



**FLORIDA GATEWAY
COLLEGE**

STUDENT LEARNING OUTCOME ASSESSMENT HANDBOOK FOR FACULTY

2019 – 2020

Prepared by Dr. Natalie Wright

Associate Director, Institutional Effectiveness and Assessment

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An introduction to assessment

Assessment is a fundamental and necessary component of the educational process. Faculty spend a significant amount of time preparing course materials and instructing students. As scholars, faculty are trained to analyze and evaluate evidence, to accept nothing as truth without thorough scholarly inquiry. Why, then, should the teaching process be any different? Why should faculty assume that learning has taken place without searching for any evidence of this? Assessment is a logical extension of teaching that enables faculty to determine whether learning did indeed occur. If assessment results fall short of performance goals, there is an opportunity to thoroughly investigate courses and programs to identify areas in which improvements can be made. Assessment is not merely a mandate from accreditors; rather, assessment is an integral part of the educational process.

As a public institution Florida Gateway College (FGC) has a responsibility to demonstrate to students, local communities, and the state of Florida that its educational programs prepare students to work in their chosen careers or to pursue further education. One way in which FGC publicly and transparently demonstrates its quality is through adhering to the quality requirements of accrediting bodies. FGC is regionally accredited through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). In its *Principles of Accreditation* (SACSCOC, 2018), the Commission states that an institution “identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement...” (p. 20). Additional information about SACSCOC requirements can be found [here](#). In order to demonstrate the value of FGC’s educational programs, faculty must regularly assess the extent to which students are learning the knowledge and skills that will help them to be active, productive citizens.

The mission of FGC is “to provide superior instruction, nurture individual development, and enrich the community through affordable, quality higher education programs and lifelong learning opportunities.” The [2017 – 2022 Strategic Plan](#) identifies clear strategies to help FGC fulfill its mission. Several of these goals (including **success, engagement, academics and lifelong learning, and assessment, accountability, and improvement**) are clearly tied to the quality of the educational programs offered by FGC. As such, assessment results provide data points that help FGC determine the extent to which its strategic goals are being met.

Assessing student learning outcomes is necessary to improve educational programs and serves as a key input to educational planning processes. If students consistently fail to attain a learning outcome in a particular program, that indicates that programmatic changes are needed. Perhaps additional courses should be added to the program that stress this particular learning outcome, or one or more courses should be revised to better teach the knowledge and/or skills associated with the outcome. Without assessment data, program changes would be made blindly and might not target the areas in which improvement was most needed.

Students enroll at Florida Gateway College for many reasons, but all expect to learn the knowledge and skills that they need to improve their lives in some way. Student learning outcome assessment lets FGC ensure that students are obtaining an education that will open doors wherever they choose to go.

Assessment at FGC

Assessment is only useful if it helps faculty determine how well their students are learning and what can be done to improve their learning. Overly complex assessment processes that are tacked on to courses and programs are burdensome to faculty and will likely be of little value in improving student outcomes. The best assessment processes, then, are ones which can easily be incorporated into courses and programs and add value to discussions of how to improve educational processes. FGC recognizes that faculty are subject matter experts in their content area and are thus well-placed to create effective assessments and use assessment information for program improvement. Faculty are encouraged to use already-existing assignments to assess student learning. If current assignments are not well-aligned with program learning outcomes, faculty are encouraged to use this as an opportunity to create new, high-quality assignments that integrate with existing course material and align with learning outcomes. To the extent possible, faculty are encouraged to utilize authentic assessments. Authentic assessments are application-focused and require students to use their knowledge and skills to solve realistic problems. Such assessments are excellent indicators of students' ability to use their learning outside the classroom (Mueller, 2016). While FGC staff are available to help faculty navigate the assessment process, learning outcomes assessment at FGC is a faculty-driven process.

At the program level, student learning outcome assessment helps programs identify opportunities to improve student learning. Changes include, but are not limited to, curriculum redesign, course redesign, changes in resource allocation, new technology, improved advising strategies, and additional staffing.

What are learning outcomes?

Student learning outcomes (SLOs) “clearly state the expected knowledge, skills, attitudes, competencies, and habits of mind that students are expected to acquire at an institution of higher education” (National Institute for Learning Outcomes Assessment, 2012). They capture what students should know or be able to do upon completion of their educational program. SLOs are articulated at multiple levels of FGC, as illustrated in Figure 1.

At the *institutional level*, FGC's mission is pursued through the 5-year strategic plan. FGC's general learning outcomes (GLOs) are designed to support the mission and strategy of the College by providing students in all associate degree programs with a core foundation of knowledge and skills applicable across a wide variety of topics and careers. The GLOs include communication, critical thinking, cultural awareness, information literacy, quantitative reasoning, and scientific reasoning. Attaining these outcomes helps students to develop in their personal and professional lives and contribute meaningfully to their community, thus supporting the mission of FGC.

At the *program level*, program learning outcomes (PLOs) articulate what program-specific competencies students should demonstrate upon leaving their educational program. Some of these PLOs align with GLOs, while other PLOs indicate which field-specific competencies students should master by the time they finish their educational program.

At the *course level*, course learning outcomes (CLOs) outline what students will know and be able to do at the end of a course. These CLOs align with PLOs and/or GLOs, as all courses in a program of study should contribute to student mastery of higher-level learning outcomes.

Faculty are directly involved in the assessment of CLOs, PLOs, and GLOs, and their work on these three levels of assessment directly contributes to the evaluation of whether FGC is fulfilling its mission.

Figure 1. Learning outcomes at FGC



Writing learning outcomes

Learning outcome statements indicate what the student should know or be able to do at the end of a course or program of study. They are focused on the student and what he or she will learn, not what the instructor will do (Indiana University Center for Innovative Teaching and Learning, n.d.). For example, “students will be introduced to key ethical frameworks in the medical profession” is not a good learning outcome, as it is focused on what the instructor will introduce to the students rather than what students will learn.

Learning outcome statements should include action verbs. Verb choice is important, as it indicates the depth to which the student will master the knowledge or skill. This then dictates teaching and assessment practices. For example, if a learning outcome includes “create” as a verb, it would not be appropriate to assess this with a multiple choice exam. Similarly, if a learning outcome includes “describe” as a verb, this learning outcome should not be assessed with an analytical essay. Additional information on aligning learning outcome verbs and assessments may be found [here](#).

Verbs included in learning outcome statements should be measurable. Verbs such as *appreciate*, *comprehend*, *be exposed to*, *master*, *be familiar with*, and *know* are vague and difficult to measure. Additionally, try to limit the number of verbs included in each learning outcome statement to one or two. Complex, multi-verb statements can complicate assessment. For example, consider “Students will be able to describe, create, and evaluate lesson plans.” To determine whether students achieved this outcome, it would be necessary to measure three things: Can students describe lesson plans? Can students create lesson plans? Can students evaluate lesson plans? Think carefully about what students

should know or be able to do when they complete the program, and choose verbs accordingly. For example, if students will need to create lesson plans in their post-graduation careers, then “Students will be able to create lesson plans” is an appropriate learning outcome statement.

Learning outcome statements should be specific. Vague learning outcomes are challenging to measure well. Specific learning outcomes, on the other hand, are easy to assess. For example, consider this learning outcome: “Students will be able to use accounting software.” It is not clear from this outcome what exactly students will be able to do with accounting software when they complete the program. Compare this to “Students will be able to use accounting software to report key financial metrics to stakeholders.” It would be much easier to assess whether students had achieved this learning outcome. As a rule of thumb, if you cannot quickly determine how to assess a learning outcome, it is too vague.

Keep in mind that all program learning outcomes must be assessed. Thus, if your program has 30 learning outcomes, all 30 learning outcomes will need to be assessed. Three to six learning outcomes per program is generally sufficient (Suskie, 2018). To ensure that your program doesn’t have too many learning outcomes, focus on the most important student learning outcomes. What knowledge and skills do program graduates need to have after leaving the program in order to succeed in their career, life, or further education?

When to assess?

Students can be assessed at any point during their educational program. Since GLOS and PLOs should be taught throughout a student’s educational program, assessing students towards the end of their program offers the best chance to assess what students can do upon completion of their educational experience. However, there are good reasons to assess learning outcomes earlier. Especially in short programs, some learning outcomes may be taught in a course early in the sequence and not addressed again. In such cases, assessment of these PLOs early in the program makes sense. Additionally, many community college students fail to complete their program of study and thus would not be assessed if PLO assessments were concentrated at the end of the program (Nunley, Bers, & Manning, 2011). Consult your curriculum map (see next section) to determine where each learning outcome is taught in the program, and then identify courses that help students master this learning outcome. Courses that focus on mastery of the learning outcome are good courses in which to assess that learning outcome, regardless of where they occur in the program.

Curriculum maps

Curriculum maps indicate where each learning outcome is addressed throughout a program of study. They also show whether the learning outcome is *introduced*, *reinforced*, or *mastered* (or *emphasized*). Learning outcome assessment should focus on courses in which the learning outcome is *mastered*. An example curriculum map can be found in Table 1 below. A full curriculum map template can be found in Appendix F.

Table 1. Curriculum map example

Course	PLO1	PLO2	PLO3	PLO4	PLO5
PSYC 1000	I	I	I	I	I
PSYC 2000	R	R			
PSYC 3000	M	R			R
PSYC 4000			R	R	M
PSYC 4900		M	M	M	

Note. I = introduced, R = reinforced, M = mastered

If a program coordinator wanted to assess PLO 1 in the fictitious program in Table 1, PSYC 3000 would be the ideal time to assess this learning outcome. Similarly, PLOs 2, 3, and 4 should be assessed in PSYC 4900. It is possible to measure several PLOs within a single course. In fact, provided that evaluation criteria (such as rubrics) are broken up by learning outcome, it is possible to measure several learning outcomes within the same assessment. For example, assume that PSYC 4900 above is a capstone course requiring that students complete their own research project. If the rubric for this project had separate sections for assessing PLO 2, PLO 3, and PLO 4, then this capstone project could be used to assess all three learning outcomes.

