Jacksonville, a separate Quality Enhancement Plan committee oversees Core Requirement 2.12)*
>
> **Comprehensive Standard 3.1.1:** The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.
>
> **Comprehensive Standard 3.3.1:** The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:
>
> 3.3.1.1 educational programs, to include student learning outcomes
> 3.3.1.2 administrative support services[1]
> 3.3.1.3 academic and student support services[2]
> 3.3.1.4 research within its mission, if appropriate[3]
> 3.3.1.5 community/public service within its mission, if appropriate[4]
>
> *(The Institutional Effectiveness Committee's responsibility primarily focuses on Comprehensive Standard 3.3.1).*
>
> **Comprehensive Standard 3.3.2:** The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and

[1] i.e. human resources, finance, facilities, etc.
[2] i.e. the student success units, library/learning commons, and other such units
[3] This subsection is not applicable to Florida State College at Jacksonville
[4] i.e. Florida State College at Jacksonville Community Services

proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. *(At Florida State College at Jacksonville, a separate Quality Enhancement Plan committee oversees Comprehensive Standard 3.3.2)*

Comprehensive Standard 3.4.7: The institution ensures the quality of educational programs and courses offered through consortial relationships or contractual agreements, ensures ongoing compliance with the *Principles*, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. *(At Florida State College at Jacksonville, the Office of General Counsel supports the development and monitoring of these agreements.)*

Comprehensive Standard 3.5.1: The institution identifies college-level general education competencies and the extent to which students have attained them. *(At Florida State College at Jacksonville, the General Education Assessment Task Force is charged with facilitating Comprehensive Standard 3.5.1.)*

Federal Requirement 4.1: The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include: enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals. *(At Florida State College at Jacksonville, Federal Requirement 4.1 data collection and reporting is managed by the Director of Student Analytics and Research, State Reporting department, and the Executive Dean of Career and Technical Education.)*

College Program Review

Program review efforts in the degree and career programs area are based upon the Carl D. Perkins Act (2006) "Gold Standards" Requirements outlined in the Core Indicators of Performance for Career and Technical Education Students at the Postsecondary Level. Critical elements in the degree and career programs area are monitored in the College Program Review (CPR) process. The CPR process is led by the Associate Vice President for Degree and Career Programs. The CPR process systematically tracks key outcomes in all new and existing degree and certificate programs. Data for evaluating program performance are based on the previous academic year. CPR Criteria is published each year for use by the deans and program managers. CPR Summary reports and Recommended Corrective Actions are disseminated to the campus presidents and division heads. The Associate Vice President for Collegewide Data Reporting, the Associate Vice President for Enterprise Applications, and the Director of Student Analytics and Research provide the annual CPR data in the Fall semester of each year.

Listed below is a summary of the effectiveness indicator measures used to evaluate the performance of all degree and career programs at the College:

- Program Concentrators (students who complete 33% of the program)
- IE Assessment Plan
- Number of Advisory Committee meetings per year
- Number of Members on Advisory Committee
- Academic Achievement (number of concentrators who complete 50% of the program)
- Technical Skills (number of concentrators who complete 75% of the program)
- Graduation (percent of program concentrators who graduate)
- Placement (percent of program graduates who have found jobs)

Programs that fail to meet these performance measures are flagged for underperformance. Underperforming programs must develop a program improvement plan or face possible inactivation. Built into the CPR is a budget request process for implementation of the program improvement plan. The protocol used in the CPR model is collaborative in nature and involves ongoing feedback. There are eight steps in the process.

By state statute, all workforce programs are required to have an active Advisory Committee that meets at least twice a year. A college staff member, often an instructional program manager or dean, serves as the secretary for the committee, while one committee member is elected as chair. This process allows College staff to provide all necessary organization and support to the committee, while leaving control of the committee in the hands of employer partners. Advisory committees provide important guidance and quality oversight both during program development and throughout the life of the program. Advisory committee participants also provide the real-world experience needed to ensure that program learning outcomes support what students will need for employment in their chosen fields. Each year, as the advisory committee members review the assessment results for the program, they suggest appropriate revisions and can recommend new goals and outcomes to maintain the relevancy of the program.

At Florida State College at Jacksonville, Institutional Effectiveness is an ongoing, cyclical process which focuses on planning, implementation, monitoring, and making improvements based upon assessment data. This process prompts the institution to ascertain how well it is succeeding in accomplishing its mission and goals. Each College department and unit identifies its goals, objectives, or expected outcomes consistent with the College mission and its department mission, and then implements action plans and assessment methods on an annual basis. Key to the process is the analysis of assessment data to make improvements to student learning and the effectiveness of institutional, departmental and program goals, objectives, or expected outcomes. Multi-layered monitoring and evaluation processes ensure integration of institutional mission and goals and evidence of outcomes achievement.

Thus, Institutional Effectiveness is a process of demonstrating how well Florida State College at Jacksonville performs in accomplishing and demonstrating the above-referenced SACSCOC requirements and standards as well as demonstrating its overall effectiveness through assessment of academic programs, student learning outcomes and administrative outcomes reflecting and supporting the institution's mission.

Institutional Effectiveness and Assessment

The Florida State College at Jacksonville Mission Statement is as follows:

> *Florida State College at Jacksonville provides high value, relevant life-long education that enhances the intellectual, social, cultural and economic development of our diverse community.* (adopted August 12, 2014)

Florida State College at Jacksonville Distinctive Values and Attributes (adopted December 7, 2010):

> *Florida State College at Jacksonville is a values-driven institution of higher education committed to ensuring that every student has an extraordinarily positive overall experience by providing:*
>
> - *Excellence in teaching*
> - *High quality courses, services and learning environments*
> - *Innovation and flexibility in the delivery of courses and services*

- *Advanced academic technology*
- *Significant local scholarship resources*
- *Responsiveness to student, employer and community needs*
- *Emphasis on community quality of life and prosperity*
- *Encouragement and support of lifelong learning*

Florida State College at Jacksonville Collegewide Goals:

> *The mission of Florida State College at Jacksonville will be fulfilled, in significant measure, through the continuous, responsive pursuit of academic excellence through the following collegewide goals:*
>
> 1. *Prepare students for distinctive success in their academic, career and personal goals through collaboration within the College community and individual initiative.*
> 2. *Inspire students to a lifetime commitment to continued learning, informed civic engagement, ethical leadership, cultural appreciation, social responsibility and multicultural awareness in an interconnected world.*
> 3. *Optimize access to College programs and services.*
> 4. *Provide to students an extraordinarily positive experience in every engagement with the College.*
> 5. *Contribute significantly to the ongoing economic development of the Northeast Florida region.*
>
> *The College will be innovative, resourceful, effective and accountable in the pursuit of these goals. Student completion of degrees and certificates is a priority. Standards of performance for employees and organizational units will be of the highest order with a clear expectation of continuous quality improvement. Ultimate accountability shall pertain to demonstrated outcomes and other definitive evidence of success pursuant to the College's comprehensive institutional effectiveness program.*

Implementation of Florida State College at Jacksonville's Mission Statement must occur at every academic, administrative and service department level through the development of a program- or unit-specific mission statement which reflects the College Mission Statement, and the identification of outcomes. Once the program/unit mission statements and identification of outcomes have been established and put into place, activities to accomplish and assess the effectiveness of these outcomes are implemented. These assessment activities should be: (1) established after unit or program mission and goals have been developed; (2) designed to determine the extent of success in attaining the outcomes; and (3) crafted as dynamic and ongoing in nature. Thus, assessment is an integral process in the body of an institution's effectiveness plan as it is the means of procuring and evaluating evidence relative to the institution's academic and administrative programs and services. The essential purpose of assessment is to improve student learning, the delivery of student services and the effectiveness of every unit within the institution in support of the goals inherent in the institution's mission statement. The College's approach to assessment is based upon the American Association for Higher Education's (AAHE) nine principles of good practice for assessing student learning (see Appendix "B").The function of assessment is two-fold in nature.

(1) Assessment activity provides information designed to improve the quality of the education delivered to students and the community through various programs of study and to increase effectiveness of non-academic units. Results of the assessment activities provide feedback to faculty and administrators of those areas in which students are performing at the achievement target set by the faculty as well as areas where changes should be implemented to improve

curricula, student learning outcomes and student services. Thus, in this regard, assessments provide the data used to assess and subsequently improve student learning and delivery of services.

(2) The second function of assessment is for accountability, both internally and externally. Assessment measures designed to gauge internal accountability provide data on the degree of success academic, educational support services, and administrative units are achieving stated outcomes. The institution's Institutional Effectiveness activities also provide data to outside agencies and governmental units to demonstrate that the institution is meeting accreditation requirements and effectively achieving its mission.

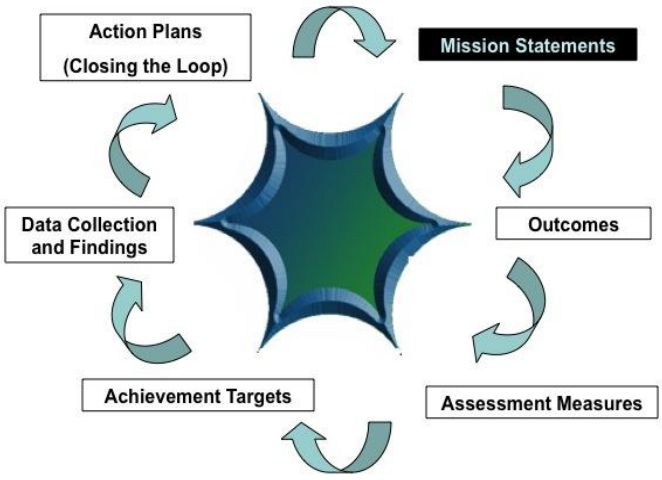
Thus, although assessment activities are key to the Institutional Effectiveness Plan of Florida State College at Jacksonville, they represent the data collected but not the entire process. Each unit or program will participate in "closing the loop" by acting upon collected data and using data to improve programs, services, and/or student learning. In addition, "closing the loop" has other institutional benefits, such as pinpointing professional development needs for faculty and staff; aiding short- and long-term planning efforts; guiding resource allocations; and assisting the College in maximizing its most effective services.

Institutional Effectiveness Assessment
Academic Programs and Disciplines

The institutional effectiveness process is cyclical in nature as it navigates the stages of planning, implementation, assessment, analysis, enhancement and action planning. This section is intended to give some guidance on how to craft an institutional effectiveness plan for academic departments.

Institutional Effectiveness Assessment plans should consist of six steps:

Six Steps of Program Student Learning Outcomes Assessment



Graphic created by M. Harrington and M. Hobbs

1. Identification of alignment with College mission and goals, and development of a program specific mission (purpose) statement
2. Identification of program student learning outcomes

3. Identification, design and implementation of assessment tools that measure the program student learning outcomes
4. Establishment of an achievement target for each assessment measure
5. Collection and analysis of the data collected to determine major findings
6. Development and implementation of an action plan based on assessment results to improve attainment of student learning outcomes.

Each step of the process should be faculty-driven.

1. Identification of alignment with the College mission and goals and development of a program-specific mission (purpose) statement

Programs are expected to support the College's mission and goals. Faculty should examine the College mission and goals statements, and identify a link between the program's curriculum and the mission and goals of the institution.

In its broadest form, a program mission statement should be a concise and focused statement of the general values and principles which guide the curriculum. It should, in a broad sense, define the purpose of the goals it desires to achieve, the population or stakeholders the program is designed to serve, and state the values which define its standards. An academic program mission statement should reflect the College mission statement and demonstrate how it supports or complements the College goals as delineated in its mission statement.

Template for a program mission (purpose) statement:

"The mission of **(name the program or department)** is to **(state a definitive purpose)** by providing **(identify the primary functions and services)** to **(Identify stakeholders and provide additional clarifying statements that include values and alignment with the College mission statement)**

Example of a Program Mission (Purpose) Statement:

Program/Discipline Name

Stakeholders

Purpose

Function

Values

Alignment

The mission for the **Bachelor of Applied Science (B.A.S.) in Fire Science Management** degree is to **educate, train, and develop successful leaders to manage the ever-increasing complexities of a fire department**. The program is **based on the recommended core curriculum established by the National Fire Academy and represents a balance between theory and practice that enhances the educational experiences and employment potential for students**. The program **emphasizes advanced fire science technical skills, administrative and management skills**, and **critical skills in communication, quantitative and organizational/systems understanding.**

Checklist for a Mission (Purpose) Statement:

The Program Mission (Purpose) Statement should:

- Be clear and concise
- Be distinctive and specific to the program
- Clearly state the purpose of the program
- Indicate the function of the program
- Identify stakeholders (students, advisory committees, and others invested in success of the program or discipline)
- Reflect the vision and values of the program
- Align with college mission and goals *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Questions to Consider when Reviewing a Completed Mission (Purpose) Statement:

1. Does the program mission (purpose) statement clearly state the primary functions of the program and population served?
2. Is the program mission (purpose) statement clearly linked to the College goals?
3. Does the program mission (purpose) statement support the College mission statement?
4. What end result does the program expect to achieve?
5. How or through what means is the purpose accomplished?
6. What are the fundamental values based on an expressed understanding of students served or interests of other important stakeholders?

Please refer to Appendices "C" and "D" to review a program-specific mission (purpose) statement.

2. Identification of program student learning outcomes

After the mission of the program has been designed, specific program student learning outcomes should be the focus of attention. Often, and unfortunately incorrectly, program goals and student learning outcomes are seen as synonymous. This is not the case. Program goals are broad and long-term objectives such as graduates getting jobs, presenting papers, etc. On the other hand, program student learning outcomes are measurable expectations about the skills and competencies a student should possess and demonstrate upon successfully completing a specific program.

Program goals are the long range general statements of what the program intends to deliver, and they provide the basis for determining more specific learning outcomes and objectives of the program. The chief function of program goals is to provide a conduit between specific student learning outcomes in any particular area and the general statements of the College mission statement. Thus, program goals and student learning outcomes should be crafted to reflect the goals of the College mission statement.

