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## Academic Data Report Review

### Q1.

All UF assessment units must provide an assessment data report for the previous academic year annually on or before November 1. Academic programs - undergraduate, graduate, professional, and certificate - are required to report on their program goals and student learning outcomes. This tool serves to house review notes for each report. Results from review will be sent to assessment coordinators for revisions, corrections, or adjustments. The Academic Assessment Review tool is divided in sections aligned with those in Campus Labs Planning, as follows:

1. Mission
2. Program Goal(s)
  - *Evaluation Methods*
  - *Results*
3. Student Learning Outcomes
  - Assessment Method Checklist
  - Assessment Method Narrative
  - *Threshold of Acceptability*
  - *How many students did you assess for this outcome?*
  - *How many students met the outcome?*
  - *What percentage of students met the outcome?*
  - *Does this meet your threshold of acceptability?*
  - *Results*
4. Use of Results for Improvement Narrative
5. Academic Assessment Plan
  - Assessment Cycle
  - SLO Assessment Rubric
  - Assessment Oversight
  - Methods and Procedures - Undergraduate and Certificate Programs
  - Curriculum Map - Undergraduate Programs
  - Research
  - Measurement Tools Graduate and Professional Programs
  - Assessment Timeline Graduate and Professional Programs

Ratings for each item are defined, as follows:

- Needs attention (1): Key items are missing (or incomplete) in the report section. Requires significant revision of narrative(s), sample instruments, SLOs, or other items.
- Needs minor revision (2): Items are addressed but are unclear or unsupported in the report section. Requires some revision, such as, including data in the narrative, providing a sample assessment instrument, or other items to support the narrative.
- Well done (3): The section narrative presents a thorough and thoughtful analysis that is fully supported by relevant data.

## Q2. Assessment Plan:

College/Unit

Academic Program Name

Academic Year

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

Needs Attention

Needs Minor Revision

Well Done

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

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

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Section includes evaluation methods describing how goal will be achieved and what measures will be used <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Section includes results and findings. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q5. Student Learning Outcomes (SLOs):** Student Learning Outcomes reflect the curriculum, and as curriculum evolves, learning outcomes change. SLOs should be recent, relevant, and rigorous. Recent outcomes reflect current knowledge and practice in the discipline. Relevant outcomes relate logically and significantly to the discipline. Rigorous outcomes require an appropriate degree of academic precision and thoroughness to be met successfully. Components of effective SLOs are: (1) Focus on what students will know and be able to do, (2) Description of observable and measurable actions or behaviors. SLOs must be approved by the Academic Assessment Committee (AAC).

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Are written according to the UF guidelines <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Are approved by the AAC and consistent with the catalog <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q6. SLO Data Provided** (considering the minimum number of students within the academic year)

- Yes
- No
- Delayed, minimum enrollments not reached

**Q7. Assessment method(s)** used to assess student achievement of the outcome is(are)

provided (from checklist)

Yes

No

**Q8. Assessment method(s) narrative** is provided to explain additional methods not included in checklist

Yes

No

Not Applicable

**Q9. Threshold of Acceptability**

	Yes	No
Threshold of acceptability is included	<input type="radio"/>	<input type="radio"/>
Number of students assessed for each outcome is included	<input type="radio"/>	<input type="radio"/>
Number of students who met the outcome is included	<input type="radio"/>	<input type="radio"/>
Percentage of students meeting the outcome is included	<input type="radio"/>	<input type="radio"/>
Threshold of acceptability met/not met is included	<input type="radio"/>	<input type="radio"/>
Data (numbers and percentages) are entered correctly	<input type="radio"/>	<input type="radio"/>

**Q10. Results**

*What did you find out? Are your assessment methods functioning well? What specific strengths or weaknesses in student learning do the results reveal? Important: If the program is offered at an off-campus instructional site (OCIS), in UF Online, or as a fully online*

*graduate program, disaggregate the results by location and/or delivery mode and compare the results achieved by the on-campus students, online students, and students at a distance. Attach the name-redacted data summaries you used.*

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Report describes findings <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Report disaggregates results by location and/or delivery mode <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Results narrative is a stand-alone piece that includes data (within narrative, and/or attached) to support findings <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11.

### Use of Results for Improvement Narrative

Who reviewed the results? What impact did your review of these results have on your program? What did you decide to do based on what you found out?

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Narrative includes who reviewed results <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrative includes actions taken based on findings from data <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrative includes analysis of effectiveness of assessment methods <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrative includes student learning strengths and weaknesses from results <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Narrative includes a description of all changes <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Not Applicable    Needs Attention    Needs Minor Revision    Well Done

made

Q12.