Identifying useful assessments

Faculty are encouraged to identify assignments that they are currently using in their courses to assess student achievement of PLOs and GLOs. Assessment data can be divided into two major categories: direct assessment and indirect assessment. Direct assessments *do* directly measure students' knowledge and skills. Faculty and program coordinators are probably quite comfortable with these kinds of assessments, as they are often administered as course assignments or used to award professional licenses and certifications. Common direct assessments, and the pros and cons of their use, can be found in Table 2. Indirect assessments *do not* directly measure students' knowledge and skills. Common types of indirect assessments include grades, retention and graduation rates, job placement rates, student and alumni satisfaction surveys, and student self-ratings of knowledge and skills (Suskie, 2018). Indirect assessments can be used to supplement, but not replace, direct assessment methods.

Table 2. Direct assessment types and their associated pros and cons

Assessment	Description	Pros	Cons
Locally developed test	Test developed to assess course content, with questions aligned to LOs of interest	-Easy to grade -Can standardize across sections of course	-May not capture breadth and depth of student learning -Need multiple questions per LO to help ensure reliability and validity
Writing or presentation evaluated with a rubric	Student-developed essay/paper or presentation on program-relevant topic	-Gives students opportunity to demonstrate content understanding, along with communication and critical thinking skills -Can be customized to almost any course or program	-Requires good rubric aligned with LOs to score objectively -Grading can be time-consuming
Student portfolio	Compilation of student's work throughout program, usually with student reflections on work	-Can examine student growth over time -Inclusive of all program LOs -Encourages reflection on learning	-Requires good rubric aligned with LOs to score objectively -Grading can be time-consuming -Electronic portfolios require portfolio management software
Creative projects or products	Creative project or product (painting, program, website, etc.) that student creates	-Give students opportunity choose best way to demonstrate their knowledge and skills -Authentic assessment	-Requires good rubric aligned with LOs to score objectively -Grading can be time-consuming -Students may focus on aesthetics rather than content
Skills demonstration	Students complete tasks requiring program-relevant skills, which are evaluated by the instructor	-Evaluates the skills students have learned in the program -Highly authentic assessment	-Requires good rubric aligned with LOs to score objectively -Can be time-consuming to implement within courses or programs
Performance evaluation from field/internship/clinical supervisor	Performance evaluation completed by supervisor in student's field, internship, or clinical experience	-Evaluates student's career-relevant skills -Highly authentic assessment	-Requires evaluation form aligned with LOs and clear instructions for supervisor -Not all supervisors will make accurate evaluations -May not be possible in programs that

			aren't aligned with specific careers
Capstone projects	Project completed at end of program utilizing skills student has learned throughout program	-Inclusive of all program LOs -Allows student to demonstrate depth of knowledge and skills -Can be authentic assessments	-Including a capstone project may require an additional course in the program -Requires good rubric aligned with LOs to score objectively -Time-consuming to evaluate
Licensing or certification exams	Exam developed by licensing body to award professional license or certification	-Easy to score -Can compare pass rates with other institutions	-May not be possible to align scores with LOs -May not capture all knowledge and skills of interest

Note. Sources include Alan Craig et al. (n.d.) and Suskie (2018)

Being able to aggregate assessment results across all sections of a course is important, as this allows for the systematic evaluation of student strengths and weaknesses. To aggregate data across all sections of a course, it is necessary for all sections to use the same assessment. When creating an assessment plan, program/general education faculty will determine how each GLO or PLO will be measured. Once it is determined how a particular GLO or PLO will be measured, ALL FACULTY teaching the course in which this assessment occurs MUST USE the same assessment. For example, if English faculty determine that a particular essay and associated rubric will be used to assess the “communication” GLO in ENC 1101, all faculty teaching ENC 1101 must administer this essay and grade it using the associated rubric. If one instructor assigned a different essay or used a different rubric, it would not be possible to aggregate scores on this assessment across all sections of ENC 1101. GLO team leaders and program coordinators are responsible for ensuring that all faculty, both full-time and adjunct, are using the designated assessment(s) in their course(s).

Setting performance goals

Once faculty have determined how learning outcomes will be assessed, they must determine what the performance goals are for these outcomes. Setting performance goals helps faculty identify areas in which students are struggling. There are several ways to identify appropriate performance goals (Suskie, 2018):

- Create a local standard based on faculty consensus regarding what “acceptable” performance on the assessment looks like. For example, English faculty may determine that a score of “3” on the argument development section of an essay rubric indicates an acceptable level of critical thinking. According to Suskie (2018), a good way to identify what “acceptable” performance looks like is to decide what level of performance is needed for you to not be embarrassed about the student’s performance. For instance, if a student graduated from a program and demonstrated that level of performance in their job, would you cringe? If so, the standard should be higher.

- Use external standards to determine what level of competency students should demonstrate. For example, nursing faculty could identify current passing standards for the NCLEX exam to set standards for student NCLEX exam performance. Note, however, that it may be difficult to align external standards (such as required exam scores) with program learning outcomes.
- Use internal or external peer groups to identify appropriate levels of performance. As an example of an internal peer group, math faculty could use student performance in traditional sections of a course to identify expected levels of performance in online sections of the same course. As an example of an external peer group, corrections faculty could consult with faculty at other institutions to determine what percentage of students in the corrections program at these institutions can successfully perform key defensive tactics at the end of their program.
- Look at historical trends to evaluate how students performed in the past, and use this to set standards for student performance. For example, if over the past 5 years an average of 60% of students in the welding certificate program were able to successfully cut materials using oxy-fuel cutting equipment, expecting 90% of students to perform this task successfully might be unrealistic in the near term.

It is important to set realistic goals. Not all students will perform well in a program, and there will always be opportunities to improve programs through curricular and pedagogical changes. On the other hand, setting goals too low risks graduating students who are unprepared for the workforce or further education. Remember, the goal of student learning outcomes assessment is to improve student learning. Challenging but realistic performance goals help faculty identify areas in which course and program changes are needed. As student performance improves over time, performance goals can be adjusted accordingly.

Here are some good examples of performance goals being used in programs at FGC:

- At least 70% of students will achieve a rating of 3.0 or above (competency of objective) on the “Argument Development,” “Documentation,” “Source Quality,” and “Location of Source Texts” criteria on the standardized rubric for the required departmental essay. Evaluated on a scale of 1.0-4.0, a rating of 3.0 constitutes competency for meeting each objective.
- 85% of students will score at least 80% on both the end-of-course multiple choice exam and each proficiency demonstration area. A score of 80% is the chosen passing score, pursuant to subsection 11B-35.0024(3)(c)(2), F.A.C. for all Criminal Justice Standards and Training Commission approved High-Liability Basic Recruit Training Program.
- 75% of the students will score in the “Meets Expectations” level, or higher, on all five categories of the rubric being used to score the assessment. The expectation of 75% is based upon the previous four years of experience and the average of the pass/fail rate of students in those four years.
- 75% of students will earn a score of 70% or higher on the rubric used to score the assessment. 70% was selected due to the level of communication expected from students. The two projects are cumulative work that draws on knowledge gained throughout the semester. 70% allows for deviations in the style or content of the projects, but allows for a firm grasp of the subject matter.

Analyzing and presenting results

Assessment results should, at a minimum, be reported by learning outcome. Provide enough detail that readers can identify how students performed relative to the GLO/PLO performance goal. It should also be clear how the assessment yielded the reported results. The way in which results are reported will depend on the assessment utilized. Below are some suggestions for reporting results, but faculty are encouraged to report results in the way that they feel best allows for the evaluation of student achievement of learning outcomes. At a minimum, results should include:

- The number of students assessed
- The number and percent who met the performance goal *for each learning outcome*. If an assessment measures multiple PLOs, you will need to identify which portions of the assessment align with each relevant PLO and report results by PLO. **DO NOT** report a single result for the entire assessment if it measures multiple PLOs!
 - Results should be aggregated. **DO NOT** include student names or any other identifying information in assessment reports or appended information.

If a rubric or similar evaluation instrument is used to evaluate an assessment, report the number and percentage of students in each rubric category. Table 3 illustrates one way in which rubric results can be reported. As was done in Table 3, it may be helpful to include a summary column showing the number and percentage of students who achieved the targeted level of performance. If there are multiple course modalities (for example, online and traditional), be sure to break out results by modality.

Table 3. Example rubric reporting table

Rubric section	4 (mastery)		3 (competent)		2 (developing)		1 (needs work)		Total 3 or higher	
	Traditional	Online	Traditional	Online	Traditional	Online	Traditional	Online	Traditional	Online
Identification of ethical issues	5 (29%)	3 (17%)	8 (47%)	7 (39%)	3 (18%)	5 (28%)	1 (6%)	3 (17%)	13 (76%)	10 (56%)
Stakeholder perspectives	6 (35%)	5 (28%)	8 (47%)	4 (22%)	2 (12%)	3 (17%)	1 (6%)	6 (33%)	14 (82%)	9 (50%)
Connection to ethical frameworks	2 (12%)	1 (6%)	5 (29%)	3 (17%)	8 (47%)	9 (50%)	2 (12%)	5 (28%)	7 (41%)	4 (22%)
Evaluation of consequences	6 (35%)	6 (33%)	10 (59%)	8 (44%)	1 (6%)	2 (11%)	0 (0%)	2 (11%)	16 (94%)	14 (78%)

Many programs utilize evaluation forms to capture student performance in a simulation, clinical, or internship experience. These forms are often broken down into categories that are aligned with PLOs. When reporting results of these practical, hands-on experiences, be sure to present results by PLO, rather than for the evaluation as a whole. For example, Table 4 includes the results by PLO for a clinical evaluation instrument.