How to develop program student learning outcomes:

Student learning outcomes should utilize specific, observable and measurable modes of student performance. They should describe what *students know, think, or are able to do* as a result of completing a specific program. Student learning outcomes identify what students will exhibit *as they are about to graduate* from or complete a program. Thus, specific learning outcomes are qualitative, not quantitative, in scope. Student learning outcome statements serve as the source for developing assessment tools for program mastery. They are the basis for assessment activity. Program faculty are the best equipped to identify the program student learning outcomes, as they are the experts in the curriculum. Typically, the number of student learning outcomes is unique to the specific program; however, usually eight to twelve outcomes is generally the case.

Characteristics of good learning outcomes:

A good learning outcome should be:

1. student and program-specific centered;
2. applicable and germane to the program and mission;
3. meaningful to all stakeholders;
4. measurable; and
5. representative of a range of thinking skills.

They should:

1. be stated in terms of what students are expected to know, think, or be able to do as a result of program completion;
2. use active verbs;
3. reflect measurable standards or reflect the basic knowledge and skills for which the student will be held accountable;
4. reflect a combination of higher order thinking skills and supporting or enabling skills; and
5. be essential and meaningful to the program or discipline.

Student Learning Outcomes Should:

- Answer the question "What are students expected to know, think or be able to do upon completion of the program?"

  Poor: "The program will teach students MLA documentation."

  Good: "Students will demonstrate how to write a research paper utilizing correct MLA documentation format."

- Be clearly and succinctly stated. Make the program student learning outcome clear and concise; extensive detail is not needed at this stage.

  Poor: "Students will write a research paper on the effects of greenhouse gases in the atmosphere by looking at the changes over the past twenty years in the structure and deforestation of the Amazon

Basin as compared to the steppes of Ecuador as a farming region."
Good: "Students will understand how to effectively write a research paper on a specific topic."

- Be under the control or responsibility of the program.
- Be ascertainable/measurable. Sometimes an outcome is not measurable in a cut and dried objective fashion and thus might be considered somewhat subjective, such as a theatrical performance or expository speech. By using a rubric and assessing each major component of the performance or speech, the outcome can thus be ascertainably measured.
- Be student-focused rather than instructor-focused. Intended outcomes are formulated to focus on student learning, i.e. they describe what students should know, understand, or be able to do with their knowledge at the end of the program.

  Poor: "The program will include instruction in multimedia techniques."
  Good: "Graduates of the program will be able to effectively use multimedia to prepare presentations."

- Focus on the learning resulting from an activity rather than on the activity itself.

  Poor: "Students will study at least one non-literary genre of art."
  Good: "Students will exhibit an analytical and reasoned appreciation of a specific art form."

- Focus on important aspects of learning that are credible to the public. One pitfall to avoid in formulating student learning outcomes is focusing on easy-to-measure but relatively unimportant outcomes. This can happen when learning outcomes are developed by carving up the content of the discipline into smaller pieces. The focus of student learning outcomes is not on content as such but rather on what students can do with the content they have learned. For example, "Students will be able to reason effectively by using simplified economic models such as supply and demand, marginal analysis, benefit-cost analysis, and comparative advantage."

- Student learning outcomes should be phrased with action verbs that relate directly to objective measurement.

Examples of Some Problematic Student Learning Outcomes:

Example 1: Graduates of the Bachelor of Applied Science (B.A.S.) in Early Childhood Education will have a scholarly article published within one year of graduation.

Problem: This outcome does not reflect what the students know, think, or can do. While we certainly hope this goal can be achieved, and it is important, the outcome itself is not appropriate for the assessment of student learning outcomes because there is no direct control, no opportunity for improvement and dos not reflect direct student learning.

Example 2: Graduates in the Associate of Arts (A.A.) program will be able to perform database and online research, present their research findings by giving an expository speech, write a research paper discussing their research findings using MLA documentation

style, and describe how effective online research is compared to more standard means of textual research.

Problem: This outcome is what is often referred to as "bundled;" there are several different components all tied into one student learning outcome. This would be an extremely challenging outcome to assess; thus, it would be more effective by simplifying and focusing the outcome. With a bundled outcome, the assessment measure would have to specifically address each and every one of the elements, and that is an incredibly large amount of data to design, collect and report. So, although each of the elements is important, it would be better (and easier) to separate these into multiple outcomes.

Bloom's Taxonomy

Originally published in 1956 as set forth in *The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain* by Benjamin Bloom, *et al.* Bloom's Taxonomy is a classification of various learning outcomes that faculty and educators established for student learning objectives. The following table outlines the six levels of critical and creative thinking, descriptors, sample verbs for crafting student learning outcomes and sample outcomes.

CRITICAL AND CREATIVE THINKING – BLOOM'S TAXONOMY
COGNITIVE DOMAIN – SUGGESTED VERBS TO USE BY LEVEL
(Adapted from Texas A&M International University
Institutional Effectiveness Practitioner's Manual)

Level	Description	Sample Verbs	Sample Behavior
Knowledge	Student recalls or recognizes information**,** ideas, and principles in the approximate form in which they were learned. Knowledge represents the lowest level of learning outcomes.	List, label, name, state, define, describe, show, tell, write	The student will define the 6 levels of Bloom's taxonomy of the cognitive domain. Examples: vocabulary, events, dates, places
Comprehension	Student translates**,** comprehends, or interprets information based on prior learning. Comprehension is the lowest level of understanding.	Explain, summarize, paraphrase, describe, illustrate, discuss, order, review, tell	The student will explain the purpose of Bloom's taxonomy of the cognitive domain. Examples: understanding facts and principles, infer cause and effect
Application	Student selects, transfers, and uses data and principles to complete a problem or task with a mini-mum of direction.	Use, compute, solve, demonstrate, apply, construct, establish, illustrate, predict,	The student will write an instructional objective for each level of Bloom's taxonomy. Examples: solve problems, apply concepts, relate material to new

	Application requires a higher level of understanding than comprehension.	prepare, report, show	circumstances
Analysis	Student distinguishes**,** classifies, and relates the assumptions, hypotheses, evidence, or structure of a statement or question.	Analyze, categorize, compare, contrast, separate, predict, propose, speculate	The student will compare and contrast the cognitive and affective domains. Examples: recognize and explain patterns, analyze relationship between parts
Synthesis	Student originates**,** integrates, and combines ideas into a product, plan or proposal that is new to him or her.	Create, design, hypothesize, invent, develop manage, propose, reinforce, rewrite, set up, transform, validate	The student will design a classification scheme for writing educational objectives that combines the cognitive, affective**,** and psychomotor domains. Examples: create new ideas, propose plans, integrate learning to solve problems
Evaluation	Student appraises**,** assesses, or critiques on a basis of specific standards and criteria.	Judge, recommend, critique, justify, defend, interpret, measure, persuade, rank, test, write	The student will judge the effectiveness of writing objectives using Bloom's taxonomy. Examples: critique ideas, make recommendations, assess value and make choices

Checklist for a Program Student Learning Outcome

An Outcome should:

- Answer the question: "What are students expected to know, think, or be able to do upon completion of the program?"
- Be specific and not "bundled
- Be under the control of the program or discipline
- Be measurable, actionable, and lead to improvement
- Not lead to a "yes/no" answer
- Link to college goals *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Questions to Consider when Reviewing the Design of Student Learning Outcomes:

- Is the outcome stated in terms of what graduates *will know, think or be able to do* as a result of the program?

- Does the program have significant responsibility for the outcome with little reliance on other programs?
- Will the outcome lead to meaningful improvement in student learning?
- Is the outcome distinct, specific and focused?

Any answer other than "yes" to the above questions is an indication that the outcome should be re-examined and redesigned.

See Appendices "C" and "D" for examples of program-specific outcomes.

3. Identification, design and implementation of assessment tools that measure the program student learning outcomes

What should an assessment measure do?

An assessment measure should provide meaningful, actionable data that leads to improvements. Therefore, one should not choose to assess something with which one is satisfied. The purpose of assessment is to look candidly and even critically at one's program to measure and collect data that will lead to program improvements. The purpose of assessment measures is to gather data to determine students' achievement of the program student learning outcomes selected during the specific assessment cycle.

An Assessment Measure should answer the questions:

- ***What*** data will be collected?
- ***When*** will the data be collected?
- ***What*** assessment tool will be used?
- ***How*** will the data be analyzed?
- ***Who*** will be involved?

It is vitally important that the assessment be directly related to the outcome. For example, if an outcome states "Students will demonstrate the ability to evaluate online and database resources," an assessment measure designed to evaluate the effective use of punctuation and sentence structure would not be appropriate. Although these skills are valuable, they do not address the specific outcome relative to the evaluation and selection of appropriate online and database resources.

An Assessment Measure should include:

- A clear and specific description of what data will be collected. Will it be an exam, a paper, a project, a performance?
- A definitive and specific timeframe for when and by whom the data will be collected. Will it be measured and collected during one specific semester? Both semesters? By whom?
- A clear and specific description of the assessment tool which will be used. Will it be an item-by-item analysis of exam questions? Or will it be a rubric? Other?
- A clear and specific description of how the data will be analyzed. Any data should be analyzed by the learning component and not by the student.

Methods of Selecting Assessment Measures:

There are two basic ways to assess student learning:

1. Direct assessment is based on analysis of student behaviors or products in which they demonstrate how well they have mastered learning outcomes. Examples of direct assessment include:
   Standardized tests
   Locally-developed objective and essay tests
   Capstone research papers
   Outcome-specific essays
   Performances/exhibits/demonstrations
   Embedded assignments
   Portfolios
   Evaluations by employers/internship supervisors (These can be direct assessment measures if a rubric or similar tool for evaluation is utilized and if the evaluation is based on direct observation.)

2. Indirect assessment is based on analysis of reported perceptions about student mastery of learning outcomes. The perceptions may be self-reports by students or reports made by others, such as alumni, fieldwork supervisors, employers or faculty. Examples of indirect assessment include:

   Surveys
   Interviews
   Focus Groups
   Questionnaires
   Peer Review
   Self-assessments

(From Mary J. Allen, *Assessing Academic Programs in Higher Education)*

Once the measures in assessing program student learning outcomes have been determined, an assessment statement should be developed which states what outcomes have been chosen to be assessed, how they will be assessed, and how the assessments will be administered and the data collected. Multiple (at least two) direct assessment measures should be used because if one of the assessment measures does not work out, there is at least another set of data upon which to rely. Two sets of data can also help to increase confidence in your assessment results.

Key concept to keep in mind: An assessment measure should be designed to measure a learning component or components across all students or a sample of students, not the individual student. This is one of the reasons why grades are not effective measures. Grades assess individual students, not the program. Additionally, grades may include factors not related to what a student knows, thinks or is able to do, for instance, attendance, participation, extra credit. Lastly, grades may be not always be an exact assessment measure as they may, in some circumstances, be considered subjective and therefore not reliable. Table 1 provides information on a variety of direct assessment measures.

Table 1 Assessment Measures

Assessment Measures

Measures	Description	Strengths	Weaknesses
Culminating Assignments (Direct)	These may include capstone course(s), performance portfolios, internship, or theses that offer students the opportunity to apply knowledge and skills acquired in the major, provide a final common experience, and offer faculty a way to assess student achievement. Culminating assignments are usually taken the semester before graduation.	Colleges and universities use culminating assignments to collect data on student learning in a specific major, general education or core requirement.	A comprehensive capstone course and appropriate assessment methods may be difficult to develop.
Course – Embedded Assessment (Direct)	Course-embedded assessment refers to methods of assessing student learning within the classroom environment, using course goals, objectives and content to gauge the extent of the learning that is taking place. This technique generates information about what and how students are learning within the program and classroom environment, using existing information that instructors routinely collect (test performance, essays, etc.) or through assessment instruments introduced into a course specifically for the purpose of measuring student earning.	This method of assessment is often effective and easy to use because it builds on the curricular structure of the course and often does not require additional time for data collection since the data comes from existing assignments and course requirements.	Course-embedded assessment does, however, take some preparation and analysis time and, while well documented for improving individual courses, there is less documentation on its value for program assessment.
Performance Assessment (Direct)	Performance assessment is linked to the curriculum and uses real samples of student work to assess skills and knowledge. Student work includes class assignments, auditions, recitals, projects, presentations and similar tasks. Performance Assessment requires students to use critical thinking and problem-solving skills within a context relevant to their field/major; is rated by faculty and assessment data collected; and provides students with feedback on the performance evaluation.	Performance assessment can yield valuable insight into student learning; provides students with comprehensive information on improving their skills; strengthens faculty-student communication; and increases the opportunity for students' self-assessment.	Performance assessment is labor-intensive and may be an additional burden for faculty and students. Skills to be examined and specifying evaluation criteria may be difficult and time-consuming.
Portfolios (Direct)	Portfolios are collections of student work over time to demonstrate student growth and achievement. Portfolios may be used for certification, licensure, or external accreditation reviews. Portfolios may contain: research papers, process reports, tests and exams, case studies, audiotapes, personal essays, journals, self-evaluations and computational exercises.	Portfolios can be valuable resources when students apply to graduate school or employment. Portfolios encourage students to take greater responsibility for their work.	Portfolios may be costly and time-consuming; require extensive effort for both students and faculty; and may be difficult to assess and store.

A word about rubrics. Rubrics are an excellent tool to measure the learning components of an outcome rather than the student. A well-designed rubric provides a clear identification of the most important components and salient elements of an assignment. Additionally, a rubric provides a vehicle for reliability and consistency in evaluation and scoring. Finally, a well-designed rubric can effectively identify the components of an assignment where performance is high, as well as low across all students, not the individual students. This assessment across all students or a representative sample of students is central to identifying potential areas for program improvement.

A note about sampling. The Office of Institutional Effectiveness and Accreditation in cooperation with the Office of Student Analytics and Research have prepared sampling guidelines for your programs assessment measures. Please see Appendix "E" for more information.

Example of a Student Learning Outcome and Appropriate Assessment Measure:

Outcome: Students will demonstrate the written and oral communication skills necessary to perform successfully in a courtroom setting.

Assessment Measure: In XXX course, students will prepare and deliver oral presentations on helpful techniques to utilize when being cross examined. A random sample of 12 videotapes of oral presentations will be assessed by program faculty with a 5-point level rubric, 1 = unsatisfactory, 5 = excellent. The learning components on the rubric include organization, clarity, use of PowerPoint/visual aids, responsiveness to audience, and presentation style.