**Academic Assessment Plan Detail: Assessment Cycle**

The Assessment Cycle is a matrix that graphically organizes the frequency of SLO assessment. Because programs have multiple SLOs in three broad categories, not all SLOs are assessed each year. The Assessment Cycle is usually a multi-year process that is completed in three years; however the program faculty may choose to assess the SLOs annually or biennially. Program faculty should decide on when and in what year each SLO will be assessed. There is a date for dissemination of results to the appropriate stakeholders.

	Needs Attention	Needs Minor Revision	Well Done
All student learning outcomes are measured <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data is collected at least once in the cycle for each SLO <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a date or time period for data analysis and interpretation <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a date for planning improvement actions based on the data analysis <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a date for dissemination of results to the appropriate stakeholders <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q13. Academic Assessment Plan Detail: Assessment Oversight**

In this section, list the *names and contact information of those who oversee the assessment process* in your program using the Assessment Oversight template.

	Yes	No
Includes names	<input type="radio"/>	<input type="radio"/>
Includes department affiliation	<input type="radio"/>	<input type="radio"/>
Includes e-mail(s)	<input type="radio"/>	<input type="radio"/>
Includes phone numbers	<input type="radio"/>	<input type="radio"/>

**Q14. Check one of the following to describe the program being reviewed:**

- Undergraduate Degree
- Graduate / Professional
- Certificate (All levels of certification)

**Q15. Academic Assessment Plan Detail: *Methods and Procedures - Undergraduate and All Certificate Programs*:** Each unit employs various methods and procedures to assess and collect data on student learning. In this section of the plan, units provide information on their specific methods and procedures for the SLO assessments they identify in their Curriculum Maps.

	Needs Attention	Needs Minor Revision	Well Done
Methods and procedures are clear <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
SLO Matrix is complete <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measurements occur at appropriate times in the program (e.g., entry and exit) <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measurements are appropriate for the SLOs <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods and procedures reflect an appropriate balance of direct and indirect methods <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Needs Attention	Needs Minor Revision	Well Done
At least one example of a rubric used to assess an SLO is provided <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q16. Academic Assessment Plan Detail: Curriculum Map - Undergraduate Programs: A**

Curriculum Map is a matrix that graphically organizes important information about the introduction, reinforcement, and assessment of the SLOs in a degree program.

Undergraduate Student Learning Outcomes and General Education SLOs are presented in the online catalog. The Curriculum Map uses a table format to indicate where in the program the SLOs are introduced (I), reinforced (R), or assessed (A).

	Needs Attention	Needs Minor Revision	Well Done
Associates SLOs to program courses <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies where SLOs are introduced, reinforced, and assessed <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identifies assessments used for each SLO <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q17. Academic Assessment Plan Detail: Research**

	Not Applicable	Needs Attention	Needs Minor Revision	Well Done
Research expectations for students in the degree are described OR When the Degree is not a research degree the narrative includes research-related activities that students complete in the program. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q18. Academic Assessment Plan Detail: SLO Measures - Graduate and Professional Programs:** Briefly describe the measurements used to determine SLO achievement. These



include but are not limited to rubrics, exam scores, portfolios, recitals or art show critiques, etc. Please include an example of one of the grading rubrics used. The measurements should include a balance of direct and indirect methods. Direct assessments of student learning are those that provide for direct examination or observation of student knowledge or skills against measurable performance indicators (exams, presentations, papers, projects, etc.). Indirect assessments are those that ascertain the opinion or self-report of the extent or value of learning experiences (surveys, focus groups, interviews, etc.).

	Needs Attention	Needs Minor Revision	Well Done
Measures are described clearly and concisely <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Measures are appropriate for the SLOs <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methods and procedures reflect an appropriate balance of direct and indirect methods. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The report presents examples of at least one measurement tool. <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Q19. Academic Assessment Plan Detail: Assessment Timeline - Graduate and Professional Programs:** When are the SLOs assessed and measured in the program? The Assessment Timeline is a matrix that graphically organizes the general sequence of SLO assessment in a degree program. Using this template, (a) indicate the times in the program when the SLOs are assessed and measured, (b) identify the assessment used, and (c) identify the SLO(s) assessed. Add or delete columns and rows to accommodate your SLOs and your assessments. For many graduate programs, common times are at the entrance exam, written and oral qualifying exams, and the final exam.

	Needs Attention	Needs Minor Revision	Well Done
Assessment Timeline indicates the times in the program where the SLOs are assessed and measured <input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Needs Attention

Needs Minor Revision

Well Done

Assessment Timeline identifies the assessments used for each SLO



**Q20. Overall Comments:**

**Q21. Report serves as a Model of Excellence:**

Yes

No