Table 4. Example PLO reporting table for clinical evaluation

PLO #	PLO	# assessed	% meeting 80% standard
1	Knowledge	25	87%
2	Leadership	25	91%
3	Inquiry	25	82%
4	Service	25	86%

Graphs can be very useful, especially when comparing performance across course modalities. The figures below provide several examples of graphs that can be used to present results, although these are not inclusive of all graphs that could be used for results presentation.

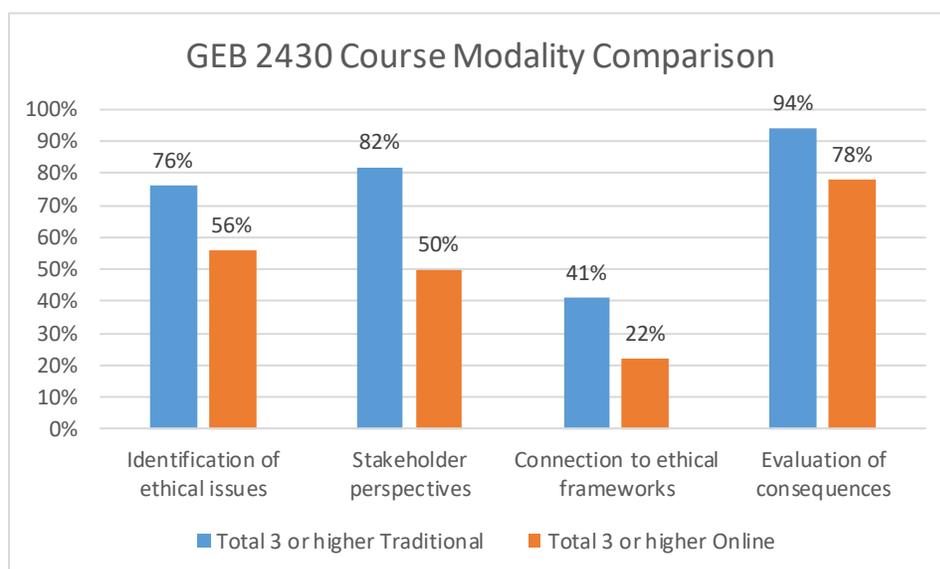
Figure 2. Course modality comparison graph

Figure 3. Fall to spring PLO achievement comparison graph

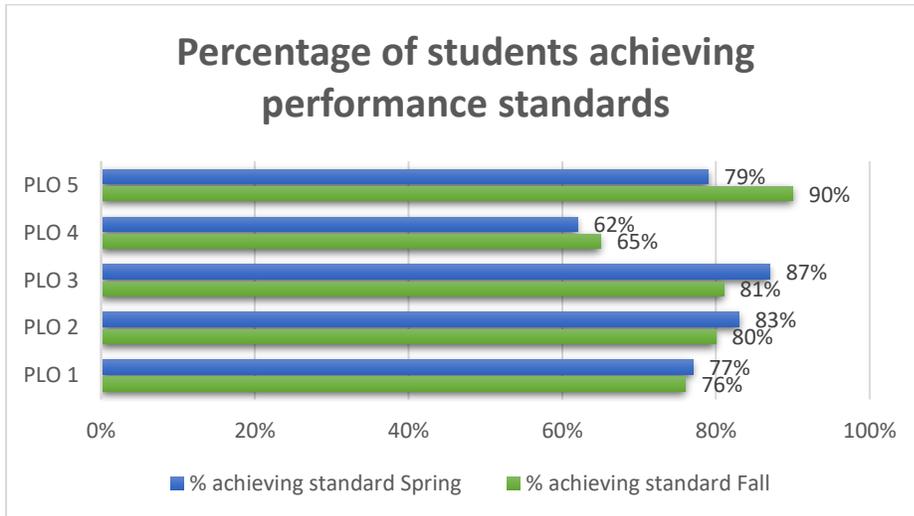


Figure 4. Performance by rubric category graph

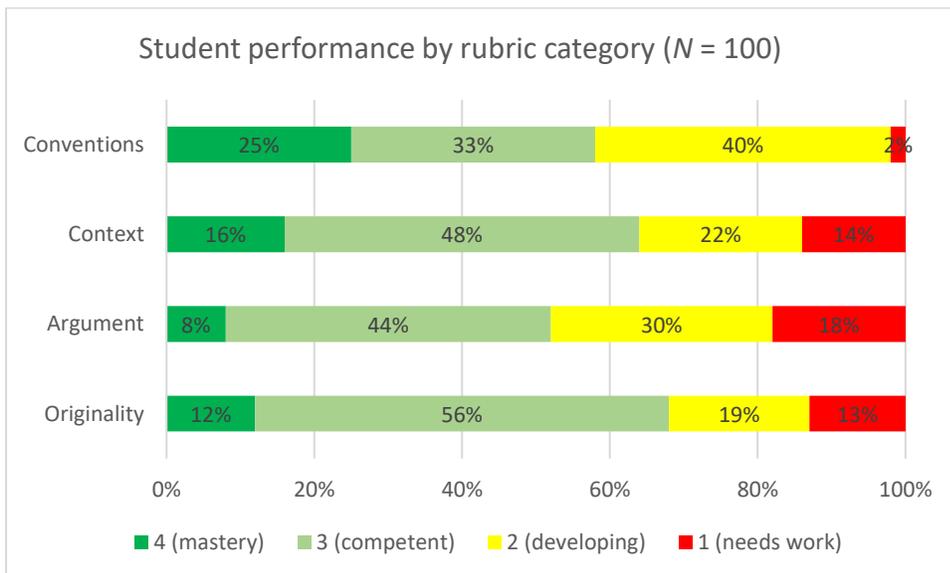


Figure 5. Graph comparing percentages of students who did and did not meet LO standards

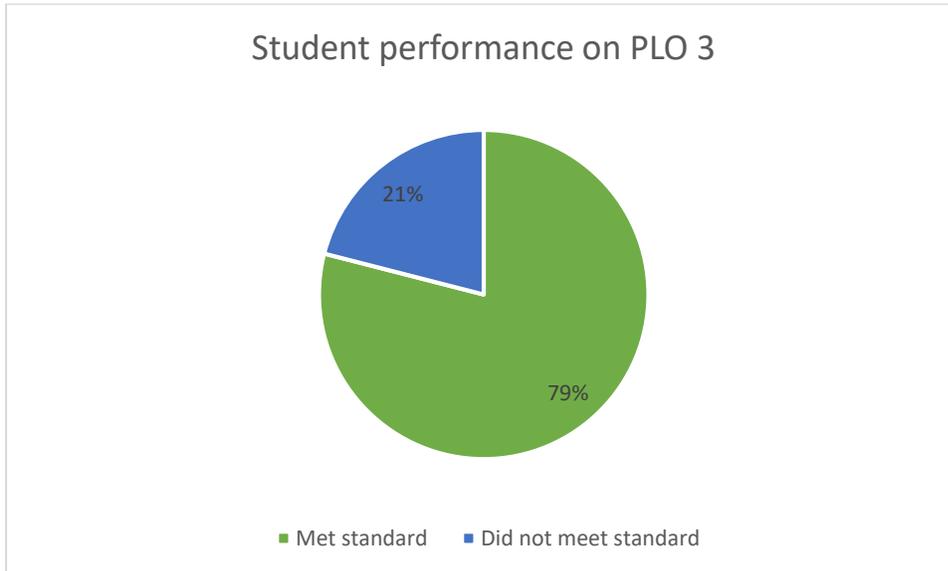
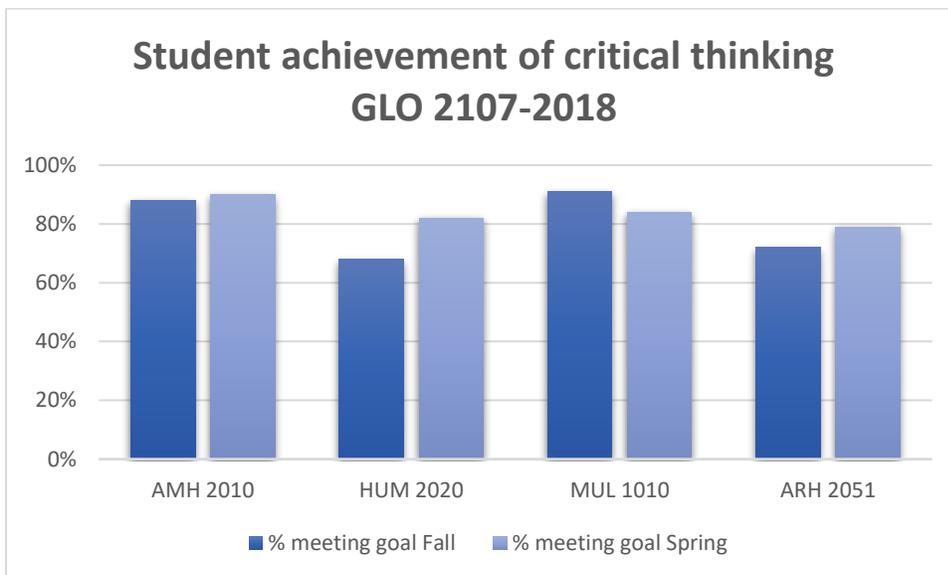


Figure 6. Fall to spring comparison of students meeting performance goals across courses



ALL FACULTY should provide the assessment requested by their program coordinator or GLO team leader. This includes both full-time and part-time faculty. Faculty who do not provide requested results, or who do not provide the information needed (for example, reporting course success rates instead of assessment results) hinder the assessment process and make it difficult for faculty to make data-driven decisions about programs.