Checklist for an Assessment Measure

An Assessment Measure should:

- Be directly related and consider all aspects of the outcome
- Provide measurable and actionable results
- Be complemented by a second assessment measure, if possible
- Focus on student work at or near graduation
- Detail who will be involved, what data will be collected, when will data be collected, what kind of assessment tool will be used, and how data will be analyzed)
- Include disaggregation in the data analysis, if applicable (50% or more degree requirements at another location and/or via distance education)
- Be manageable and practical *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Note: Multiple assessment measures should be identified if possible.

Questions to Consider when Reviewing the Design of Assessment Measures:

- Are there multiple assessment measures that directly measure student learning (i.e. direct evaluation of student artifacts)?
- Are assessment measures for each outcome clearly appropriate and do they measure all aspects of the outcome?
- Are the assessment measures clear and detailed descriptions of the assessment activity (who, when, what and how)?
- Do the assessment measures clearly indicate a specific time frame for conducting assessment and collecting data?

- Do the assessment measures reflect other locations and delivery methods (50% or more degree requirements at another location and/or via distance education)?

Any answer other than "yes" to the above questions is an indication that the assessment measure should be re-examined and redesigned.

See Appendices "C" and "D" for an example of program-specific assessment measures.

4. Establishment of an achievement target

An achievement target is the benchmark for determining the level of success for the program student learning outcome. Thus, it provides the standard for determining success. Additionally, an achievement target assists the faculty and reviewers place the data derived into perspective. Finally, setting achievement targets allows the faculty to discuss and determine exactly what the expectations for students should be and thus determine what constitutes student success.

How achievement targets should be expressed.

Achievement targets should be expressed in terms of the learning component and not the individual student, and be specific. For example: An achievement target should state "80 percent of the scores for each component of the rubric should be a 3 or higher" rather than "80 percent of the students should receive a score of 3 or higher."

Achievement targets should avoid words such as "most," "all," or "the majority." Specific and actual numbers should be utilized.

Achievement targets should not utilize target goals of 100 percent. If a target of 100 percent is set, the standard set is either unrealistically high or there is an implication that faculty have selected a target they already know students can universally achieve.

Example of a Student Learning Outcome, Appropriate Assessment Measure and Achievement Target:

Outcome: Students will demonstrate the written and oral communication skills necessary to perform successfully in a courtroom setting.

Assessment Measure: In XXX course, students will prepare and deliver oral presentations on helpful techniques to utilize when being cross examined. A random sample of 12 videotapes of oral presentations will be assessed by program faculty with a 5-point level rubric, 1 = unsatisfactory, 5 = excellent. The learning components on the rubric include organization, clarity, use of PowerPoint/visual aids, responsiveness to audience, and presentation style.

Achievement Target: 80% of scores for each component of the rubric will be 3 or higher on a 5-point scale. A score of 3 indicates satisfactory performance.

Checklist for an Achievement Target

An Achievement Target should:

- Analyze components of learning not individual students
- Report by item analysis and not averages
- Reflect other locations and delivery methods (50% or more degree requirements at another location and/or via distance education)
- Be specific
- Avoid vague words such as "most" or "majority"
- Generally not be stated in terms of "all" or "100%"
- Directly relate to the outcome and assessment measure *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Questions to Consider when Reviewing the Design of Achievement Targets:

- Have appropriate achievement targets been clearly stated for each measure?
- Has a brief rationale been offered for the selection of the achievement target?
- Is the achievement target specific and devoid of vague words?
- Is the achievement target directly related to the outcome and assessment measure?
- Will the target reflect other locations and delivery method (50% or more degree requirements at another location and/or via distance education)?

Any answer other than "yes" to the above questions is an indication that the achievement target should be re-examined and redesigned.

See Appendices "C" and "D" for examples of program-specific achievement targets.

Review of Assessment Plans for Academic Programs and Disciplines

Steps 1 through 4, as outlined and explained above, constitute the Assessment Plan. Members of the Institutional Effectiveness Committee will review and assess all Assessment Plans for all Academic programs using the rubric noted as Appendix "F" of this Manual.

5. Data Collection and Analysis to Determine Findings/Improvements

As mentioned earlier, Steps 1 through 4 are components of the Assessment Plan. Now, in Steps 5 and 6, elements of the Assessment Report will be compiled and examined.

After the student learning outcome, assessment measures and achievement targets have been identified and implemented, data of that implementation must be collected and the findings analyzed. In this regard, the shift is from planning the assessment to conducting it.

It is vital that the data sampling is representative and complete. SACSCOC policy requires that if a student may obtain 50 percent or more of his or her degree requirements via distance education or from multiple locations, then assessment data must be collected from each location and distance education.

The same assessment measures may be utilized; however, the data for each location and instructional delivery must be documented and analyzed.

Detailed documentation of the assessment data must be retained. Spread sheets, rubric scores, test subscores, etc. should be saved and archived in the WEAVE central repository of data. However, please avoid posting any personally identifiable information in WEAVE, such as social security numbers or birth dates.

What data collection and findings should include.

A summary of the findings should be reported in specific detail using actual numbers, not vague words such as "most" or "a majority." It is necessary to report findings in terms of percentages and actual numbers. Additionally, a spreadsheet can be stored in WEAVE to provide extensive detail to those who will review the plan and report. Because these reviewers will not be experts in your field, avoid the use of technical or field-specific language, and be certain that the findings are reported clearly and succinctly. Most importantly, be certain that the findings are reported in a manner that indicates if the achievement target was met, and aligns with the actions the faculty will decide to implement in order to improve student learning and the program.

Improvements Achieved

The findings also should be analyzed to see if improvements from prior action plans were made. The improvements should be detailed to show any changes from year-to-year, based on actions taken to improve the outcome. All improvements achieved in the program should be reported. These improvements should be highlighted and documented in WEAVE, in the Improvements Achieved field. Please see Appendix "H" for a sample Improvements Achieved Report on page 76.

Example of a Student Learning Outcome, Appropriate Assessment Measure, Achievement Target and Findings/Improvements Achieved:

Outcome: Students will demonstrate the written and oral communication skills necessary to perform successfully in a courtroom setting.

Assessment Measure: In XXX course, students will prepare and deliver oral presentations on helpful techniques to utilize when being cross examined. A random sample of 12 videotapes of oral presentations will be assessed by program faculty with a 5-point level rubric, 1 = unsatisfactory, 5 = excellent. The learning components on the rubric include organization, clarity, use of PowerPoint/visual aids, responsiveness to audience, and presentation style.

Achievement Target: 80% of scores for each component of the rubric will be 3 or higher on a 5-point scale. A score of 3 indicates satisfactory performance.

Findings: Target MET for three components:

Organization (41 out of 50 or 82% of scores were 3 or higher)
Clarity (45 out of 50 or 90% of scores were 3 or higher)

Use of Power Point or Visual Aids (47 out of 50 or 90% of scores were 3 or higher)
Target NOT MET for two components:
Responsiveness to Audience (30 out of 50 or 60% of scores were 3 or higher)
Presentation Style (20 out of 50 or 40% of scores were 3 or higher)

Detailed findings are outlined on the accompanying chart. (You should submit a chart or spreadsheet with your Report which reflects the data collected.)

Improvements Achieved: In 2011-2012, 80% of Organization Scores were 3 or higher. In 2012-2013, scores increased by 2% to 82%. In 2011-2012, 85% of Clarity scores we were 3 or higher. In 2012-2013, scores increased 5% to 90%. In 2011-2012, 89% use of PowerPoint or Visual Aids scores was 3 or higher. In 2012-2013, scores increased by 1% to 90%.

Even though Responsiveness to Audience and Presentation Style did not meet the achievement target, both components' scores increased by 3% and 7%, respectively. In 2011-2012, 57% of Responsiveness to Audience scores were 3 or higher. In 2012-2013, scores were 60% or 3% higher. In 2011-2012, 40% of Presentation Style scores were 3 or higher. In 2012-2013, scores were 47% or 7% higher.

Checklist for Data Collection/Findings

Data Collection/Findings should:

- Answer the question: Why are students performing this way?
- Provide detailed descriptions of the findings /collected data (avoid "most" or "majority")
- Provide a description of improvements made
- Include sample size in the description
- Include all locations and delivery methods in sample (50% or more degree requirements at another location and/or via distance education)
- Use specific numbers (not rounded)
- Avoid technical language
- Align with outcome and target *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Questions to Consider when Reviewing the Findings:

- Does the data analysis yield information that can be used to determine to what extent the outcome is being achieved?
- Is the data reported in sufficient detail to effectively describe and document the outcome assessment results?
- Is the analysis inked to the specified Achievement Target?
- Does the data analysis consider all locations and delivery methods (50% or more degree requirements at another location and/or via distance education)?

Any answer other than "yes" to the above questions is an indication that the data collection/findings should be re-examined and redesigned.

See Appendices "C" and "D" for examples of program-specific achievement targets.

6. Development and implementation of an action plan based on assessment results to improve attainment of program student learning outcomes

This last step in the assessment process is often referred to as "closing the loop." The chief aim of program assessment is program improvement. Thus, the previous assessment activities are of little importance unless the results are utilized to improve student learning. Responding to assessment results may include changes in the program such as:

1. Curriculum and Program
    a. modifying existing course curriculum
    b. revamping course sequencing
    c. adding new courses to the program
    d. technological updates
2. Instruction
    a. altering instructional techniques and strategies
    b. faculty development

3. Assessment Activities
    a. re-evaluating criteria
    b. improving or streamlining assessment measures
    c. modifying institutional or program assessment processes
    d. target adjustment

Curriculum mapping is an instrument which displays when, how, and what is taught, as well as the assessment measures utilized to explain achievement of expected student learning outcomes. The use of a curriculum map allows programs and departments to identify and correct gaps in the curriculum, as well as providing an overview of the student learning outcomes of each course and how those outcomes relate to program student learning outcomes.

An example of a curriculum map is included in this Manual as Appendix "H".

In WEAVE, programs will be asked to be very specific in the action plan, and identify who is responsible for implementing the action plan, the timeline, any resources needed to implement the plan, etc. (Cautionary note about resources needed for plans! Design plans that are reasonable and feasible for the program, even if the requested resources are not obtained.)

It is critical to put into place some mechanism which will indicate if the implemented changes have the desired effect. If a program implements changes in response to the assessment results, it is vital to have a mechanism for assessing the results of the changes. The timeline for determining whether any implemented changes had the desired effect will vary depending upon the changes put into place. The method for determining whether the change has had the desired effect may be as simple as repeating the previous assessment measures. Thus, the assessment process is cyclical and ongoing in nature as it

moves through the process of assessment, review, identification of changes needed, implementation of those changes and subsequent phase of assessment.

What Action Plans and Closing the Loop should accomplish:

1. Address gaps or weaknesses identified by the assessment results
2. Demonstrate a relationship between the outcome and the results from the data collected
3. Set forth a plan that is described in detail and not in general terms
4. Set forth a substantive, specific and non-trivial plan of action
5. Set forth a plan that does not include words such as "continue" or "maintain." The goal of assessment is to effect improvement to student learning, and words such as continue and maintain indicate that no improvement will be effected
6. Set forth a plan that is manageable and practical

Example of a Student Learning Outcome, Appropriate Assessment Measure, Achievement Target, Findings and Action Plan:

Outcome: Students will demonstrate the written and oral communication skills necessary to perform successfully in a courtroom setting.

Assessment Measure: In XXX course, students will prepare and deliver oral presentations on helpful techniques to utilize when being cross examined. A random sample of 12 videotapes of oral presentations will be assessed by program faculty with a 5-point level rubric, 1 = unsatisfactory, 5 = excellent. The learning components on the rubric include organization, clarity, use of PowerPoint/visual aids, responsiveness to audience, and presentation style.

Achievement Target: 80% of scores for each component of the rubric will be 3 or higher on a 5-point scale. A score of 3 indicates satisfactory performance.

Findings: Target MET for three components:

Organization (41 out of 50 or 82% of scores were 3 or higher)
Clarity (45 out of 50 or 90% of scores were 3 or higher)
Use of Power Point or Visual Aids (47 out of 50 or 90% of scores were 3 or higher)

Target NOT MET for two components:
Responsiveness to Audience (30 out of 50 or 60% of scores were 3 or higher)
Presentation Style (20 out of 50 or 40% of scores were 3 or higher)

Action Plan: Faculty of CJS 2368 have provided tutorials and practice sessions for responsiveness to audience and use of PowerPoint/Visual Aids through the tutoring center.

Program Faculty have adjusted the rubric to more clearly define Presentation Style. This outcome will be assessed again using the revised rubric.

Checklist for an Action Plan

Action Plans should:

- Be included, even if target is met

- Address gaps identified by assessment findings/data collection
- Include locations and delivery methods (*50% or more degree requirements at another location and/or via distance education*)
- Indicate how likely the action taken will improve achievement of the outcome
- Relate to outcome and the findings
- Be substantive, not trivial
- Avoid words like "continue" or "maintain"
- Be manageable and practical *(Created by M. Harrington and M. Hobbs, Adapted by Florida State College at Jacksonville)*

Questions to Consider when Reviewing the Action Plan (Closing the Loop):

- Are the decisions set forth in the action plan based on assessment results and analysis?
- Are the action steps clearly stated and easily understood by someone outside of the program?
- Does the action plan directly relate to accomplishing the intended outcomes?
- Does the plan include improvements for all locations and delivery methods (50% or more degree requirements at another location and/or via distance education)?

Any answer other than "yes" to the above questions is an indication that the data collection/findings should be re-examined and redesigned.

See Appendices "C" and "D" for examples of program-specific action plans.

Review of Assessment Reports for Academic Programs and Disciplines

Along with some overall analysis, questions about the annual process, Steps 5 and 6, as outlined and explained above, constitute the Assessment Report. Members of the Institutional Effectiveness Committee will review and assess Assessment Reports for Academic programs using the rubric included in this Manual designated as Appendix "I".

Process Phases and Timeline

Institutional Effectiveness is an ongoing, iterative process which involves planning, design, implementation, review and redesign of plans for continuous improvement in carrying out the College's Mission Statement. The following table outlines the timeline for the process of accomplishing the six steps of developing and implementing an assessment plan.

