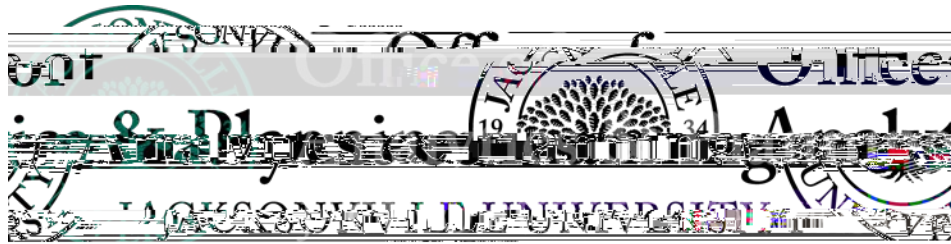


**JACKSONVILLE  
UNIVERSITY**

**ACADEMIC  
ASSESSMENTGUIDE**

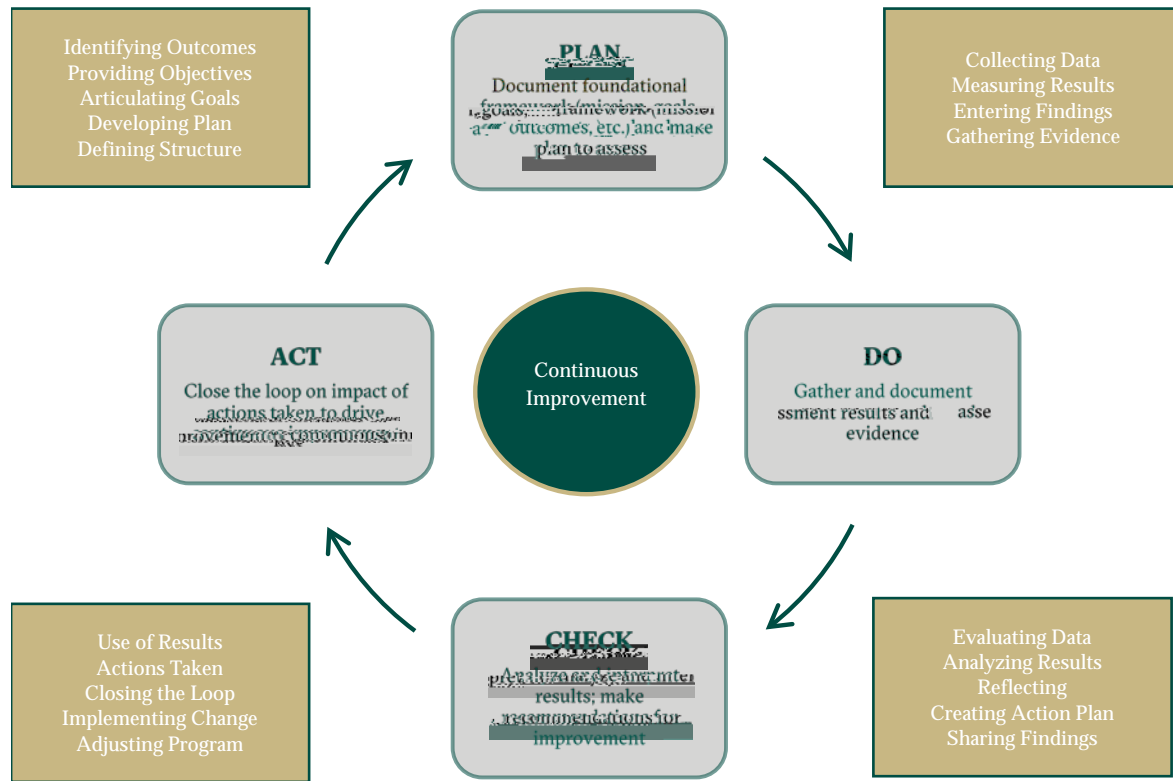


## CONTENTS

The Planning and Reporting Process .....	2
The Components of Academic Plans and Reports.....	4
Mission .....	4
Vision .....	5
Goals: Long-Term and Annual.....	6
Student Learning Outcomes .....	7
Major Activities.....	10
Data-Driven Change .....	10
Expectations of Annual Plans and Reports.....	11
For Annual Plans .....	11
For Annual Reports.....	11
Scheduling and Statuses .....	12
Status Definitions .....	12
Connecting the Pieces of the Assessment Pyramid .....	13



To ensure we truly position ourselves, the Planning and Reporting cycle will be built around the Plan-Do-Check-Act paradigm as demonstrated below.



The Planning phase, which will include setting mission statements, vision statements, long-range goals, annual goals, and student learning outcomes will be due in August of each year. The Do phase ensures we are collecting data and measuring results throughout the year. The Check phase will likewise be ongoing with an emphasis on the end of an object as we reflect and determine what data tells us. Lastly, the Act phase will occur at the end of the cycle—and into the subsequent cycle—as we document the changes we have made and the impact said changes have had. Reports will be completed prior to the end of June.

## THE COMPONENTS OF ACADEMIC PLANS AND REPORTS

All academic plans and reports require the same components.

### Mission

A Mission Statement is a general, concise statement outlining the purpose guiding the practices of an academic program. External bodies expect that program goals and objectives flow from the mission statements of the institution and academic programs. It will set a tone and a philosophical position from which goals and objectives should follow.