Similarly, faculty should adhere to the assessment plan agreed upon at the beginning of the academic year. A professor who swaps out a planned assessment in her section of a course for one of her choosing makes it difficult to incorporate her assessment results into GLO or PLO assessment.

Program coordinators and GLO team leaders are responsible for integrating assessment information provided by faculty into a single, coherent report. They are responsible for reviewing all PLO/GLO assessment results, analyzing this information, and creating a cohesive report from this information. Simply collecting all faculty reports with no attempt to synthesize the data provided in these reports severely limits the utility of the learning outcome assessment process.

Turning results into action

Assessment helps faculty identify ways in which student learning can be enhanced through changes to courses and programs. The list below (adapted from University of Central Florida, 2008) identifies changes that can be made based on assessment results. Note that the use of results should focus primarily on curriculum changes. Assessment plan modifications should be made only if there are clear problems with the approach currently being used (for example, it doesn't adequately measure student achievement of the LO). *Do not* change the assessment just because students are performing poorly, as this could indicate a curriculum issue rather than an assessment issue.

- Changes to curriculum
 - Changes in teaching practices
 - Revision of prerequisite courses
 - Changes to program course sequences
 - Changes to course content
 - Addition of course(s)
 - Removal of course(s)
- Changes to academic processes
 - Changes to course scheduling/frequency with which course is offered
 - Changes to course technology
 - Personnel changes
 - Additional training for instructors
- Changes to assessment plan
 - Revise learning outcome statements
 - Revise assessment(s)
 - Collect additional data

Once clear actions are identified for improving student learning, faculty should create a plan for implementing these changes and assessing the effect of these changes. A change is not an improvement unless it actually improves student learning. It is possible that a change to a course or program, despite being well-intentioned, will not improve student learning. In the assessment report, faculty should identify:

- Who will be responsible for implementing the planned change
- When the planned change will be implemented
- How the effect of the planned change will be assessed

- Be specific. What tool(s) will be used to evaluate whether student learning has improved? Over what time period will this evaluation occur?

General learning outcomes assessment

General learning outcomes, or GLOs, are the learning outcomes that all students completing an associate in arts (A.A.), an associate in science (A.S.), or an associate of applied science (A.A.S.) degree are expected to achieve prior to earning their degree. The Florida Department of Education requires that students complete 15 hours of general education (for A.S. and A.A.S. degrees) and 36 hours of general education (for A.A. degrees) across five subject areas: communication, mathematics, social sciences, humanities, and natural sciences (Florida Department of Education, 2014). Throughout the course of their degree program, students must take at least one course in each of these areas. FGC's GLOs build on these requirements to ensure that students will be prepared for their career and/or further education through their achievement of these essential competencies. FGC's GLOs are defined below:

- **Communication:** Students will effectively communicate through oral or written skills.
- **Critical thinking:** Students will logically evaluate, analyze, and synthesize information.
- **Cultural awareness:** Students will explain how aspects of culture relate to the human experience.
- **Information literacy:** Students will use information effectively and ethically.
- **Quantitative reasoning:** Students will apply mathematical concepts and reasoning to draw valid conclusions.
- **Scientific reasoning:** Students will apply empirical evidence to evaluate natural phenomena.

The following courses (Table 5) are included in GLO assessment:

Table 5. GLO course assessment

GLO	Team Leader	Courses
Communication	Dr. Troy Appling	ENC 1101; SPC 2608
Critical thinking	Tim Moses	PHI 2600; PHI 2020; ENC 1101; SPC 2608; ECO 2013; ECO 2023; STA 2023; MGF 1106; PSY 2012
Cultural awareness	Dr. Fred Smith	AMH 2010; AMH 2020; ARH 1000; ARH 2051; HUM 2020; HUM 2551; MUL 1010; THE 2000
Information literacy	Dr. Michael Baker	Library Skills Assessment (no associated course); ENC 1102; SLS 1501
Quantitative reasoning	Dr. Pedro Mora	MAC 1105; MGF 1106
Scientific reasoning	Dr. Juan Guzman	BSC 2010; BSC 2085; CHM 2045; PHY 1020; GLY 1001

It is important to note that these courses are *not* the only courses in the A.A., A.S., and A.A.S. programs that develop the GLOs. In fact, the competencies measured by the GLOs are developed throughout all associate degree programs. The courses in the GLO assessment process were chosen

because they are high-enrollment courses completed by many associate-degree seeking students, thus providing opportunities to assess most associate degree seekers at FGC.

GLO assessment occurs annually. Table 6 outlines important items, accountabilities, and deadlines for the 2019-2020 academic year.

Table 6. GLO assessment calendar 2019 - 2020

Item	Responsibility	Deadline
Submit 2018-2019 assessment report to Associate Director of IEA & Associate Dean of Academic Affairs	GLO team leader	August 31, 2019
GLO assessment academic year planning meeting	GLO team leader and associated faculty	August-September 2019
Submit assessment plan to Associate Director of IEA & Associate Dean of Academic Affairs	GLO team leader	September 16, 2019
Midyear GLO assessment check-in with IEA	Associate Director, IEA	January 27, 2020
End-of-year GLO assessment check-in with IEA	Associate Director, IEA	April 27, 2020
Submit 2019-2020 assessment report to Associate Director of IEA & Associate Dean of Academic Affairs	GLO team leader	August 31, 2020
Integrated LO assessment report submitted to academic leadership	Associate Director, IEA	November 1, 2020

Note. The assessment plan is the first table in the GLO assessment report template.

GLO assessment reporting

GLO assessment reports should be completed using the template provided in Appendix A. Each GLO report will be reviewed by the Associate Director of Institutional Effectiveness and Assessment using the rubric provided in Appendix B.

Program learning outcomes assessment

FGC requires that each degree and certificate program engages in program learning outcome, or PLO, assessment. Each program has PLOs that were developed by faculty to represent the most important competencies for students completing the program. Faculty are encouraged to review these PLOs on a regular basis, in conjunction with the program's advisory committee (if applicable) to ensure that they are aligned with student and workforce needs.

PLO assessment occurs annually. Table 7 outlines important items, accountabilities, and deadlines for the 2019-2020 academic year.

Table 7. PLO assessment calendar 2019 – 2020

Item	Responsibility	Deadline
Submit 2018-2019 assessment report to Associate Director of IEA & program director/executive director	Program coordinator	August 31, 2019
PLO assessment academic year planning meeting	Program coordinator and faculty	August-September 2019
Submit assessment plan to Associate Director of IEA & program director/executive director	Program coordinator	September 16, 2019
Midyear PLO assessment check-in with IEA	Associate Director, IEA	January 27, 2020
End-of-year PLO assessment check-in with IEA	Associate Director, IEA	April 27, 2020
Submit 2019-2020 assessment report to Associate Director of IEA & program director/executive director	Program coordinator	August 31, 2020
Integrated LO assessment report submitted to academic leadership	Associate Director, IEA	November 1, 2020

Note. The assessment plan is the first table in the PLO assessment report template.

PLO assessment reporting

PLO assessment reports should be completed using the template provided in Appendix C. An example PLO report can be found in Appendix D. Each PLO report will be reviewed by the Associate Director of Institutional Effectiveness and Assessment using the rubric provided in Appendix E.

Course learning outcomes

Course learning outcomes, or CLOs, articulate what students should know or be able to do by the end of a course. These CLOs should be listed in course syllabi so that students know what to expect in the course. CLOs should relate to course materials, including readings, presentations, exams, assignments, projects, and other learning opportunities. CLOs should be specific enough to give the student an idea of what they will achieve throughout the course, but not so specific that they need to be updated each time an assignment or reading is slightly modified (University of Rhode Island, n.d.). For example, “Students will write a marketing plan for a product or service at a small nonprofit organization” is too specific, as a slight assignment change would require revising the CLO. “Students will write a marketing plan” is specific enough that the student knows what to expect, but general enough that the assignment can be modified slightly without requiring the CLO to be changed.

CLOs should focus on what the *student* knows and is able to do at the end of the course, not what the instructor will cover in the course. For example, “students will practice creating cash flow statements” is not a CLO. “Students will be able to create cash flow statements,” however, is a CLO.

Courses that are a part of a specific program of study should have CLOs that align with PLOs. Similarly, courses that are part of the A.A. program, and thus part of the general education program, should have CLOs that align with one or more of the GLOs. This alignment ensures that students receive a coherent learning experience in which courses build program-level competencies.

Faculty are not required to complete any reporting related to CLOs. However, CLOs guide course pedagogy and should each be directly assessed through an activity that students complete during the course.

Assessment questions or concerns?

If you have any questions or concerns about the assessment process, or need assistance preparing assessments and/or reporting results, please contact:

Natalie Wright. Ph.D.
Associate Director, Institutional Effectiveness and Assessment
(386) 754-4461
natalie.wright@fgc.edu

Rebecca van Hoek
Director, Institutional Effectiveness and Assessment
(386) 754-4491
rebecca.vanhoek@fgc.edu

You are also encouraged to contact the director/executive director of your academic unit if you have concerns about how academic assessment fits into your job and the goals of your program.