1. Development of a program specific mission statement and alignment with College mission and goals, strategic priorities, and other relevant institutional outcomes
2. Development of program student learning outcomes
3. Design and implementation of assessment tools that measure program student learning outcomes
4. Identification of appropriate achievement targets
5. Analysis of assessment results and review of the program student learning outcomes based upon assessment analyses

6. Implementation of an action plan to improve attainment of program student learning outcome.

The process phases of the College's Institutional Effectiveness process are displayed in Appendix "J" on page 91.

Institutional Effectiveness Process Timeline (2014-2015)

Academic Programs

This includes Baccalaureate Programs; Arts and Sciences; Special Academic Programs/Disciplines; Workforce Certificates Programs; Career/Technical Programs.

When does my program submit information?

Cycle 6 in WEAVE

May 23, 2014	Submit 2013-2014 IE Assessment Report; and begin implementing action plan (*Phase IV*) Submit 2014-2015 IE Assessment Plan in WEAVE (*Phase I*)
May 24-July 15, 2014	Refrain from making edits to 2013-2014 IE Assessment Report and 2014-2015 Plan in WEAVE until program receives feedback
July, 2014	Receive second round feedback on your revised 2013-2014 IE Assessment Report and 2014-2015 IE Assessment Plan, if applicable
Sept. 19, 2014	Submit revised IE Assessment Report for 2013-2014 if requested (*Phase V*) and 2014-2015 IE Assessment Plan in WEAVE, if requested (*Phase II*)
Oct., 2014	Receive second round feedback on your revised 2013-2014 IE Assessment

	Report and 2014-2015 IE Assessment Plan, if applicable
Summer, 2014 to Spring, 2015	Implement IE Assessment Plan and Collect Assessment Data (*Phase III*)
Spring, 2015	Begin analyzing data and designing action plan (*Phase III and IV*)
May 7, 2015	Submit 2014-2015 IE Assessment Report; and begin implementing action plan (*Phase IV*) Submit 2015-2016 IE Assessment Plan in WEAVE (*Phase I*)
May 8-July 15, 2015	Refrain from making edits to 2014-2015 IE Assessment Report and 2015-2016 Plan in WEAVE until program receives feedback
July, 2015	Receive IE Committee's first round of feedback on 2014-2015 IE Assessment Report (*Phase V*) and 2015-2016 IE Assessment Plan (*Phase II*)
Sept. 18, 2015	Submit revised 2014-2015 IE Assessment Report, if requested (*Phase V*) and 2015-2016 IE Assessment Plan in WEAVE, if requested (*Phase II*)
Oct., 2015	Receive second round feedback on your revised 2014-2015 IE Assessment Report and 2015-2016 IE Assessment Plan, if applicable

This is a typical annual schedule. Please refer to the OIEA website for the current schedule.

What should my program submit?

IE Assessment Plan for Academic Programs = program/discipline mission statement; program student learning outcomes, with links to College Goals; assessment measures for each outcome; achievement targets for each assessment measure.

Curriculum Map = Programs have the option to post a curriculum map in WEAVE in the document repository and connect it to the program mission statement area.

IE Assessment Report for Academic Programs = findings for each assessment measure implemented in current cycle; action plan for each assessment measure implemented in current cycle; responses to analysis questions and annual report for your program's current cycle.

Assessment Resources

Astin, A.W. (1993). *Assessment for excellence: The philosophy and practice of assessment and evaluation in higher education*. Phoenix: Oryx Press.

Banta, T.W. (Ed.). (1990). *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass.

Banta, T.W., Lund, J. P., Black, K.E. & Oblander, F.W. (1996). *Assessment in practice: Putting principles to work on college campuses*. San Francisco: Jossey-Bass.

Council for the Advancement of Standards in Higher Education. CAS Self-Assessment Guides. CAS.

Diamond, R.M. (1998). *Designing and assessing courses and curricula: a practical guide*. San Francisco: Jossey-Bass.

Nichols, J. O. (1995). *A practitioner's handbook for institutional effectiveness and student outcomes assessment implementation* (3rd ed.). New York: Agathon Press.

Nichols, J. O. (1995). *Assessment case studies: Common issues in implementation with various campus approaches to resolution*. New York: Agathon Press.

Upcraft, M.L. & Schuh, J.H. (1996). Assessment *in student affairs: A guide for practitioners*. San Francisco: Jossey-Bass.

Glossary

Assessment

The systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Palomba & Banta, 1999)

An ongoing process aimed at understanding and improving student learning. It involves making our expectations explicit and public; setting appropriate criteria and standards for learning quality; systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards; and using the resulting information to document, explain, and improve performance. (Angelo, 1995)

Benchmarking

An actual measurement of group performance against an established standard at defined points along the path toward the standard. Subsequent measurements of group performance use the benchmarks to measure progress toward achievement. (New Horizons for Learning)

Bloom's Taxonomy of Cognitive Objectives

Six levels arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying, and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.
6. Evaluation: Judging the value of evidence based on definite criteria. Behaviors related to evaluation include: concluding, criticizing, prioritizing, and recommending. (Bloom, 1956)

Classroom Assessment

The systematic and on-going study of what and how students are learning in a particular classroom; often designed for individual faculty who wish to improve their teaching of a specific course. Classroom assessment differs from tests and other forms of student assessment in that it is aimed at course improvement, rather than at assigning grades. (National Teaching & Learning Forum)

Direct Assessment

Gathers evidence about student learning based on student performance that demonstrates the learning itself. Can be value added, related to standards, qualitative or quantitative, embedded or not, using local

or external criteria. Examples are written assignments, classroom assignments, presentations, test results, projects, logs, portfolios, and direct observations. (Leskes, 2002)

Disaggregation of Data

If 50% or more of the credit hours or clock hours for the program have been encoded as distance education classes and/or at one or more off-campus instructional locations during a timeframe of several semesters, then data is disaggregated to reflect delivery methods and locations.

Embedded Assessment

A means of gathering information about student learning that is built into and a natural part of the teaching-learning process. Often uses for assessment purposes classroom assignments that are evaluated to assign students a grade. Can assess individual student performance or aggregate the information to provide information about the course or program; can be formative or summative, quantitative or qualitative. Example: as part of a course, expecting each senior to complete a research paper that is graded for content and style, but is also assessed for advanced ability to locate and evaluate Web-based information (as part of a Collegewide outcome to demonstrate information literacy). (Leskes, 2002)

Evaluation

The use of assessment findings (evidence/data) to judge program effectiveness; used as a basis for making decisions about program changes or improvement. (Allen, Noel, Rienzi & McMillin, 2002)

Formative Assessment

The gathering of information about student learning-during the progression of a course or program and usually repeatedly-to improve the learning of those students. Example: reading the first lab reports of a class to assess whether some or all students in the group need a lesson on how to make them succinct and informative. (Leskes, 2002)

Indirect Assessment (specific to Academic programs only)

Acquiring evidence about how students feel about learning and their learning environment rather than actual demonstrations of outcome achievement. Examples include surveys, questionnaires, interviews, focus groups, and reflective essays. (Eder, 137)

Learning Outcomes

Operational statements describing specific student behaviors that evidence the acquisition of desired knowledge, skills, abilities, capacities, attitudes or dispositions. Learning outcomes can be usefully thought of as behavioral criteria for determining whether students are achieving the educational objectives of a program, and, ultimately, whether overall program goals are being successfully met. Outcomes are sometimes treated as synonymous with objectives, though objectives are usually more general statements of what students are expected to achieve in an academic program. (Allen, Noel, Rienzi & McMillin, 2002)

Norm-Referenced Assessment

An assessment where student performance or performances are compared to a larger group. Usually the larger group or "norm group" is a national sample representing a wide and diverse cross-section of students. Students, schools, districts, and even states are compared or rank-ordered in relation to the norm group. The purpose of a norm-referenced assessment is usually to sort students and not to measure achievement towards some criterion of performance.

Performance Criteria

The standards by which student performance is evaluated. Performance criteria help assessors maintain objectivity and provide students with important information about expectations, giving them a target or goal to strive for. (New Horizons for Learning)

Portfolio

A systematic and organized collection of a student's work that exhibits to others the direct evidence of a student's efforts, achievements, and progress over a period of time. The collection should involve the student in selection of its contents, and should include information about the performance criteria, the rubric or criteria for judging merit, and evidence of student self-reflection or evaluation. It should include representative work, providing a documentation of the learner's performance and a basis for evaluation of the student's progress. Portfolios may include a variety of demonstrations of learning and have been gathered in the form of a physical collection of materials, videos, CD-ROMs, reflective journals, etc. (New Horizons for Learning)

Qualitative Assessment

Collects data that does not lend itself to quantitative methods but rather to interpretive criteria. (Leskes, 2002)

Rubric

Specific sets of criteria that clearly define for both student and teacher what a range of acceptable and unacceptable performance looks like. Criteria define descriptors of ability at each level of performance and assign values to each level. Levels referred to are proficiency levels which describe a continuum from excellent to unacceptable product. (System for Adult Basic Education Support)

Standards

Sets a level of accomplishment all students are expected to meet or exceed. Standards do not necessarily imply high quality learning; sometimes the level is a lowest common denominator. Nor do they imply complete standardization in a program; a common minimum level could be achieved by multiple pathways and demonstrated in various ways. (Leskes, 2002)

Summative Assessment

The gathering of information at the conclusion of a course, program, or undergraduate career to improve learning or to meet accountability demands. When used for improvement, impacts the next cohort of students taking the course or program. Example: examining student final exams in a course to see if certain specific areas of the curriculum were understood less well than others. (Leskes, 2002)

Value Added

The increase in learning that occurs during a course, program, or undergraduate education. Can either focus on the individual student (how much better a student can write, for example, at the end than at the beginning) or on a cohort of students (whether senior papers demonstrate more sophisticated writing skills-in the aggregate-than freshmen papers). Requires a baseline measurement for comparison. (Leskes, 2002)

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Appendices

Appendix "A"

FLORIDA STATE COLLEGE at Jacksonville	**ADMINISTRATIVE PROCEDURE MANUAL**		
	SECTION TITLE	**NUMBER**	**PAGE**
	INSTITUTIONAL EFFECTIVENESS	02-1601	1 OF 2
	BASED ON BOARD OF TRUSTEES' RULE AND TITLE	**DATE ADOPTED**	
	6Hx7-1.9 Standard of Excellence	September 20, 2011	

PURPOSE

The purpose of this procedure is to provide guidelines for the College's institutional effectiveness process.

PROCEDURE

Institutional Effectiveness is an ongoing, cyclical process by which the institution, its divisions, its degree and certificate programs, its campuses and its administrative units gather, analyze, and use data to ascertain how well it is accomplishing its mission and goals, and to make continuous improvements based on assessment results. Annually,

The College will review its major priorities, initiatives and resource allocation to enhance the institution's achievement of its mission and goals.

Each department, program and unit will identify its goals and expected outcomes consistent with those of the College.

Each department, unit or program will implement assessment activities to measure the degree of its performance and levels of success in achieving its prescribed goals.

Employees and other appropriate stakeholders will work collaboratively to collect and use data to determine the effectiveness of student learning, student services and department operations.

Units will analyze and report on the results of their assessment activities and, subsequently, unit employees will participate in reflection and dialogue about the collected data and other evidence to determine action plans for improvement.

Employees will participate in College provided professional development designed to support and guide meaningful and ongoing institutional effectiveness activities.

The College will share results and strategies with employees and other stakeholders for optimum improvement and will use data to inform resource allocation, planning, and decision-making.

Adopted Date: September 20, 2011

Appendix "B"

The American Association for Higher Education (AAHE) has developed nine principles of good practice for student learning. Although these principles were developed primarily for use in an instructional setting, they have application to the assessment or non-instructional units as well.

Nine Principles of Good Practice for Assessing Student Learning

1. **The assessment of student learning begins with educational values.** Assessment is not an end in itself but a vehicle for educational improvement. Its effective practice, then, begins with and enacts a vision of the kinds of learning we most value for students and strive to help them achieve. Educational values should drive not only *what* we choose to assess but also *how* we do so. Where questions about educational mission and values are skipped over, assessment threatens to be an exercise in measuring what's easy, rather than a process of improving what we really care about.

2. **Assessment is most effective when it reflects an understanding of learning as multidimensional, integrated, and revealed in performance over time.** Learning is a complex process. It entails not only what students know but what they can do with what they know; it involves not only knowledge and abilities but values, attitudes, and habits of mind that affect both academic success and performance beyond the classroom. Assessment should reflect these understandings by employing a diverse array of methods, including those that call for actual performance, using them over time so as to reveal change, growth, and increasing degrees of integration. Such an approach aims for a more complete and accurate picture of learning, and therefore firmer bases for improving our students' educational experience.

3. **Assessment works best when the programs it seeks to improve have clear, explicitly stated purposes.** Assessment is a goal-oriented process. It entails comparing educational performance with educational purposes and expectations – those derived from the institution's mission, from faculty intentions in program and course design, and from knowledge of students' own goals. Where program purposes lack specificity or agreement, assessment as a process pushes a campus toward clarity about where to aim and what standards to apply; assessment also prompts attention to where and how program goals will be taught and learned. Clear, shared, implementable goals are the cornerstone for assessment that is focused and useful.

4. **Assessment requires attention to outcomes but also and equally to the experiences that lead to those outcomes.** Information about outcomes is of high importance; where students "end up" matters greatly. But to improve outcomes, we need to know about student experience along the way – about the curricula, teaching, and kind of student effort that lead to particular outcomes. Assessment can help us understand which students learn best under what conditions; with such knowledge comes the capacity to improve the whole of their learning.

5. **Assessment works best when it is ongoing not episodic.** Assessment is a process whose power is cumulative. Though isolated, "one-shot" assessment can be better than none, improvement is best fostered when assessment entails a linked series of activities undertaken over time. This may mean tracking the process of individual students, or of cohorts of students; it may mean collecting the same examples of student performance or using the same instrument semester after semester. The point is to monitor progress toward intended goals in a spirit of continuous improvement. Along the way, the assessment process itself should be evaluated and refined in light of emerging insights.

6. **Assessment fosters wider improvement when representatives from across the educational community are involved.** Student learning is a campus-wide responsibility, and assessment is a way of enacting that responsibility. Thus, while assessment efforts may start small, the aim over time is to involve people from across the educational community. Faculties play an especially important role, but assessment's questions can't be fully addressed without participation by student-affairs educators, librarians, administrators, and students. Assessment may also involve individuals from beyond the campus (alumni/ae, trustees, employers) whose experience can enrich the sense of appropriate aims and standards for learning. Thus understood, assessment is not a task for small groups of experts but a collaborative activity; its aim is wider, better-informed attention to student learning by all parties with a stake in its improvement.