#### **An academic program Mission Statement:**

- x Is a broad statement of what the program is, what it does, and for whom it does it
- x Is a clear description of the purpose of the program
- x Reflects how the program supports its customers
- x Is aligned with college and department missions
- x Should be distinctive for the program

#### **Components of a Mission Statement:**

- x **Primary functions** or activities of the program: most important functions, operations, outcomes, and/or offerings of the program
- x **Purpose** of the program: primary reasons why you perform your major operations
- x **Stakeholders** groups or individuals that participate in the program and those that will benefit from the program

#### **Attributes of a well-written Mission Statement:**

- x The statement leads with purpose distinctive to the academic program.
- x The statement identifies the signature features of the program
- x The statement defines clarity of purpose and sticks in your mind after one reading.
- x The statement explicitly promotes the alignment of the program with college and department missions.
- x An expanded statement of purpose explicitly states values that are realistic and achievable, and is based on expressed understanding of clients served and interests of other important stakeholders.

Default Structure of a curriculum ( ) e</MCID 5r-2 ( e<2 Tr 12 -0 0 12 72 192.96 -2 (i)-1 (( w-2 (



- x Have a plan to communicate your vision statement to your employees.
- x





- 3) What is your benchmark, or target measure, to know if your students have learned the outcome?
- 4) How will you assess the student learning?
- 5) What improvement might happen as a result of your findings?

When crafting student learning outcomes, follow the A-B-C-D model.

- x Audience: To who does the outcome pertain?
- x Behavior: What do you expect the audience to know/be able to do?
- x Condition: Under what conditions or circumstances will the learning occur?
- x Degree: How much will be accomplished, how well will the behavior need to be performed, and to what level?

Appropriate Verbs from Bloom's Taxonomy when Writing Student Learning Outcomes

**Remember** **Understand** **Apply**

## Words and Phrases with No Place in Student Learning Outcomes

Word/Phrase	Explanation
<b>Understand</b>	An internal process that is indicated by demonstrated behaviors – OK for learning goals but not recommended for program or course SLOs
<b>Appreciate; Value</b>	Internal processes that are indicated by demonstrated behaviors closely tied to personal choice or preference; OK if the appreciation or valuing is supported by discipline-specific knowledge
<b>Become familiar with</b>	Focuses assessment on “becoming familiar,” not familiarity
<b>Learn about; Think about</b>	Not observable; demonstrable through communication or other demonstration of learning
<b>Become aware of; Gain awareness of</b>	Focuses assessment on becoming and/or gaining not actual awareness
<b>Demonstrate the ability to</b>	Focuses assessment on ability, not achievement or demonstration of a skill

A useful template is:

- x Students will <do what> <under these circumstances/conditions> <to this level of efficiency/effectiveness>.

Examples:

- x Students will articulate the role art plays in society using a written critique of an artwork.
- x Students will interpret unfamiliar tectonic settings based on information on physiography, seismicity, and volcanic activity.

As part of your Annual Plan, you will be asked to write your student learning outcomes, discuss in detail how you will assess them, and list your threshold of acceptability. You must have a program outcome that measures content knowledge, critical thinking, and communication. All student learning outcome results need to be disaggregated for face-to-face and online students where applicable.

Why Not Use Course Grades?

When Student Learning Outcomes are assessed in a course, it is easy to conclude that the course grade is an acceptable measurement of the SLO addressed in that course. However, course grades often are, appropriately, a composite representation of multiple direct assessments and grading criteria. Because the course grade often commingles various sources of direct assessment data other than that related to the SLO, the course

grade does not directly represent the student's achievement of the SLO. When grades represent multiple assessment data sources, the validity of the grade as a measure of the SLO is weakened.

Therefore, faculty should identify the specific assessment that provides direct evidence of the student achievement of the SLO. As a general practice, course grades are not an appropriate measure.

EXPECTATIONS OF ANNUAL PLANS AND REPORTS

## SCHEDULING AND STATUSES

Annual Plans will be due by a set date in August. Then, throughout the year, programs will be expected to routinely enter the assessment management system and provide updates to all stated Long Term Goals, Annual Goals, Student Learning Outcomes, and Major Activities while adding other relevant components. The statuses offered for project updates are included below.

### Status Definitions

Status	Definition
<b>Ongoing</b>	This happens continuously and has no end date.
<b>Completed</b>	This is complete.
<b>On Schedule</b>	This is in progress as planned.
<b>Overdue</b>	This should have been completed by now but has not been completed. No external or unforeseen circumstances have led to its non-completion.
<b>Delayed</b>	This was planned to be completed by now, but the due date has been pushed to a later date. Non-completion has been caused by change in emphasis or unforeseen circumstance.
<b>Canceled</b>	This is no longer planned and will not be completed.

## CONNECTING THE PIECES OF THE ASSESSMENT PYRAMID

As discussed above, the various components of Academic Assessment Plans can support one another. As part of the new academic assessment paradigm, JWU will begin showing the interrelationships between these components. For example, an Annual Goal may support a Long-Term Goal. To gain a more holistic picture of academic activities, programs are expected to map out these interrelationships within the assessment management system. The following relationships can exist:

Component	Can Support	Supported By
<b>Mission</b>	None	None
<b>Vision</b>	None	None
<b>Long-Range Goal</b>		Annual Goals Initiatives Major Activities
<b>Annual Goal</b>	Long-Range Goals	Initiatives Major Activities
<b>Student Learning Outcomes</b>	Long-Range Goals Annual Goals	None
<b>Major Activity</b>	Long-Range Goals Annual Goals Initiatives	None
<b>Data-Driven Change</b>	None	None