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Appendix A: GLO report template

Learning Outcomes Assessment

Completed by:

Date:

Academic Year in Which Assessment Took Place:

GLO:

Courses:

--

ASSESSMENT PLAN**ASSESSMENTS AND GOALS**

Course	Assessment description¹	Performance goal and rationale²

1. Describe specifically what the assessment requires students to do and how student performance will be evaluated. Include the assessments themselves, as well as any associated rubrics, as an appendix to this report.
2. What criteria will you use to determine that students have successfully achieved the GLO? For example, "75% of students will earn a score of 3 or higher in all categories of the rubric used to score the assessment." Include a sentence or two explaining why this goal was chosen.

If any changes are made during the academic year to the assessment plan, please send an updated assessment plan to the Associate Director of Institutional Effectiveness and Assessment, along with an explanation of what changes were made and why. Changes should be made to the assessment plan only if carrying out the original assessment plan is not possible.

RESULTS AND PLANNED ACTIONS

Course	Results summary ¹	Planned actions ²	Planned actions timeline & responsibility ³	Re-assessment plan ⁴

1. Summarize the results. There is room for a more detailed explanation of results in the next section.
2. What changes will you make to the course and/or general education program in light of the assessment results? How will you determine whether these changes improved student learning?
3. Who will be responsible for carrying out the planned actions? What is the timeline for making these changes?
4. When will you assess the effect of the planned actions? How will you determine whether the actions were successful (i.e., whether they improved student learning)?

DETAILED RESULTS

Please provide more detail about the results here, including any graphs or tables needed to present your results. If a course is taught in multiple modalities (online, face-to-face, hybrid, dual enrollment), be sure to present results for each modality. When possible, include the number of students assessed, the percentage of students who achieved the performance goal, and if a rubric was used to evaluate the assessment, the percentage of students achieving each score category in the rubric.

REFLECTION**ANALYSIS OF ASSESSMENT RESULTS**

Are students achieving performance goals for the GLO? Why or why not? Are there any differences in performance across instructional modalities? What overall conclusions can be drawn based on assessment results? What changes should be made to the courses and/or general education program in light of assessment results, and how will these changes be implemented?

EFFECT OF ACTIONS BASED ON PREVIOUS ASSESSMENT RESULTS

Were any actions taken this year based on previous assessment results? If so, how did these actions affect student achievement of the GLO? Provide evidence to support your conclusions.

PLANS FOR FUTURE ASSESSMENT

How, if at all, will your assessment plan for the GLO change for the upcoming academic year? Why?

APPEND ALL ASSESSMENT INSTRUMENTS HERE

Please include descriptive titles along with all instruments included.

Appendix B: GLO assessment plan and report rubric

Assessment plan and report rubric

Program name:

Year:

Category	Component	Exemplary	Adequate	Developing
Assessment Plan				
Assessment plan	Assessment descriptions	<input type="checkbox"/> Assessments clearly measure relevant GLO <input type="checkbox"/> Assessments clearly described <input type="checkbox"/> All assessment tools provided as appendix	<input type="checkbox"/> Assessments usually measure relevant GLO <input type="checkbox"/> Some assessment descriptions lack detail <input type="checkbox"/> Most assessment tools provided as appendix	<input type="checkbox"/> Assessments do not clearly measure relevant GLO <input type="checkbox"/> Assessments described vaguely <input type="checkbox"/> No or few assessment tools provided as appendix
	Performance goals	<input type="checkbox"/> Specific and measurable goals for all assessments <input type="checkbox"/> Goals aligned with assessment methods <input type="checkbox"/> Meaningful rationale provided for goals <input type="checkbox"/> Goals are realistic	<input type="checkbox"/> Specific and measurable goals for most assessments <input type="checkbox"/> Goals generally aligned with assessment methods <input type="checkbox"/> Some rationale provided for goals <input type="checkbox"/> Goals are generally realistic	<input type="checkbox"/> Vague, difficult to measure goals <input type="checkbox"/> Goals not provided for all assessments <input type="checkbox"/> Goals not aligned with assessment methods <input type="checkbox"/> Arbitrary goals <input type="checkbox"/> Goals not realistic

Category	Component	Exemplary	Adequate	Developing
Assessment Report				
Results	Results	<input type="checkbox"/> Results reported for all assessments in appropriate level of detail <input type="checkbox"/> Results well-organized <input type="checkbox"/> Results align with assessment methods <input type="checkbox"/> Results clearly indicate whether performance goals were met <input type="checkbox"/> Results presented numerically	<input type="checkbox"/> Results reported for all assessments <input type="checkbox"/> Some attempt made to organize results <input type="checkbox"/> Results generally align with assessment methods <input type="checkbox"/> Usually possible to determine whether performance goals were met <input type="checkbox"/> Most results presented numerically	<input type="checkbox"/> Results not reported for all assessments Disorganized <input type="checkbox"/> Results do not align with assessment methods <input type="checkbox"/> Results do not indicate whether performance goals were met <input type="checkbox"/> Vague, non-numeric information provided <input type="checkbox"/> Results are questionable
	Analysis	<input type="checkbox"/> Clear analysis of assessment results <input type="checkbox"/> Analysis ties directly to assessment results <input type="checkbox"/> Discusses results in light of general education curriculum and student strengths/weaknesses <input type="checkbox"/> Identifies changes needed based on results	<input type="checkbox"/> Generally clear analysis of assessment results <input type="checkbox"/> Most of analysis ties to assessment results <input type="checkbox"/> Some analysis of implications of results for general education curriculum <input type="checkbox"/> Some changes suggested do not align with assessment results	<input type="checkbox"/> Little to no attempt to analyze results, or analysis does not align with assessment results <input type="checkbox"/> No suggested changes
Actions	Planned actions	<input type="checkbox"/> All planned actions listed for all results where applicable <input type="checkbox"/> All planned actions specific <input type="checkbox"/> All planned actions relate directly to student learning <input type="checkbox"/> All planned actions clearly tied to assessment results <input type="checkbox"/> Clearly indicates timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions is appropriate and valid and explained in sufficient detail	<input type="checkbox"/> Planned actions listed for most results when applicable <input type="checkbox"/> Most planned actions specific <input type="checkbox"/> Most planned actions relate to student learning <input type="checkbox"/> Planned actions tied loosely to assessment results <input type="checkbox"/> Some lack of clarity/detail on timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions generally appropriate and valid but lacking detail	<input type="checkbox"/> No planned actions for the majority of results <input type="checkbox"/> Most planned actions vague <input type="checkbox"/> Most planned actions do not relate directly to student learning <input type="checkbox"/> Planned actions not linked to assessment results <input type="checkbox"/> Little information about timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions missing or invalid

	Effect of previous actions	<input type="checkbox"/> Actions taken based on previous assessment results clearly described <input type="checkbox"/> Provides empirical evidence about how these actions affected student learning	<input type="checkbox"/> Actions taken based on previous assessment results described, but some descriptions vague <input type="checkbox"/> Provides empirical and anecdotal evidence about how these actions affected student learning	<input type="checkbox"/> No actions taken based on assessment results described, or descriptions of actions are vague <input type="checkbox"/> Provides only anecdotal evidence about how these actions affected student learning
	Assessment changes (if applicable)	<input type="checkbox"/> Changes clearly linked to shortcomings in previous methods and processes <input type="checkbox"/> Changes clearly described <input type="checkbox"/> Changes likely to improve quality of assessment	<input type="checkbox"/> Changes generally linked to shortcomings in previous methods and processes <input type="checkbox"/> Description of changes vague at times <input type="checkbox"/> Some changes seem arbitrary and unlikely to improve quality of assessment	<input type="checkbox"/> Changes not linked to shortcomings in previous methods and processes <input type="checkbox"/> Very little detail provided about changes <input type="checkbox"/> Changes arbitrary and unlikely to improve quality of assessment

Note. Each section receiving a check in the “developing” category must be revised.

Comments:

Decision

- | | |
|---|--|
| <input type="checkbox"/> Accept, report exemplary | <input type="checkbox"/> Revise and resubmit, minor changes needed |
| <input type="checkbox"/> Accept, several minor issues | <input type="checkbox"/> Revise and resubmit, major changes needed |

Appendix C: PLO assessment plan and report template

Learning Outcomes Assessment

Completed by:

Date:

Academic Year in Which Assessment Took Place:

Program:

Program Learning Outcomes (PLOs) Assessed

Clearly identify program learning outcomes being assessed. What do we expect graduates of this program to know?

- 1.
- 2.
- 3.
- 4.
- 5.

If degree program, does this assessment include certificates? Yes No n/a

If yes, which certificate(s) are included? Note in the PLO area above which PLO is associated with each certificate.

ASSESSMENT PLAN**ASSESSMENTS AND GOALS**

PLO	Course¹	Assessment description²	Performance goal and rationale³

3. *Not all courses in the program need to be included in the assessment process. Choose the courses that give students the best opportunity to demonstrate their achievement of the PLO.*
4. *Describe specifically what the assessment requires students to do and how student performance will be evaluated. Include the assessments themselves, as well as any associated rubrics, as an appendix to this report.*
5. *What criteria will you use to determine that students have successfully achieved the PLO? For example, "75% of students will earn a score of 3 or higher in all categories of the rubric used to score the assessment." Include a sentence or two explaining why this goal was chosen.*

If any changes are made during the academic year to the assessment plan, please send an updated assessment plan to the Associate Director of Institutional Effectiveness and Assessment, along with an explanation of what changes were made and why. Changes should be made to the assessment plan only if carrying out the original assessment plan is not possible.