7. **Assessment makes a difference when it begins with issues of use and illuminates questions that people really care about.** Assessment recognizes the value of information in the process of improvement. But to be useful, information must be connected to issues or questions that people really care about. This implies assessment approaches that produce evidence that relevant parties will find credible, suggestive, and applicable to decisions that need to be made. It means thinking in advance about how the information will be used, and by whom. The point of assessment is not to gather data and return "results"; it is a process that starts with the questions of decision-makers, that involves them in the gathering and interpreting of data, and that informs and helps guide continuous improvement.

8. **Assessment is most likely to lead to improvement when it is part of a larger set of conditions that promote change.** Assessment alone changes little. Its greatest contribution comes on campuses where the quality of teaching and learning is visibly valued and worked at. On such campuses, the push to improve educational performance is a visible and primary goal of leadership; improving the quality of undergraduate education is central to the institution's planning, budgeting, and personnel decisions. On such campuses, information about learning outcomes is seen as an integral part of decision making, and avidly sought.

9. **Through assessment, educators meet responsibilities to students and to the public.** There is a compelling public stake in education. As educators, we have a responsibility to the publics that support or depend on us to provide information about the ways in which our students meet goals and expectations. But that responsibility goes beyond the reporting of such information; our deeper obligation – to ourselves, our students, and society – is to improve. Those to whom educators are accountable have a corresponding obligation to support such attempts at improvement.

Appendix "C"

WEAVE Assessment Worksheet*

Aircraft Airframe Mechanics
Academic Programs (Florida Coast Career Tech)
Florida State College at Jacksonville

Deadlines indicate date that specified information must be submitted in WEAVE

Program/Degree type/POS: Aircraft Airframe Mechanics	Effectiveness Process Facilitator(s):	Assessment cycle/year: 2010-2011
School/Area: Florida Coast Career Tech	Email address:	

Program Mission *(due October 29, 2010)*

The Aircraft Airframe Mechanic Program, a Federal Aviation Authority (FAA)-approved program, prepares students for a rewarding career in the commercial and general aviation industry. Instruction consists of academic as well as laboratory training designed to prepare the student for the FAA written, oral and practical certificate examinations for the Airframe rating. With this rating, students will be qualified for a position as an Aviation Maintenance Technician with the FAA Airframe Rating.

Assessment Summary

Outcomes/Objectives *(due October 29, 2010)*	**Measure(s)** *(due October 29, 2010)*	**Achievement Targets** *(due October 29, 2010)*	**Findings** *(due May 13, 2011)*	**Action Plans** *(due May 13, 2011)*
Outcome 1: Students will be able to write appropriate entries on Federal Aviation Administration maintenance forms.	Measure 1 All 24 students in AMT 0701 will complete Modules 1, 2 and 3 regarding how to prepare FAA maintenance forms which will demonstrate their knowledge and understanding of aircraft hydraulics, pneumatics, landing gear systems, and aircraft atmospheric and climate control systems. At the completion of each module, students will take a multiple choice module quiz which will be scored by a faculty member using the answer key provided by the module publisher.	Achievement Target 1: 90% of scores will be "Proficient" or "Mastered" on each module quiz.	Findings 1: Module quiz results were analyzed for 24 students. Target MET Module 1 (aircraft hydraulics and pneumatics) 40% Proficient 50% Mastered 90% Total met Target Module 2 (landing gear systems) 40% Proficient 54.1% Mastered 94.1% Total met Target Module 3 (aircraft atmospheric and climate control systems) 62.5% Proficient 33.3% Mastered 95.8% Total met target	Action Plans 1: Since the target was met, the Aircraft Airframe Mechanic faculty decided to focus on another critical outcome in the next assessment cycle: Students will be able to perform system troubleshooting to determine the source of a system failure.

			Target was MET for all tasks. Detailed findings have been provided in the attached chart marked as Appendix 1.	
	Measure 2: Students will answer specific questions contained in the capstone course final exam designed to test their ability to write appropriate entries on Federal Aviation Administration maintenance and servicing forms. Program faculty will analyze all 15 capstone course final exams.	Achievement Target 2: 80% of answers will be correct in each area of FAA maintenance and servicing forms.	Findings 2: Fifteen capstone course final exams were analyzed. Determining and completing the appropriate entries for aircraft hydraulics and pneumatics maintenance checks and servicing (86.7% correct) Determining and completing the appropriate entries for aircraft atmospheric and climate control systems (80% correct) Target NOT MET for one area: Determining and completing the appropriate entries for landing gear systems (66.7% correct) Detailed findings have been provided in the attached chart marked as Appendix 2.	Action Plans 2 The Aircraft Airframe Mechanic faculty have designed detailed instruction and worksheets on how to identify, determine and complete appropriate entries for landing gear systems. Faculty will provide clicker sessions as part of review sessions for the capstone course final exam with emphasis on all three areas.
Outcome 2: Students will demonstrate the ability to read, comprehend, and apply information contained in technical reference material.	Measure 1 (Outcome 2) All 20 students enrolled in AMT 0717 will respond to faculty-authored mock situations which will be designed to test the student's ability to comprehend and then apply information in electronic based technical reference material to real life scenarios. A 5-point	Achievement Target 1 80% of scores for each component of the rubric will be 3 or higher on a 5-point scale. A score of 3 indicates satisfactory performance.	Findings 1 Responses from 20 students in AMT 0717 were analyzed. Target MET for three components: Organization (85% of scores were 3 or higher) Clarity (90% of scores were 3 or higher) Ability to accurate interpret information	Action Plan 1 The Aircraft Airframe Mechanic faculty will provide tutorials and practice sessions for effective writing and interpretative skills through the tutoring center and the writing center. Faculty members have adjusted the rubric to more clearly

	rubric will be utilized to score the student's written responses.		(85% of scores were 3 or higher) Target NOT MET for two components: Ability to define aircraft airframe technical language (70% of scores were 3 or higher) Ability to apply information to specific landing gear failure scenarios (75% of scores were 3 or higher) Detailed findings have been provided in the attached chart marked as Appendix 3.	define application of information to specific real life situations.
	Measure 2 (Outcome 2) Students in AMT 0717 will perform imbedded analysis, interpretative and application tasks of technical reference materials. A 3-point rubric will be used for evaluating each task with delineations of "Unsatisfactory," "Proficient" and "Mastered."	Achievement Target 2 90% of scores will be "Proficient" or "Mastered" on each task.	Findings 2 Task results from 20 students in AMT 0717 were analyzed. Target MET Task 1 (Reading Comprehension analysis of technical reference material) 40% Proficient 50% Mastered 90% Total met Target Task 2 (Application of information to specific problem sets) 40% Proficient 55% Mastered 95% Total met Target Task 3 (Comprehension of and ability to define technical terms) 60% Proficient 35% Mastered 95% Total met Target Target was MET for all tasks. Detailed findings have been provided in the	Action Plan 2 Although the target was met, the Aircraft Airframe Mechanic faculty will conduct in-class review and completion of practice worksheets to reinforce Tasks 1 and 2, the task with the lowest results. Faculty will administer additional practice tests regarding concepts contained in Tasks 1 and 2 to improve the level of proficiency

			attached chart marked as Appendix 4.	
Outcome 3: Students will know how to evaluate an aircraft system installation.	Measure 1 (Outcome 3) All 20 students in AMT 0717 will prepare and deliver oral presentations on how to evaluate an aircraft system installation. The presentations will be assessed for the following learning components: Organization, clarity, use of PowerPoint or Visual Aids, Accurately answers audience questions, and use of appropriate and accurate technical language/terminology. The presentations will be assessed by a guest member of the FAA examination board utilizing a 5-point level rubric, with 1 as unsatisfactory, 2 needs some improvement, 3 as satisfactory, 4 as above satisfactory, and 5 as exemplary.	Achievement Target 1 80% of scores for each component of the rubric will be 3 or higher on a 5-point scale. A score of 3 indicates satisfactory performance.	Findings 1 Presentations of 20 students in AMT 0717 were analyzed. Target MET for three components: Organization (85% of scores were 3 or higher) Clarity (90% of scores were 3 or higher) Use of Power Point or Visual Aids (85% of scores were 3 or higher) Target NOT MET for two components: Accurately answer audience questions (70% of scores were 3 or higher) Use of appropriate and accurate technical language/terminology (75% of scores were 3 or higher) Detailed findings have been provided in the attached chart marked as Appendix 5.	Action Plan 1 The Aircraft Airframe Mechanics faculty will provide tutorials and additional practice sessions once a week for eight weeks to improve students' ability to accurately answer audience questions and use of appropriate and accurate technical language/terminology
	Measure 2 (Outcome 3) All 20 students in AMT 0717 will complete a 20 question exam relative to the procedures to be taken in selecting a model-specific aircraft system, installing and testing the same. The exams will be analyzed by the Aircraft Airframe Mechanic faculty.	Achievement Target 2 80% of answers will be correct in each area of selection of the appropriate model, correct installation procedures, efficiency of overall installation procedure, and after-	Findings 2 Exams of 20 students in AMT 0717 were analyzed. Target MET for two areas: Selection of the appropriate model system (85% correct) Locating and understanding installation procedures (80% correct) Target NOT MET for	Action Plan 2 The Aircraft Airframe Mechanic faculty will provide detailed worksheets and practice assignments in how to accomplish the appropriate installation in a timely manner. Faculty will provide clicker sessions as part of review sessions for exam

		installation test performance of the system.	two areas: Efficient use of time in making the appropriate installation (70% correct) Understanding of how to conduct an after-installation test performance (60%) Detailed findings have been provided in the attached chart marked as Appendix 6.	Faculty members have created hands on in-class instruction in procedures and processes for performing post-installation checks and tests.
Outcome 4 (not assessed this cycle) Students will be able to perform system troubleshooting to determine the source of a system failure.	Students will design and conduct interactive demonstrations on actual equipment in which they demonstrate appropriate trouble shooting techniques for specific kinds of system failures. The faculty member and other students will rate the demonstrations as "Excellent," "Good" or "Unsatisfactory" utilizing guidelines previously established.			
Outcome 5 (not assessed this cycle) Students will be able to perform aircraft battery service and inspection techniques.	Students will complete a 50 question exam relative to the areas of routine aircraft battery operations, installation and inspection. The questions will be multiple choice and true/false format. Responses will be analyzed for each question.			
Outcome 6 (not assessed this cycle) Students will demonstrate the necessary knowledge and understanding of ice and rain control on	Students will view videos of ice and rain control procedures and then critique in writing the manner in which deicing equipment and products were utilized.			

the exterior of an aircraft.	Critique responses will be evaluated by appropriate faculty members utilizing a 3-point rubric.			

Note: additional outcomes can be added in WEAVE

Analysis Questions *(due May 13, 2011)*

1. *What primary changes are you making to improve student learning as a result of the assessment findings? Describe up to three of the most significant/important improvements in your program?*

2. *How do your assessment findings differ by the program's instructional delivery method ("face-to-face," hybrid, distance education) or by location (if program is offered at more than one campus or center)?*

This program is only at one location in a face-to-face arena.

3. *How have assessment findings been disseminated and discussed with the Program Advisory Committee? Describe involvement of Advisory Committee in reviewing curriculum changes prior to submission to Curriculum Committee.*

Assessment findings were distributed and discussed in the semi-annual meeting of the Program Advisory Committee and Program Administration Committee. Suggestions for improved emphasis of various skills, particularly oral communication strategies, were suggested by the Advisory Committee and the curriculum will be enhanced to emphasize increased emphasis in this area.

4. *Who was involved in the development and implementation of the program assessment plan?*

The development and implementation of the program assessment plan was conducted by two faculty members who served as representatives and liaisons with the entire faculty in this program.

5. *In assessment plan development and implementation, what process did you use to ensure sampling of all campuses/centers, high school dual enrollment, distance education, and military education, if applicable to program?*

Not applicable to this program. This program is housed at one campus and only in a face-to-face mode of delivery.

Annual Report Items *(due May 13, 2011)*

1. *Changes to the program's assessment process?*
2. *Challenges in implementation of program assessment plan*

Curriculum Map: The plan will also include a curriculum map of all program student learning outcomes, and the courses and experiences that provide opportunities to achieve the student learning outcome. WEAVE provides a dynamic mapping feature. Training will be provided.

Please note that this worksheet represents only the major sections within WEAVE. The program will complete additional information, such as timeline for implementation of action plan, persons responsible for implementation of action plan, etc. when using WEAVE.

^The outcomes, measures, data and action plan in this model are purely for demonstration purposes and should not be construed as an actual plan or result. The information contained herein is purely inventive, not factual, and should not be utilized in the formulation of program, department or unit plans and reports.

Appendix "D"

Florida State College at Jacksonville

Detailed Assessment Report
2010-2011 Sample Model - Fire Science Management (BAS) (Academic Programs SEC)
(Includes those Action Plans with Budget Amounts marked One-Time, Recurring, No Request.)

Mission / Purpose

The mission for the Bachelor of Applied Science (B.A.S.) in Fire Science Management degree is to educate, train, and develop students to manage the ever-increasing complexities of a fire department. The program is based on a balance between theory and practice that enhances the educational experiences and employment potential for students. The program emphasizes advanced fire science technical skills, administrative and management skills, and critical skills in communication, quantitative and organizational/systems understanding.

The B.A.S. Fire Science Management program supports the College Mission by providing a program to enhance the educational and employment opportunities of students employed in the firefighting industry. In particular, the program aligns with College Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy. Faculty, curricula, teaching methods, technology, learning environments and academic resources will provide students with relevant and rigorous preparation for success in a global knowledge economy. This preparation will enhance the capacity of students for effective citizenship through understanding of the governance and economic foundations of a democratic society. In pursuit of this goal the College will provide a comprehensive array of high-quality liberal arts and technical courses.

Connected Documents

- *Completed IE Assessment Plan Rubric Sample Model Fire Science Management*
- *Curriculum Map Sample Model Fire Science Mgt BAS*

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Oral communication

Students will demonstrate proficiency in oral communication.

