JACKSONVILLE UNIVERSITY

NON-ACADEMIC ASSESSMENTGUIDE

THE PLANNING AND REP ORTING PROCESS

Annual plans and reports should serve a greater institutional purpose than merely stating activities undertaken in a given fiscal year. Rather than being episodic events that occur for a few days each summer, meaningful assessment planning and reporting should drive our efforts. To be fully effective, planning documents should be fully integrated and allow us to document how our work in individual offices contributes to larger divisional and University-wide goals.

Instead of waiting until the summer months to revisit what has occurred, why it has occurred, and the impact it may have had, a more meaningful planning and reporting

THE COMPONENTS OF NON-

- Have a plan to communicate your vision statement to your employees.
- Be prepared to commit time and resources to the vision you establish.

Your completed Vision Statement will give your employees a clear idea of your unit's path forward.

The Vision Statement will be uploaded once and can be ca(a)1Si36 -1.24 j saorwardoruture years.

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Aggressive but Attainable

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Results-Oriented

- It should aid in identifying where program improvements are needed. For example, if a standardized exam is used, the subscores on the exam should be used to determine what needs to be improved.
- Describe where you would like to be within a specified time period (e.g., 10% increase in funding within one year, 90% satisfaction rating for next year, 10% improvement in student performance within two years). If you have previously measured, it is helpful to use this as the baseline for setting your target for next year.

Time-Bound

- It should indicate the timeframe for assessment, e.g., every spring term.

Components within Goals:

- Rationale: Will describe in as much detail as possible why it has been selected
- Plan of Action: Will describe in as much detail as possible how it will be achieved
- Evaluation Method: Will describe in as much detail as possible how achievement will be assessed, evaluated, and ultimately judged
- Use of Results Will describe in as much detail as possible how results of the annual goal will be used to inform and improve unit effectiveness

Annual goals may link to long-term goals and should be identified as doing so if relevant.

Student Learning Outcomes

Student Learning Outcomes reflect what we expect students to learn or be able to do from taking part in whatever an office offers . These will not be expected from offices that do not directly interact with students for the purposes of helping them reach some larger outcome.

- Recency has to do with the degree to which the outcome reflects current knowledge and practice in the area.
- Relevance is the degree to which the outcome relates logically and significantly to the area.
- Rigor has to do with the degree of precision and thoroughness that the outcome requires to be met successfully.

Effective SLOs:

- Focus on what students will know and be able to do.
- Describe observable and measurable actions or behaviors.

As a result, when writing SLOs, it is useful to consider the following questions:

1) What is the outcome you want your students to be able to do?

2) How will you help your students learn the outcome?
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.

- Audience: To who does the outcome pertain?
- Behavior: What do you expect the audience to know/be able to do?
- Condition: Under what conditions or circumstances will the learning occur?
- Degree: 22Tw 0.7 0 Td [(H)-4 (ow)-1 (w)-1 (i)6u-6 (rcu) 0 Td [(H)-4 (ow)-. <0078>Tj TcTToTf -

EXPECTATIONS OF ANNU AL PLANS AND REPORTS

All non -academic units are expected to provide the following number of items of each type.

For Annual Plans

Item	Add This Many
Mission	1
Vision	1
Long-Range Goal	3

SCHEDULING AND STATUSES

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

Status Definitions

Status	Definition
Ongoing	This happens continuously and has no end date.
Completed	This is complete.
On Schedule	This is in progress as planned.
Overdue	This should have been completed by now but has not been completed. No external or unforeseen circumstances have led to its non-completion.
Delayed	

CONNECTING THE PIECE S OF THE ASSESSMENT PYRAMID

As discussed above, the various components od5c-p