RESULTS AND PLANNED ACTIONS

PLO	Course	Results summary ¹	Planned actions ²	Planned actions timeline & responsibility ³	Re-assessment plan ⁴

5. Summarize the results. There is room for a more detailed explanation of results in the next section.
6. What changes will you make to the course and/or program in light of the assessment results? How will you determine whether these changes improved student learning?
7. Who will be responsible for carrying out the planned actions? What is the timeline for making these changes?
8. When will you assess the effect of the planned actions? How will you determine whether the actions were successful (i.e., did they improve student learning)?

DETAILED RESULTS

Please provide more detail about your results here, including any graphs or tables needed to present your results. If the course is taught in multiple modalities (online, face-to-face, hybrid, dual enrollment), be sure to present results for each modality. When possible, include the number of students assessed, the percentage of students who achieved the performance goal, and if a rubric was used to evaluate the assessment, the percentage of students achieving each score category in the rubric. Organize your results by PLO.

REFLECTION**ANALYSIS OF ASSESSMENT RESULTS**

What program learning outcomes represent areas of strength, and what program learning outcomes represent areas of weakness? Are there any differences in performance across instructional modalities? What overall conclusions can be drawn based on assessment results? What changes should be made to the courses and/or program in light of assessment results, and how will these changes be implemented?

EFFECT OF ACTIONS BASED ON PREVIOUS ASSESSMENT RESULTS

Were any actions taken this year based on previous assessment results? If so, how did these actions affect student achievement of PLOs? Provide evidence to support your conclusions.

PLANS FOR FUTURE ASSESSMENT

How, if at all, will your assessment plan for the program change for the upcoming academic year? Why?

APPEND ALL ASSESSMENT INSTRUMENTS HERE

Please include descriptive titles along with all instruments included.

Appendix D: Example PLO assessment plan and report

Learning Outcomes Assessment

Completed by: Natalie Wright

Date: June 21, 2020

Academic Year in Which Assessment Took Place: 2019 - 2020

Program: Business Administration, A.S.

**Please note that this is an example only and is not meant to represent FCG's program!*

Program Learning Outcomes (PLOs) Assessed

Clearly identify program learning outcomes being assessed. What do we expect graduates of this program to know?

1. Students will be able to communicate effectively with stakeholders both inside and outside the organization. (A.S. & C.C.C.)
2. Students will be able to critically analyze financial information and use this information for business decision-making. (A.S. & C.C.C.)
3. Students will be proficient in the use of business software to analyze and report business information. (A.S. & C.C.C.)
4. Students will be able to use marketing strategies to promote business products or services. (A.S.)
5. Students will be able to make business decisions that are ethically and legally sound. (A.S.)

If degree program, does this assessment include certificates? Yes No n/a

If yes, which certificate(s) are included? Note in the PLO area above which PLO is associated with each certificate.

Certificate in Business Operations

ASSESSMENT PLAN**ASSESSMENTS AND GOALS**

PLO	Course¹	Assessment description²	Performance goal and rationale³
1	ACT 1201	Project requiring use of financial software to analyze financial data and create report for organizational leadership and shareholders. Project evaluated with a rubric. PLO 1 evaluated via 2 rubric sections: Clarity/Writing Quality and Comprehensiveness.	80% of students will earn at least an average of 3 2 associated rubric sections. A 3 indicates “adequate” performance, and students will have completed numerous writing assignments in previous coursework.
2	ACT 1201	Project requiring use of financial software to analyze financial data and create report for organizational leadership and shareholders. Project evaluated with a rubric. PLO 2 evaluated via 2 rubric sections: Accounting Concepts and Interpretation.	70% of students will earn at least on average of 3 on 2 associated rubric sections. A 3 indicates “adequate” performance. As students have not encountered financial analysis prior to this point, they may struggle to achieve proficiency.
3	ACT 1201	Project requiring use of financial software to analyze financial data and create report for organizational leadership and shareholders. Project evaluated with a rubric. PLO 3 evaluated via 2 rubric sections: Data and Calculation Accuracy and Tables/Figures.	75% of students will earn at least an average of 3 on 2 associated rubric sections. A 3 indicates “adequate” performance. As students have not used Quickbooks before this course, they may struggle to achieve proficiency, although they are likely to have used Excel in previous courses.
4	MAR 1511	Marketing plan for a fictional business, evaluated with a rubric	70% of students will earn at least a 4 on each rubric section. A 4 indicates “exceeds expectations.” In the past students have done well on this assignment, so it is expected that the majority of students will perform at a higher-than-average level.
5	BUS 2990	Paper requiring student to analyze a business situation with legal and ethical implications and explain how they would respond, citing laws and ethical frameworks to support their decision. Paper evaluated with a rubric.	90% of students will earn at least an 80% on the assignment. This corresponds to an average rating of “satisfactory” in each category of the rubric. As this is the final course in the A.S. program, nearly all students should demonstrate proficiency.

RESULTS AND PLANNED ACTIONS

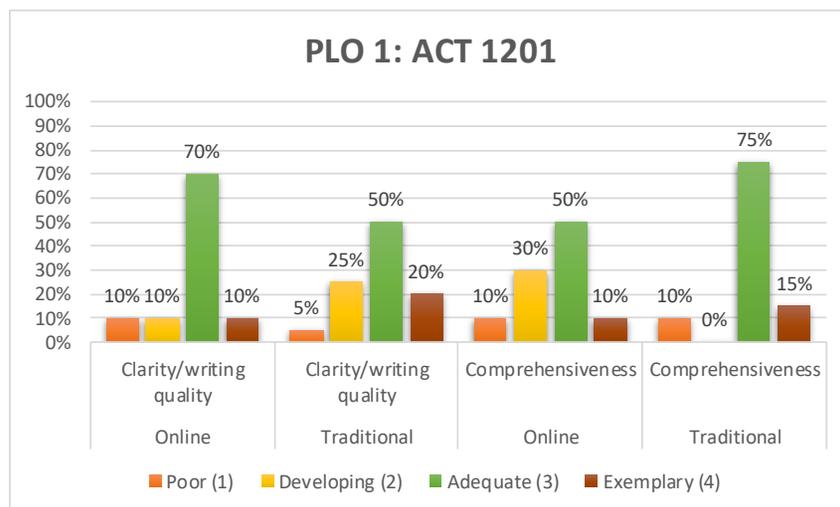
PLO	Course	Results summary¹	Planned actions²	Planned actions timeline & responsibility³	Re-assessment plan⁴
1	ACT 1201	Of the 40 students assessed (20 online, 20 traditional) 75% received an average of 3 across the 2 relevant rubric sections. Performance was noticeably lower in the online section (70%) as compared to the traditional section (80%). The performance goal was not met.	Coordinate with English faculty to introduce technical writing into ENC 1102.	Dr. Smith will set up a meeting with English faculty in September 2019; goal to have one technical writing assignment in ENC 1102 by August 2020	Performance in writing portion of BUS 1280 project (used to assess this PLO starting in 2019-2020) will be tracked for next five years (starting in fall 2020). Performance improvements over time indicate that the addition of technical writing content to ENC 1102 was beneficial in improving students' written communication skills.
2	ACT 1201	Of the 40 students assessed (20 online, 20 traditional), 92.5% received an average of 3 across the 2 relevant rubric sections. Performance was slightly higher in the online course (95%) than in the traditional course (90%). The performance goal was met.	As students significantly exceeded performance goals, no action is planned at this time.		
3	ACT 1201	Of the 40 students assessed (20 online, 20 traditional), 60% received an average of 3 across the 2 relevant rubric sections. Performance in the online	Contrary to expectations, students did not have experience with Excel. An interactive Excel tutorial will be added as a completion grade to both the online and traditional	Dr. Adams will add the Excel tutorial and the week 7 assignment to the course by spring 2020.	Rubric scores on the relevant sections in 2019-2020 and 2020-2021 will be compared to 2018-2019 scores to determine whether improvement occurred.

		course was higher (65%) than in the traditional course (55%). The performance goal was not met.	courses, and students will be given a short assignment requiring them to create graphs in Excel in week 7 of the semester.		
4	MAR 1511	Of the 20 students assessed, 75% earned a 4 on each section of the rubric. The performance goal was met.	Of the 5 students who did not meet the performance goal, 4 of them scored below 4 on the "industry trends" section of the rubric. Students will be given a checklist for information that should be included in the industry trends section, and an in-class workshop will be added to class for students to learn from one another and the instructor how to evaluate industry trends.	Dr. Smith will create the checklist and develop the in-class workshop for the spring 2020 section of this course.	Rubric scores for the "industry trends" section of the rubric will be gathered for students in 2019-2020 and 2020-20201 and compared to 2018-2019 scores to determine whether there was any improvement.
5	BUS 2990	Of the 15 students assessed, 66.7% earned at least 80 points on the assignment. The performance goal was not met.	Faculty and the program advisory council will review the A.S. curriculum to identify opportunities to incorporate legal and ethical content into courses earlier in the program sequence.	Drs. Adams and Smith will convene a workshop with the advisory board in mid-fall 2019. Drs. Adams and Smith will then develop a proposal for revising the A.S. curriculum and will present this to the EAC by the end of spring 2020.	As this is a large-scale change, scores on the BUS 2990 paper will be tracked over a 5-year period to determine whether there was improvement. Additionally, any additional assignments related to legal and ethical issues incorporated into courses will be tracked over the same five-year period to identify trends in student learning on this topic.