Relevant Associations:

General Education/Core Curriculum Associations:

1 Communication

College Goals Associations:

1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

Related Measures:

M 1: Oral presentation scored by rubric

In spring 2011, students will be asked to make an oral presentation in the capstone course. A faculty panel will evaluate the presentation using the attached rubric with scores from 1 (novice) to 5 (exemplary). Scores will be analyzed for each component across all students. The components include Organization, Clarity, Use of PowerPoint, Responsiveness to Audience, Presentation Style.

Source of Evidence: Presentation, either individual or group

Target:

80% of scores for each component of the rubric will be 3 (satisfactory) or higher.

Findings (2010-2011) - Target: Partially Met

Target MET for three components: Organization (83%) (17 of 20) Clarity (91%) (18 of 20) Use of PowerPoint (86%) (17 of 20) Target NOT MET for two components: Responsiveness to Audience (72%) (14 of 20) Presentation Style (76%) (15 of 20) Detailed findings are provided in attached chart.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide tutorials and practice sessions, require oral presentation, modify rubric

Established in Cycle: 2010-2011

The BAS Fire Science Management faculty are implementing the following: tutorials and practice sessions for oral presentation...

M 2:Fire Prevention oral presentation evaluated by mentor

As part of their internship in the last semester of the program (spring term), students will be assigned to various elementary schools in Duval County where they will make oral presentations to students regarding fire prevention. The student's mentor will evaluate the presentation in the areas of clarity, appropriateness to the age group, use of visual aids, and ability to answer questions with specific knowledge and depth of scope. Scores will range from 1 (novice) to 5 (exemplary) and analyzed for each component. Scores will be analyzed for each component across all students by the program faculty member.

Source of Evidence: Presentation, either individual or group

Target:
80% of scores for each of the four areas will be a rating of 3 (satisfactory) or higher.

Findings (2010-2011) - Target: Partially Met
Target MET for three components: Clarity (82%) (16 of 20) Appropriate to the age group (91%) (18 of 20) Visual Aids (93%) (18 of 20) Target NOT MET for one component: Ability answer questions with specific knowledge and depth of scope (73%) (14 of 20) Detailed findings are provided in an attached chart.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Create tutorials, add instruction
Established in Cycle: 2010-2011

Provide tutorials and practice sessions for oral presentations through the tutoring center in FES XXXX and FES XXXX.

Incorpo...

SLO 2: Written Communication

Demonstrate the written communication skills necessary to perform successfully in a modern fire department

Relevant Associations:

General Education/Core Curriculum Associations:
1 Communication

College Goals Associations:
1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

Related Measures:

M 3: Written research project in capstone course
In spring term, all students enrolled in the capstone course will prepare a written research capstone project in which they will demonstrate hands-on ability to apply research techniques to real-life fire situations. Scores will range from 1 (novice) to 5 (exemplary) and analyzed for each component. Scores will be analyzed for each

component across all students by the program faculty. The components include organization; clearly defined topic; logically presented argument which responds to the topic; correctly cited and documented sources; acceptable grammatical and mechanical skills; and pertinent, reliable and timely sources.

Source of Evidence: Capstone course assignments measuring mastery

Target:
80% of scores for each component of the rubric will be 3 (satisfactory) or higher.

Findings (2010-2011) - Target: Partially Met
Target MET for three components: Organization (83%) (16 of 20) Clearly defined topic (91%) (18 of 20) Logically presented argument which responds to the topic (86%) (17 of 20) Target NOT MET for three components: Correctly cited and documented sources (72%) (14 of 20) Acceptable grammatical and mechanical skills (76%) (15 of 20) Pertinent, reliable and timely sources (71%) (14 of 20) Detailed findings are provided in an attached chart. .

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide workshops, additional instruction in research documentation and tutorials on grammar
Established in Cycle: 2010-2011

The BAS Fire Science Management faculty have worked with the communications faculty, campus library and learning commons staff..

M 4: Case study scored by rubric
In FES 4107 in spring 2011, students will respond to a case study which presents an internal department situation regarding growing generational tensions between two groups of employees in an urban fire department. Students will be asked to craft a written solution to the problem which is impeding the effectiveness of all members of the fire department. One faculty member and a fire fighter professional from Jacksonville Fire Rescue Department will score the responses utilizing the attached rubric. Scores will range from 1 (beginning) to 5 (excellent). Once the case studies are scored, the program faculty will analyzed the scores across each component. The rubric contains the following learning components: Organization, Ability to present a cogent argument on the topic, correctly cited and documented sources from the case study, ability to present a viable solution that will be workable in all the situations presented, and acceptable grammatical and mechanical skills.

Source of Evidence: Written assignment(s), usually scored by a rubric

Target:
95% of scores across each component of the rubric will be Acceptable or Excellent.

Findings (2010-2011) - Target: Partially Met
Target MET for two components: Organization: Acceptable: 93% (23 of 25) Excellent : 4% (1 of 25) Unacceptable: 3% (1 of 25) Ability to present a cogent argument on the topic: Acceptable: 80% (20 of 25) Excellent: 16% (4 of 25) Unacceptable: 4% (1 of 25) Target NOT MET for three components: Correctly cited and documented sources from the case study: Acceptable: 70% (17 of 25) Excellent: 4% (1 of 25) Not acceptable: 26% (6 of 25) Ability to present a viable solution that will be workable in all the situations presented Acceptable: 73% (18 of 25) Excellent: 16% (4 of 25) Unacceptable: 11% (3 of 25) Acceptable grammatical and mechanical skills Acceptable: 80% (20 of 25) Excellent: 0% (0 of 25) Unacceptable: 20% (5 of 25) Detailed findings are provided in an attached chart.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Provide workshops, additional instruction, tutorials on research, bibliography, argumentative writing, and diversity
Established in Cycle: 2010-2011
In a response to the assessment data for both measures for this student learning outcome, the BAS Fire Science Management facult...

SLO 3: Disaster and fire response planning

Demonstrate proficiency in disaster and fire response planning

Relevant Associations:

General Education/Core Curriculum Associations:

2 Critical Thinking
6 Discipline/Program-Specific Learning Outcome

College Goals Associations:

1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

Related Measures:

M 5: Capstone final exam

In spring 2011, all students enrolled in the capstone course will respond to questions on the capstone final exam regarding crowd management, first aid, rescue operation and evacuation in the event of a chemical explosion. The exam responses will be

scored and analyzed by the capstone course faculty across all students for each section of the exam.

Source of Evidence: Writing exam to assure certain proficiency level

Target:
For section on crowd management - 80% of the scores will be above 70% For the section on first aid administration - 80% of the scores will be above 90% For the section on rescue operation techniques - 80% of the scores will be above 90% For evacuation procedures - 80% of the scores will be above 85%

Findings (2010-2011) - Target: Partially Met
Target MET for two areas: Crowd management 84% of the scores were above 70% Rescue operations 94% of the scores were above 90% Target NOT MET for two areas: First Aid administration Only 78% of the scores were above 90% Evacuation procedures Only 73% of the scores were above 85% Detailed findings are provided in an attached chart.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

Additional instruction and in-class assessment on first aid administration and designing evacuation procedures
Established in Cycle: 2010-2011

The BAS Fire Science Management faculty have developed the following: Additional instruction and hands on workshops will be c...

M 6: Hurricane evacuation planning project
In FES 4107 in spring 2011, all students will design a hurricane evacuation plan for the residents of Duval County. One faculty member and an officer with Jacksonville Fire and Rescue Department will assess the plan utilizing the attached rubric. Scores will range from 1 (Below Satisfactory) to 5 (Exemplary) and analyzed for each component: Organization Thoroughness Evacuation Route Communication Plan Public Shelters The number of 4 or 5 scores will be tallied for each component of the rubric across all students.

Source of Evidence: Project, either individual or group

Target:
80% of the scores for each component of the rubric will be 4 (above satisfactory) or 5 (exemplary).

Findings (2010-2011) - Target: Met
Organization 94.4% (68 of 72) Thoroughness 62.5% (45 of 72) Evacuation Route 83.3% (67 of 72) Communication Plan 66.7% (48 of 72) Public Shelters 81.9% (59 of 72) Detailed findings are provided in an attached chart.

Related Action Plans (by Established cycle, then alpha):

For full information, see the *Details of Action Plans* section of this report.

designed workshops and mapping strategies for evacuation planning
Established in Cycle: 2010-2011

Workshops and hands on collaborative activities will be utilized to design hurricane evacuation plans consistent with the popu...

SLO 4: Apply leadership principles (Will be assessed in 2012-2013)
Students will apply principles of transformational leadership to motivate and lead others toward an ethical organizational vision

Relevant Associations:

General Education/Core Curriculum Associations:
6 Discipline/Program-Specific Learning Outcome

College Goals Associations:
1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

SLO 5: Fire department regulations (Will be assessed in 2012-2013)
Students will apply their knowledge of fire department regulations when working with staff to ensure organizational effectiveness.

Relevant Associations:

General Education/Core Curriculum Associations:
6 Discipline/Program-Specific Learning Outcome

College Goals Associations:
1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

SLO 6: Evacuation planning (Will be assessed in 2012-2013)
Students will apply their knowledge of appropriate planning skills in evacuating an assisted living facility during a widespread fire event.

Relevant Associations:

General Education/Core Curriculum Associations:

6 Discipline/Program-Specific Learning Outcome

College Goals Associations:

1.1 College-wide Goal One: Prepare students for distinctive success, and as outstanding citizens, in the global knowledge economy

Related Measures:

M 6: Hurricane evacuation planning project

In FES 4107 in spring 2011, all students will design a hurricane evacuation plan for the residents of Duval County. One faculty member and an officer with Jacksonville Fire and Rescue Department will assess the plan utilizing the attached rubric. Scores will range from 1 (Below Satisfactory) to 5 (Exemplary) and analyzed for each component: Organization Thoroughness Evacuation Route Communication Plan Public Shelters The number of 4 or 5 scores will be tallied for each component of the rubric across all students.

Source of Evidence: Project, either individual or group

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Additional instruction and in-class assessment on first aid administration and designing evacuation procedures

The BAS Fire Science Management faculty have developed the following: Additional instruction and hands on workshops will be conducted in various aspects of first aid administration in FES 4107 Clicker sessions will be incorporated as part of review sessions for all exams on first aid administration FES 4107 Additional instruction and practice in designing evacuation procedures for chemical fires and widespread vehicular accidents involving toxic waste will be provided in FES 4107

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Capstone final exam | **Outcome/Objective:** Disaster and fire response planning

Implementation Description: BAS Fire Science Management faculty will invite county emergency management leaders to guest lecture on the design of evacuation procedures, and will invite students to visit emergency management center for hands-on experience of the planning process.

Projected Completion Date: 12/09/2010
Responsible Person/Group: BAS Fire Science Management faculty and associate dean; county emergency management leader

Create tutorials, add instruction

Provide tutorials and practice sessions for oral presentations through the tutoring center in FES XXXX and FES XXXX. Incorporate into classroom instruction strategies for extemporaneous speaking in FES XXXX and FES XXXX. Additional instruction in how to incorporate specific examples and quotations in oral communication in FES XXXX and FES XXXX.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Fire Prevention oral presentation evaluated by mentor |
Outcome/Objective: Oral communication

Implementation Description: BAS Fire Science Management faculty met with the tutoring staff in the Library/Learning Commons, and are in the process of developing tutorials for the students. The BAS Fire Science Management faculty also met with two speech communication faculty. These faculty members have provided instructional materials used to teach extemporaneous speaking and use of examples/quotes. BAS Fire Science Management faculty will implement this during fall term on a pilot basis, and modify for spring.
Projected Completion Date: 11/18/2010
Responsible Person/Group: BAS Fire Science management faculty, speech communication faculty, tutors in Library/Learning Commons.

designed workshops and mapping strategies for evacuation planning

Workshops and hands on collaborative activities will be utilized to design hurricane evacuation plans consistent with the population growth and proliferation of new highway systems in Duval County in FES 4107. Workshops and mapping strategies in FES 4107 will be emphasized for evacuation plans in high density population areas, school areas and retirement communities

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Hurricane evacuation planning project | **Outcome/Objective:** Disaster and fire response planning

Implementation Description: The BAS Fire Science Management faculty have consulted with and invited Florida Department of Transportation staff to provide a class seminar on evacuation, population growth, and highway systems to the students in FES 4107 next semester.
Projected Completion Date: 10/14/2010

Provide tutorials and practice sessions, require oral presentation, modify rubric

The BAS Fire Science Management faculty are implementing the following: tutorials and practice sessions for oral presentations through the tutoring center in FES 4003. Include an oral presentation in FES 4000. Adjust the rubric to more clearly define Presentation Style.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Oral presentation scored by rubric | **Outcome/Objective:** Oral communication

Implementation Description: BAS Fire Science Management faculty met with the speech communication faculty to discuss ideas for modifying the rubric, oral presentation assignments, and tutorials.
Projected Completion Date: 10/28/2010
Responsible Person/Group: BAS Fire Science Management faculty, Speech communication faculty

Provide workshops, additional instruction in research documentation and tutorials on grammar

The BAS Fire Science Management faculty have worked with the communications faculty, campus library and learning commons staff, and the writing center to provide the following in all junior level fire science courses: Provide workshops and hands on applications in research and methods of bibliography Provide additional instruction and workshops on research and documentation Provide tutorials and workshops on grammar and mechanics through the Writing Center

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):

Measure: Written research project in capstone course | **Outcome/Objective:** Written Communication

Implementation Description: BAS Fire Science Management faculty met with Communication faculty and confirmed their willingness to provide workshops for students in the BAS Fire Science Management program. These workshops will focus on development of research and bibliography methods. BAS Fire Science Mgt faculty will determine best time for workshop and ensure that students will attend. BAS Fire Science Mgt faculty will take students to Writing Center during class period for tutorial on grammar and mechanics.
Projected Completion Date: 12/02/2010
Responsible Person/Group: BAS Fire Science Management faculty, Communication faculty, Writing Center staff

Provide workshops, additional instruction, tutorials on research, bibliography, argumentative writing, and diversity

In a response to the assessment data for both measures for this student learning outcome, the BAS Fire Science Management faculty have worked with the communications faculty, campus library and learning commons staff, and the writing center to provide the following in all junior level fire science courses: workshops and hands on applications in research and methods of bibliography additional instruction and workshops on research and documentation tutorials and workshops on grammar and mechanics through the Writing Center The BAS Fire Science Management faculty are providing : instruction and assignments in identifying logical fallacies and how to prevent them in crafting argumentative writing Further instructions and readings of case studies relative to diversity in age and experience in the modern fire department

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: Medium

Relationships (Measure | Outcome/Objective):
Measure: Case study scored by rubric | **Outcome/Objective:** Written Communication

Implementation Description: BAS Fire Science Management faculty has teamed up with communication faculty, writing center tutors. BAS FSM faculty has arranged for communication faculty to guest lecture in a FSM course. BAS FSM faculty will also take students to the writing center for tutorials during one class session.
Projected Completion Date: 12/16/2010
Responsible Person/Group: BAS Fire Science Management faculty, writing center staff, communications professor

Analysis Questions and Analysis Answers

1. (ALL) Describe up to three of the most significant/important improvements in your program or unit. What primary changes are you making to improve student learning (in academic programs and educational support units) or improve achievement of unit outcomes (for non-academic programs and educational support units) as a result of the findings?

(1) Additional instruction in research and bibliographical methods; (2) Additional workshops and hands-on design of rescue operations and evacuation planning; (3) required library orientations and use of writing lab tutoring services

2. (ACAD and EDUC SUPPORT ONLY) How do your outcome assessment findings differ by modality ("face-to-face," hybrid, and distance education program delivery) and by location (if program is offered on more than one campus or center)? Please discuss the assessment data results and action plan college-wide and per campus, center, distance education, and military education, if applicable.

This program is only offered in face-to-face instruction.

3. (ACAD) How have results been disseminated and discussed with advisory committee? Were all curriculum changes discussed with the Program Advisory Committee before submission to the Curriculum Committee?

All assessment findings have been discussed in program department meetings as well as with the Advisory Committee in the monthly meetings.

4. (ALL) Who was involved in the development of the plan/report?

All faculty members in the program and Associate Dean were involved.

5. (ACAD and EDUC SUPPORT) In assessment plan development and implementation, what process did you use to ensure sampling of all campuses, centers, high school dual enrollment, distance education, and military education, if applicable to your program?

This program is only offered at one campus, not in distance education or the dual enrollment program.

Appendix "E"

Assessment Sampling for Academic/Educational Programs:

The designated Effectiveness Process Facilitators are responsible for selecting the appropriate sample for their program. The list of these facilitators can be found by clicking on links embedded in either of these web pages: http://www.fscj.edu/district/institutional-effectiveness/effectiveness-collaboratives.php or http://www.fscj.edu/district/institutional-effectiveness/process-timeline.php

We recommend the following guidelines to assist Effectiveness Process Facilitators in their Institutional Effectiveness assessment activities.

Program Size:

- For degree and certificate programs, program assessment generally focuses on data collection of student artifacts from 'end-of-program' students who are at or near graduation, such as those who have completed 75% or more of the program or are enrolled in a specific end-of-program course like the Capstone/Internship.
- Programs with more than 30 'end-of-program' students should collect and analyze assessment data from a random representative sample of 'end-of-program' students
- Since General Education is part of the AA, which includes more than 30 students who are near the end of their program, sampling should include distance education course sections/students

Sampling:

- As a general guideline a 30%-50% random sample of the total is suggested (note—using a columnar list of all cases (reference numbers, students or their artifacts for a specific assessment measure), Microsoft Excel can be used to generate a random sample*). As a general rule, more cases are better than less, especially in instances where there are less than 300 total cases. If the total group size is 30 or less, then all cases should be included.
- For programs in which 50% or more of degree requirements may be taken at another off-campus instructional site or via distance education, sampling must be representative.
- Sampling should include students/course sections taught by full-time and part-time faculty; all locations (ie. North, South, NASJAX, XX Company offices, Dual Enrollment, distance education, etc.)
- Sampling should include students/course sections taught via distance education even if less than 50% of the program is offered via distance education

Analysis and Reporting of the Findings:

- If 50% or more of the program is taught via distance education^, data should be discussed overall (entire sample) and also disaggregated by delivery method

- If 50% or more of the program is taught at more than one off-campus instructional location^, data should be discussed overall (entire sample) and also disaggregated by location

offered at more than one off-campus instructional location

Definition of Distance Education for purposes of assessment:

- A combination of the new state definitions for hybrid (HB) and distance education (DL) courses. The state now defines Hybrid as 50 to 79% of the seat time for a course is not "face-to-face." The state now defines Distance Education courses as courses in which 80% or more of the seat time is not "face-to-face." Since SACS's definition of distance education is at the 50% mark, we are combining the state definitions of hybrid and distance education for assessment purposes.

Resources:

- The designated Effectiveness Process Facilitators should contact Dean Sheri Litt (Open Campus), sblitt@fscj.edu, if they plan to sample distance education courses encoded by Open Campus, in order to develop a collaborative approach that will involve Open Campus in planning for the assessments it will be responsible for administering.
- The designated Effectiveness Process Facilitators should contact Steve Kruszewski (Student Analytics and Research), skruszew@fscj.edu, if they have questions about sampling in general.

*Please see the attached brief web demonstration found at: http://fscj.edu/district/institutional-effectiveness/resources.php to provide tips on selecting a random sample of cases. If you have questions about this demo, please contact the Office of Student Analytics and Research (skruszew@fscj.edu).

Appendix "F"
Rubric for Institutional Effectiveness Assessment

PLANS
for Academic Programs and Disciplines

Program/Discipline: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____

PLAN				
PROGRAM MISSION/ PURPOSE STATEMENT	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
	Program/Mission Statement series of ratings are not applicable as this program has previously been reviewed in the IE process. Programs "new" to the process are evaluated for the first time regarding mission/statement.			
Program/Mission Statement				Program/Mission Statement is not provided
Functions	Program/Mission Statement clearly states primary functions of the program	Program/Mission Statement infers primary functions of the program	Program/Mission Statement does not state primary functions of the program	

Population Served	Program/Mission Statement clearly describes the population served	Program/Mission Statement somewhat addresses population served	Program/Mission Statement does not acknowledge population served	
Link to College Goals	Program/Mission Statement is clearly linked to the College Goals, and supports the College Mission Statement	Program/Mission Statement is somewhat linked to the College Goals, and attempts to support the College Mission Statement	Program/Mission Statement is not linked to the College Goals, and does not support the College Mission Statement	

Reviewer Comments:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #1				Program/Discipline Student Learning Outcome #1 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #1:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #1				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who*, *when*, *what*, *how* and *where* of the data collection	Statement of measure(s) describes none of the *who*, *when*, *what*, *how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	

Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.
Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #2:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #2				Program/Discipline Student Learning Outcome #2 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #2:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #2				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who, when, what, how* and *where* of the data collection	Statement of measure(s) describes none of the *who, when, what, how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.

Actionable	Measure(s) will clearly yield actionable data	It is unclear whether measure(s) will yield actionable data	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #2:

OUTCOMES/ OBJECTIVES	Exemplary 3	Progressing 2	Developing 1	Not Provided 0
Program/Discipline Student Learning Outcome #3				Program/Discipline Student Learning Outcome #3 is not provided
Measurability	Outcome is directly measurable (e.g., is operationally defined)		Outcome is not directly measurable (e.g., is not operationally defined)	
Actionable	Outcome is stated in terms of what graduates know, think or are able to do as a result of the program	Outcome only indirectly suggests student learning such as students getting jobs or pursuing further education	Outcome is not stated in terms of what graduates know, think or are able to do as a result of the program	
Specificity	Outcome states a singular action or outcome and is detailed enough to describe intended result	Outcome is described in vague terms and insufficiently describes intended result	It is unclear what is being measured, or what the intended Outcome will be	
Relevance	Achievement of Outcome will lead to meaningful improvement in student learning	Achievement of Outcome is unlikely to lead to meaningful improvement in student learning	Achievement of Outcome will not lead to improved student learning	
Link to College Goals	Outcome is directly associated with or linked to one of more of the College goals		Outcome is not directly associated with nor linked to one of more of the College goals	

Reviewer Comments for Outcome #3:

PLAN				
ASSESSMENT MEASURES / ACHIEVEMENT TARGETS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Measures/Targets for Outcome #3				Assessment measure is not described or reported
Number of Direct Measures	Outcome is assessed by two or more direct measures (indirect measures may be used as a supplement)	Outcome is assessed by only one direct measure (and may or may not include indirect measures)	Assessment measure uses only inappropriate measures such as course grades, pass/fail rates, or GPAs	
Implementation	Statement of measure(s) directly describes **who** will implement measure, **when** data collection will occur, **what** data will be collected and **how** data will be collected, and **where** (course or learning experience) data will be collected from	Statement of measure(s) directly describes some but not all of the *who, when, what, how* and *where* of the data collection	Statement of measure(s) describes none of the *who, when, what, how* and *where* of the data collection	
Relationship to Outcome	Measure(s) addresses all aspects of the associated Outcome	Measure(s) addresses some aspects of the associated Outcome	Measure(s) does not address any aspects of the associated Outcome	
Representative Measures	The program/discipline's measures are designed to collect and disaggregate data from appropriate locations and/or delivery method.		The program/discipline's measures are not designed to collect and disaggregate data from appropriate locations and/or delivery method.	Not Applicable for program/discipline.

Actionable	Measure(s) will clearly yield actionable data that can be used to determine areas for improvement	It is unclear whether measure(s) will yield actionable data that can be used to determine areas for improvement	Measure(s) will not yield actionable data (e.g., pass/fail results)	
Relevance of Target	Achievement target is directly related to specified measure	Achievement target is indirectly related to specified measure	Achievement target is not related to specified measure	Achievement target is not reported
Quality of Target	Achievement target is specific and measurable (e.g., numeric)	Achievement target is vague and it is unclear how it would be measured	Achievement target is not specific nor measureable (e.g., not numeric)	
Representative Targets	The program/discipline's achievement targets are designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students		The program/discipline's achievement targets are not designed to indicate the achievement level of student performance per location and delivery method, and the entire sample of students	Not Applicable for program/discipline.

Reviewer Comments for Measures/Targets for Outcome #3:

PLAN				
OVERALL	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Mission	The program/discipline faculty has demonstrated clearly that the mission statement states primary functions, population served, linkage to the College Goals and support of the College Mission Statement.	The program/discipline faculty vaguely presents the mission statement with only some primary functions and references to population served; attempts to link the mission statement to the College Goals and support of the College Mission Statement but does so unclearly	The program/discipline faculty has not developed an adequate mission statement.	Mission is not described and/or reported
Outcomes	The program/discipline faculty has demonstrated it has established Outcomes that are distinct, specific and focused, and will lead to improved student learning.	The program/discipline faculty has demonstrated it has established Outcomes which are somewhat distinct and focused, and may lead to some improvement in student learning.	The program/discipline faculty has not formulated Outcomes which reflect what graduates should know, think or be able to do upon completion of the program; achievement of the Outcomes will not lead to improved student learning.	Outcomes are not described and/or reported
Quality of Assessment Measures	Assessment measures appropriately address all aspects of the associated Outcomes and describe the who, what, when and how of the data collection process	Assessment measures address only some of the aspects of associated Outcomes and describe only some, but not all, of the who, what, when and how of the data collection process	Assessment measures do not appropriately address all aspects of the associated Outcomes nor do they adequately describe the who, what, when, how and where of the data collection process	Assessment measures are not described and/or reported

Number of Measures	At least three outcomes and at least two direct assessments per outcome are stated	At least two outcomes and one direct assessment per outcome are stated	Only one outcome and/or no direct assessment measures for outcomes are stated	
Faculty Involvement In Plan Development	The program/discipline's measures demonstrate appropriate faculty involvement in development		The program/discipline's measures do not demonstrate appropriate faculty involvement	

Reviewer Overall Comments regarding Plan, Suggestions for Improvement, and Next Steps for Program/Discipline

Curriculum Map for Degree and Certificate Programs:

An initial program curriculum map should be posted in WEAVE and 'connected' to the program mission statement area. Subsequent revisions to the map are at the discretion of the program.

Is Curriculum Map provided? Yes No N/A (Liberal Arts/Sciences disciplines, SLS)

Note: Florida State College at Jacksonville has a curriculum map for all general education endeavors.

Appendix "G"

Flori*da State College at Jacksonville*

As of: 7/10/2013 10:57 AM EST

2012-2013 Improvements Achieved Report (SAMPLE)

This report shows Improvements Achieved in Outcomes/Objectives, which repeat when an Outcome/Objective is paired with more than one Measure. The maximum character length is 480 characters per cell; therefore some fields have ellipses (…). The Detailed Assessment and Assessment Data by Section Reports show additional details.