DETAILED RESULTS

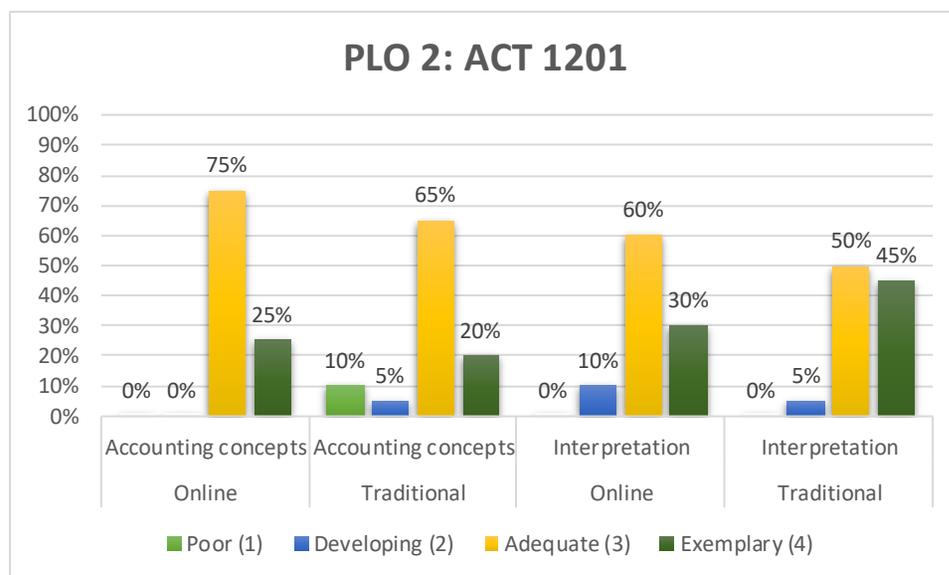
Please provide more detail about your results here, including any graphs or tables needed to present your results. If the course is taught in multiple modalities (online, face-to-face, hybrid, dual enrollment), be sure to present results for each modality. When possible, include the number of students assessed, the percentage of students who achieved the performance goal, and if a rubric was used to evaluate the assessment, the percentage of students achieving each score category in the rubric. Organize your results by PLO.

PLO 1



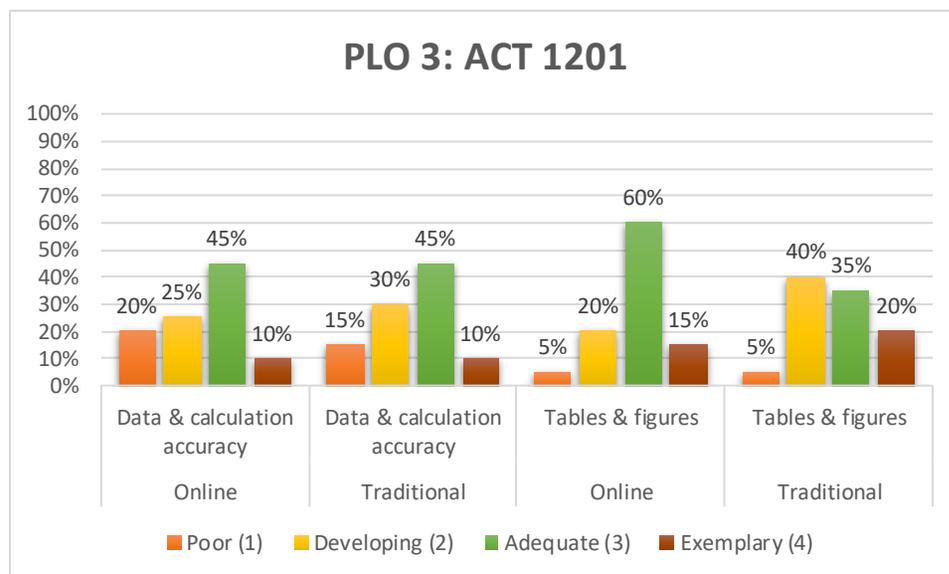
Note. $N = 20$ for online course, $N = 20$ for traditional course

PLO 2



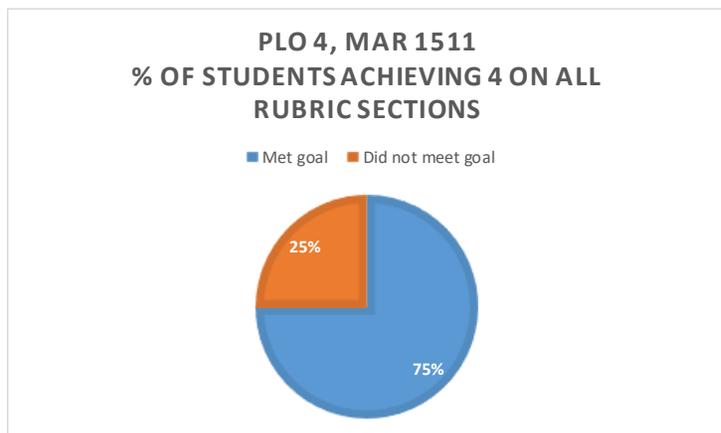
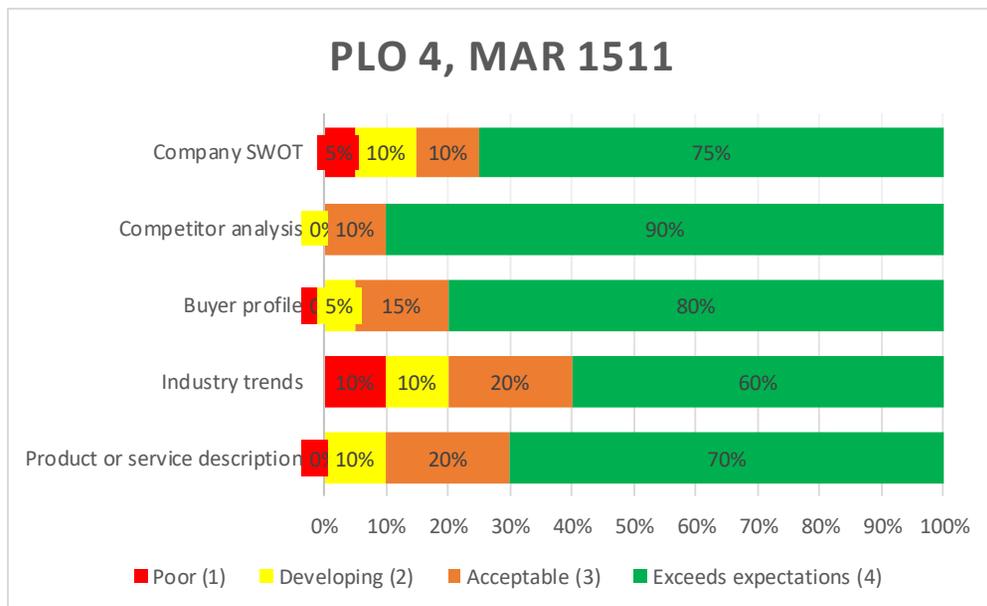
Note. $N = 20$ for online course, $N = 20$ for traditional course

PLO 3



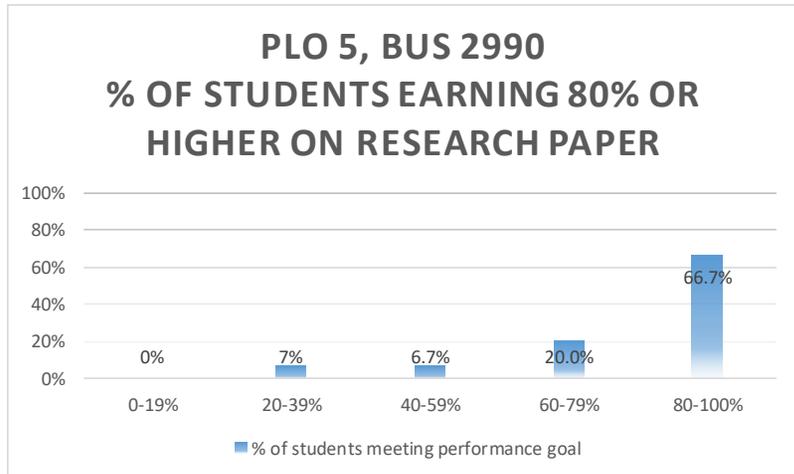
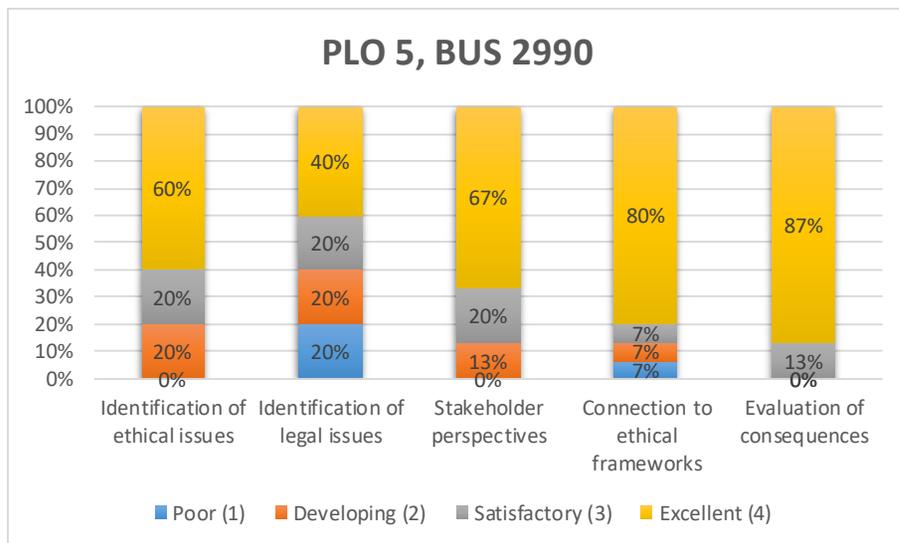
Note. $N = 20$ for online course, $N = 20$ for traditional course

PLO 4



Note. N = 20

PLO 5



Note. N = 15.