Transportation (PSAV) (POS 5000)			***Achievement Status Details for Measure - Outcome/Objective Pairs:*** *Met (2)* *Findings Missing (4)*		
Outcome/Objective	***Measure***	***Target***	***Finding***	***Improvements Achieved***	***Action Plan***
O 1: Students will have a useable understanding of United States Department of Transportation regulations as they pertain to commercial motor vehicle driving.	*M 1: Students will complete a written test involving various safety regulations governed by the Federal Motor Carriers Safety Administration. The test will be administered and graded during the second week of TRA0082. Faculty will analyze test results in order to determine*	*90% of students will achieve a passing score on the written Department of Transportation test. Of those achieving a passing score, 85% will achieve a score of 80% or higher. All students will be proficient in understanding regulations related to the hours of service,*	*Status: Met Of the 45 students tested, 44 received a passing score. 97.7% Of the 44 students achieving a passing score, 44 received a score of 80% or higher. 100% A random sample of 12 tests(maximum class size) was used to determine that 100% of all*	*In 2010-2011, 91.59% of students passed this exam. In 2011 -2012, 93.16% of students passed. For the current cycle, 2012 -2013, 97.7% of students passed. This shows an increase of 4.54% of students passing this exam from the previous year's cycle, and a two-year improvement of 6.11% of students passing this exam. This improvement was*	*AP: The assessment method of random test score sampling will continue throughout the term. Alternative means of measuring specific performance benchmarks are also being explored. This will allow for a more accurate assessment of student learning*

Transportation (PSAV) (POS 5000)			***Achievement Status Details for Measure - Outcome/Objective Pairs:*** *Met (2)* *Findings Missing (4)*		
Outcome/Objective	***Measure***	***Target***	***Finding***	***Improvements Achieved***	***Action Plan***
	which regulations are more easily understood and which require a more involved interaction between students and teaching staff. The Instructional Program Manager will collaborate with faculty in determining the...	*health and fitness and vehicle inspections. This will be evidenced by students correctly answering a simple majority (51%) of questions tied to those specified areas.*	*students tested had an understanding of regulations regarding the hours of service, health and fitness and vehicle inspections.*	*achieved by increased instructor involvement (including adjunct instructors) in creating teaching materials and by changing textbooks.*	*related to the understanding of DOT regulations. Ongoing faculty development will be a major component of improved student learning and overall program success. Improved interaction between teaching staff will encourage a more collabor...*
O 1: Students will have a useable understanding of United States Department of Transportation regulations as they pertain to commercial motor vehicle driving.	*M 1: Students will complete a written test involving various safety regulations governed by the Federal Motor Carriers Safety Administration. The test will be administered and graded during the second week of TRA0082. Faculty will analyze test results in order to determine which regulations are more easily understood and which require a*	*90% of students will achieve a passing score on the written Department of Transportation test. Of those achieving a passing score, 85% will achieve a score of 80% or higher. All students will be proficient in understanding regulations related to the hours of service, health and fitness and vehicle inspections. This will be evidenced by*	*Status: Met Of the 45 students tested, 44 received a passing score. 97.7% Of the 44 students achieving a passing score, 44 received a score of 80% or higher. 100% A random sample of 12 tests(maximum class size) was used to determine that 100% of all students tested had an understanding of regulations regarding*	*In 2010-2011, 91.59% of students passed this exam. In 2011 -2012, 93.16% of students passed. For the current cycle, 2012 -2013, 97.7% of students passed. This shows an increase of 4.54% of students passing this exam from the previous year's cycle, and a two-year improvement of 6.11% of students passing this exam. This improvement was achieved by increased instructor involvement (including adjunct*	*AP: Continue to monitor student performance and teaching techniques. Incorporate more effective teaching modalities as appropriate.*

Transportation (PSAV) (POS 5000)			***Achievement Status Details for Measure - Outcome/Objective Pairs:*** *Met (2)* *Findings Missing (4)*		
Outcome/Objective	***Measure***	***Target***	***Finding***	***Improvements Achieved***	***Action Plan***
	more involved interaction between students and teaching staff. The Instructional Program Manager will collaborate with faculty in determining the...	*students correctly answering a simple majority (51%) of questions tied to those specified areas.*	*the hours of service, health and fitness and vehicle inspections.*	*instructors) in creating teaching materials and by changing textbooks.*	

Appendix "H"

Example of a Curriculum Map

Course or Experience	Analysis Approach	Oral communication	Written Communication	Disaster and fire response planning
Political and Legal Foundations of Fire Protection	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Presentation	Written assign	
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	No
Advanced Fire Administration (FES-3015)	Level of Instruction	2 Reinforced	2 Reinforced	2 Reinforced
	Academic Direct Measures of Learning	Video/audiotape	Project	Writing exam
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Fire Dynamics (FES-3103)	Level of Instruction	2 Reinforced	2 Reinforced	1 Introduced
	Academic Direct Measures of Learning	Presentation	Writing exam	Standard. test
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
The Community and the Fire Threat (FES-3533)	Level of Instruction	2 Reinforced	2 Reinforced	2 Reinforced
	Academic Direct Measures of Learning	Presentation	Writing exam	Performance
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Analytical Approaches to Public Fire Protection	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Video/audiotape	Written assign	

	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	No
Fire-Related Human Behavior (FES-3781)	Level of Instruction	2 Reinforced	2 Reinforced	3 Emphasized
	Academic Direct Measures of Learning	Video/audiotape	Written assign	Thesis/project
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Disaster and Fire Defense Planning (FES-3803)	Level of Instruction	2 Reinforced	2 Reinforced	3 Emphasized
	Academic Direct Measures of Learning	Presentation	Project	Thesis/project
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Personnel Management for the Fire Service (FES-404	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Internship eval Presentation	Project	
	Academic Indirect Indicators of Learning	Employer survey	Employer survey	
	Addressed	Yes	Yes	No
Application of Fire Research (FES-4174)	Level of Instruction	2 Reinforced	3 Emphasized	
	Academic Direct Measures of Learning	Presentation	Internship eval Portfolio Project	Project
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Fire Protection Structures and Systems Design	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Presentation	Standard. test	
	Academic Indirect Indicators of Learning			

	Addressed	Yes	Yes	No
Fire Prevention Organization and Management (FES-4	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Presentation	Project	
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	No
Incendiary Fire Analysis and Investigation (FES-46	Level of Instruction	2 Reinforced	2 Reinforced	2 Reinforced
	Academic Direct Measures of Learning	Video/audiotape	Standard. test	Pre/post test
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	Yes
Managerial Issues in Hazardous Materials (FES-4823	Level of Instruction	2 Reinforced	2 Reinforced	
	Academic Direct Measures of Learning	Internship eval	Internship eval Project	
	Academic Indirect Indicators of Learning			
	Addressed	Yes	Yes	No
Capstone in Fire Science Management (FES-4940)	Level of Instruction	2 Reinforced	2 Reinforced	2 Reinforced
	Academic Direct Measures of Learning	Presentation	Capstone assign	Capstone assign Internship eval
	Academic Indirect Indicators of Learning	Employer survey Exit interviews	Employer survey	Satisfaction
	Addressed	Yes	Yes	Yes

Appendix "I"

Rubric for Institutional Effectiveness Assessment
REPORTS

For Academic Programs
(all degree, workforce certificate programs, and programs/disciplines)

Program/Department/Unit: _____ Assessment Year: _____

Date reviewed by Institutional Effectiveness Committee _____

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	

Detail of Findings	Findings are reported in sufficient detail to document results (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed	Findings are reported without sufficient detail and are inadequate for the purposes of documenting results	
Details of Improvements Achieved	Improvements achieved are reported in sufficient detail to document improvements made (e.g. changes in numerical findings data over time, increased scores, improved skills, and/or other relevant improvements)		Improvement achieved are reported without sufficient detail and are inadequate for describing the improvements made	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not Applicable for program/discipline.

1st Outcome Findings Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #1 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not Applicable for program/discipline.

1st Outcome Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed	Findings are reported without sufficient detail and are inadequate for the purposes of documenting results	
Details of Improvements Achieved	Improvements achieved are reported in sufficient detail to document improvements made (e.g. changes in numerical findings data over time, increased scores, improved skills, and/or other relevant improvements)		Improvement achieved are reported without sufficient detail and are inadequate for describing the improvements made	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not Applicable for program/discipline.

2nd Outcome Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #2 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not Applicable for program/discipline.

2nd Outcome Reviewer Comments:

REPORT				
FINDINGS	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Findings				No findings are reported
Number of findings	Each measure has a related finding		Only some measures have related findings while others are unaddressed and/or unrelated	
Relationship to Measure(s)	The findings align with all aspects of the measures/targets	The findings align with some but not all of the aspects of the measures / targets	The findings do not align with the aspects of the measures / targets	
Detail of Findings	Findings are reported in sufficient detail to document results (e.g., sample size, precise percentages, item analysis, and/or other relevant numerical data)	Findings are reported, but more detail to describe and document the results is needed	Findings are reported without sufficient detail and are inadequate for the purposes of documenting results	
Details of Improvements Achieved	Improvements achieved are reported in sufficient detail to document improvements made (e.g. changes in numerical findings data over time, increased scores, improved skills, and/or other relevant improvements)		Improvement achieved are reported without sufficient detail and are inadequate for describing the improvements made	
Consideration of location/delivery method	The program/discipline's findings are discussed for all students in the assessment sample, as well as per location and delivery method		The program/discipline's findings are not discussed for all students in the assessment sample, as well as per location and delivery method	Not Applicable for program/discipline.

3rd Outcome Reviewer Comments:

REPORT				
ACTION PLAN	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**	**Not Provided** **0**
Outcome #3 Action Plan				No Action Plan Reported
Number of action plans (closes the loop)	Provides an action plan statement for every finding (e.g., even when target is met)		Provides action plans for some findings but not all	
Data-based	Action plan directly uses results from findings to attempt to improve student performance	Action plan indirectly uses results from findings and/or may not improve student performance	Action plan does not use results from findings and will not improve student performance	
Implementation	Action steps are clearly stated in sufficient detail to allow for effective implementation	Action steps are described in insufficient detail and more detail is required for effective implementation	Action steps are described without meaningful detail, making effective implementation impossible	
Consideration of location/delivery method	The program/discipline's action plan addresses any differences in IE assessment findings based on location and/or delivery method		The program/discipline's action plan does not address any differences in IE assessment findings based on location and/or delivery method	Not Applicable for program/discipline.

3rd Outcome Reviewer Comments:

ACHIEVEMENT SUMMARY/ ANALYSIS	Exemplary 3	Progressing 2	Developing 1
Number of Questions	All five questions were answered	Three to four questions were answered	Less than three questions were answered
Quality of Responses	Program/discipline faculty provided detailed and meaningful responses to the appropriate Analysis Questions.	Program/discipline faculty provided responses to the appropriate Analysis Questions but did so with limited detail.	Program/discipline faculty did not provide detailed and meaningful responses to the appropriate Analysis Questions.

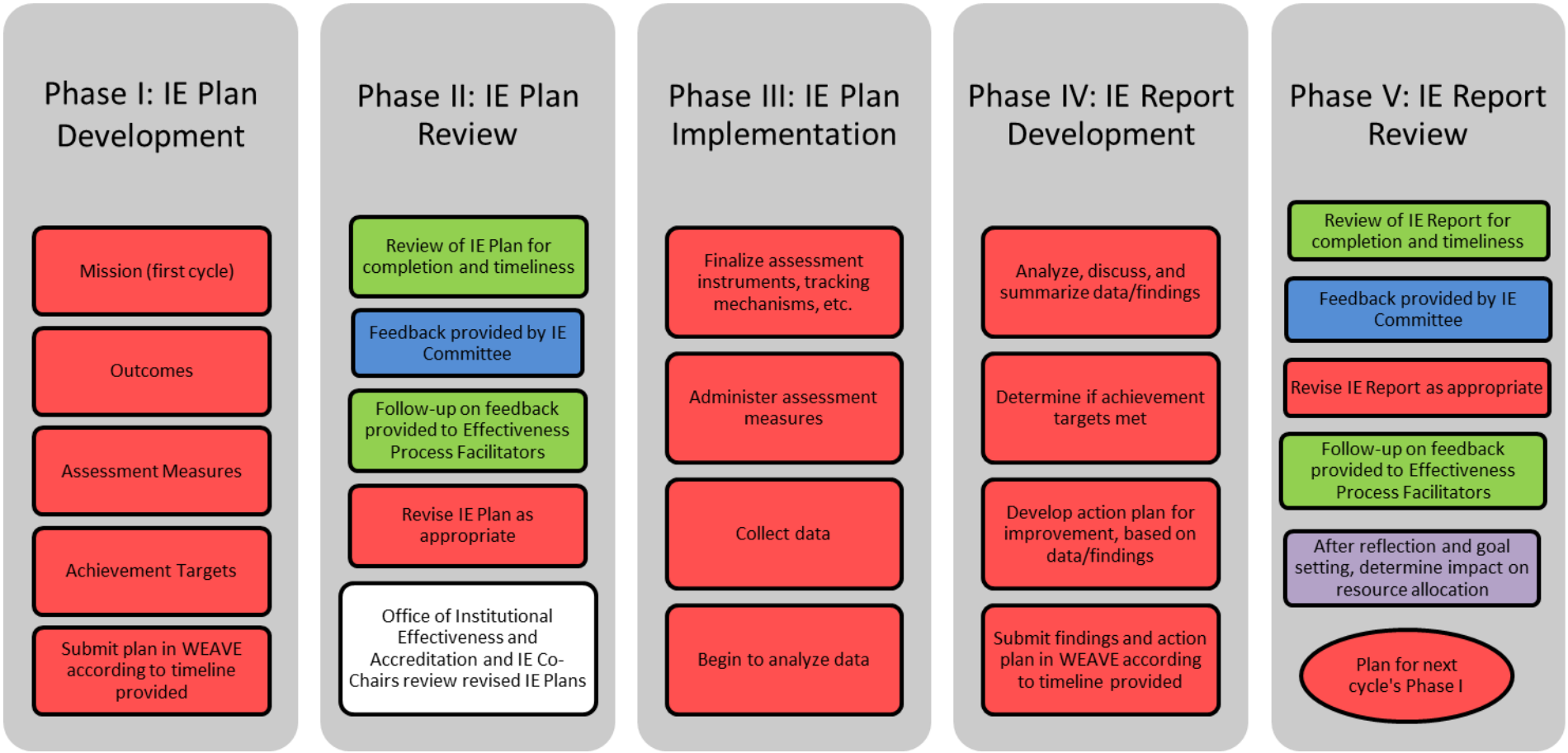
Reviewer Comments:

REPORT			
Overall	**Exemplary** **3**	**Progressing** **2**	**Developing** **1**
	The faculty has demonstrated it is using assessment to improve student learning.	The faculty has demonstrated limited use of assessment to improve student learning	The faculty has not demonstrated it is using assessment to improve student learning
	The program faculty demonstrated involvement of faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty demonstrated involvement of some faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.	The program faculty has not demonstrated involvement of faculty/staff, and other relevant stakeholders, such as students and advisory committee members, in the assessment process.

Reviewer Overall Comments regarding Report, Suggestions for Improvement, and Next Steps for Program/Discipline:

Appendix "J"

Institutional Effectiveness Process Phases



During Phase I and Phase IV, Effectiveness Collaborative Process Owners and Subprocess Owners may suggest direction, scope, and themes for the IE Plans

Legend: **Red** - Role of Effectiveness Process Facilitators; **Green** - Role of Process Owners; **Purple** - Role of President's Cabinet Members
Blue -Role of Institutional Effectiveness Committee in collaboration with Office of Institutional Effectiveness and Accreditation

Please only duplicate this handout in color (not black & white) to understand the color coded roles within the process.

For more information contact the Office of Institutional Effectiveness and Accreditation: oiea@fscj.edu