REFLECTION

ANALYSIS OF ASSESSMENT RESULTS

What program learning outcomes represent areas of strength, and what program learning outcomes represent areas of weakness? Are there any differences in performance across instructional modalities? What overall conclusions can be drawn based on assessment results? What changes should be made to the courses and/or program in light of assessment results, and how will these changes be implemented?

Students in the A.S. in Business Administration program excelled in two areas: marketing (PLO 4) and analyzing and using financial information for decision-making (PLO 2). This is not surprising. The college has several talented full-time and part-time instructors who teach finance, accounting and marketing courses, and MAR 1511 course content was revised significantly based on 2019-2020 assessment results (discussed in greater detail in next section). In MAR 1511, the industry trends information checklist and in-class workshop on industry trends will be implemented in fall 2020. Over the summer the program coordinator will work with faculty to teaching MAR 1511 to develop this checklist and plan the workshop.

Students' general lack of proficiency with several software programs, particularly Excel, hinders their ability to report business information (PLO 3) despite having a good understanding of key business concepts. The program coordinator has contacted a colleague at another college who has developed an online Excel tutorial for business students, and has signed an agreement with this colleague to utilize this tutorial for all ACT 1201 courses beginning in fall 2020. An experienced ACT 1201 instructor is working on developing the Excel graphing assignment, and it should be ready for fall 2020 courses.

Students struggle slightly with communication (PLO 1). While business faculty can introduce more writing and feedback opportunities for students in the program, it may be worthwhile to collaborate with faculty teaching writing-heavy courses in the general education curriculum to determine if changes could be made to these courses to give students more experience with technical writing. The program coordinator has contacted several senior English and social sciences faculty and will be meeting with them over the summer to discuss potential opportunities to add technical writing to the general education curriculum.

Using ethical and legal frameworks to inform business decisions (PLO 5) emerged as a surprising area of weakness for students. During the program faculty's annual retreat at the beginning of August, opportunities to add ethical and legal content throughout the curriculum will be discussed, and a

roadmap for implementing these changes will be completed by spring 2021. Given the importance of this PLO, this is the program's highest priority for curricular improvements.

There were no pervasive differences in performance between online and traditional sections, although given that ACT 1201 was the only course offered online this year that was included in the PLO assessment process it is premature to conclude that online and traditional courses are serving students equally well. In 2020-2021, BUS 1280 will be used to assess PLO 1, and since it is offered in online and traditional formats this will be a second opportunity to compare performance across instructional modalities.

EFFECT OF ACTIONS BASED ON PREVIOUS ASSESSMENT RESULTS

Were any actions taken this year based on previous assessment results? If so, how did these actions affect student achievement of PLOs? Provide evidence to support your conclusions.

In 2018-2019, students performed very poorly on PLO 4, with only 60% of the students achieving performance goals based on the marketing plan assessment in MAR 1511. A review of the course material, coupled with student course evaluations, revealed that many of the supplemental readings and examples being used in the course were out of date, and the course structure made it difficult for students to "connect the dots" on marketing concepts. Before fall 2020, faculty revised the MAR 1511 course to include new supplemental readings. Additionally, the course assignments were heavily revised so that students worked with the same fictitious company and product/service throughout the course, culminating in the final marketing plan for this product/service. As can be seen from the results of PLO 4 this year, this change was effective in helping students better understand marketing concepts, with 92.5% of students achieving performance goals.

PLANS FOR FUTURE ASSESSMENT

How, if at all, will your assessment plan for the program change for the upcoming academic year? Why?

BUS 1280 will be used instead of ACT 1201 to measure PLO 1. This course is offered in online and traditional formats, and will provide an additional opportunity to compare instruction across modalities. The final project in BUS 1280 also incorporates a 10 minute oral presentation and will thus provide the opportunity to evaluate both written and oral communication skills.

APPEND ALL ASSESSMENT INSTRUMENTS HERE

Please include descriptive titles along with all instruments included.

If this was a real report, I would append the following documents:

- The project description (given to students) for the ACT 1201 project
- The rubric used to evaluate the ACT 1201 project
- The project description (given to students) for the MAR 1511 project
- The rubric used to evaluate the MAR 1511 project
- The paper requirements (given to students) for the BUS 2990 paper
- The rubric used to evaluate the BUS 2990 paper

Appendix E: PLO assessment plan and report rubric

Assessment plan and report rubric

Program name:

Year:

Category	Component	Exemplary	Adequate	Developing
Assessment Plan				
Outcomes	Student learning outcomes	<input type="checkbox"/> At least 3 LOs identified <input type="checkbox"/> All outcomes clearly stated <input type="checkbox"/> All outcomes measurable <input type="checkbox"/> All outcomes appropriate for program and level	<input type="checkbox"/> At least 3 LOs identified <input type="checkbox"/> Most outcomes clearly stated <input type="checkbox"/> Most outcomes measurable <input type="checkbox"/> Most outcomes appropriate for program and level	<input type="checkbox"/> Fewer than 3 LOs identified <input type="checkbox"/> Most outcomes vague or unclear <input type="checkbox"/> Most outcomes not measurable <input type="checkbox"/> Most outcomes not appropriate for program and level
Assessment plan	Assessment descriptions	<input type="checkbox"/> Direct measures used for all LOs <input type="checkbox"/> All LOs assessed <input type="checkbox"/> Assessments clearly measure relevant LOs <input type="checkbox"/> Assessments clearly described <input type="checkbox"/> All assessment tools provided as appendix	<input type="checkbox"/> Direct measures used for all LOs <input type="checkbox"/> All LOs assessed <input type="checkbox"/> Assessments usually measure relevant LOs <input type="checkbox"/> Some assessment descriptions lack detail <input type="checkbox"/> Most assessment tools provided as appendix	<input type="checkbox"/> Indirect measures used for 1 or more LOs <input type="checkbox"/> Not all LOs assessed <input type="checkbox"/> Assessments do not clearly measure relevant LOs <input type="checkbox"/> Assessments described vaguely <input type="checkbox"/> No or few assessment tools provided as appendix
	Performance goals	<input type="checkbox"/> Specific and measurable goals for all assessments <input type="checkbox"/> Goals aligned with assessment methods <input type="checkbox"/> Meaningful rationale provided for goals <input type="checkbox"/> Goals are realistic	<input type="checkbox"/> Specific and measurable goals for most assessments <input type="checkbox"/> Goals generally aligned with assessment methods <input type="checkbox"/> Some rationale provided for goals <input type="checkbox"/> Goals are generally realistic	<input type="checkbox"/> Vague, difficult to measure goals <input type="checkbox"/> Goals not provided for all assessments <input type="checkbox"/> Goals not aligned with assessment methods <input type="checkbox"/> Arbitrary goals <input type="checkbox"/> Goals not realistic
Category	Component	Exemplary	Adequate	Developing
Assessment Report				

Results	Results	<input type="checkbox"/> Results reported for all assessments in appropriate level of detail <input type="checkbox"/> Results well-organized <input type="checkbox"/> Results align with assessment methods <input type="checkbox"/> Results clearly indicate whether performance goals were met <input type="checkbox"/> Results presented numerically	<input type="checkbox"/> Results reported for all assessments <input type="checkbox"/> Some attempt made to organize results <input type="checkbox"/> Results generally align with assessment methods <input type="checkbox"/> Usually possible to determine whether performance goals were met <input type="checkbox"/> Most results presented numerically	<input type="checkbox"/> Results not reported for all assessments Disorganized <input type="checkbox"/> Results do not align with assessment methods <input type="checkbox"/> Results do not indicate whether performance goals were met <input type="checkbox"/> Vague, non-numeric information provided <input type="checkbox"/> Results are questionable
	Analysis	<input type="checkbox"/> Clear analysis of assessment results <input type="checkbox"/> Analysis ties directly to assessment results <input type="checkbox"/> Discusses results in light of program and student strengths/weaknesses <input type="checkbox"/> Identifies changes needed based on results	<input type="checkbox"/> Generally clear analysis of assessment results <input type="checkbox"/> Most of analysis ties to assessment results <input type="checkbox"/> Some analysis of implications of results for program <input type="checkbox"/> Some changes suggested do not align with assessment results	<input type="checkbox"/> Little to no attempt to analyze results, or analysis does not align with assessment results <input type="checkbox"/> No suggested changes
Actions	Planned actions	<input type="checkbox"/> All planned actions listed for all results where applicable <input type="checkbox"/> All planned actions specific <input type="checkbox"/> All planned actions relate directly to student learning <input type="checkbox"/> All planned actions clearly tied to assessment results <input type="checkbox"/> Clearly indicates timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions is appropriate and valid and explained in sufficient detail	<input type="checkbox"/> Planned actions listed for most results when applicable <input type="checkbox"/> Most planned actions specific <input type="checkbox"/> Most planned actions relate to student learning <input type="checkbox"/> Planned actions tied loosely to assessment results <input type="checkbox"/> Some lack of clarity/detail on timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions generally appropriate and valid but lacking detail	<input type="checkbox"/> No planned actions for the majority of results <input type="checkbox"/> Most planned actions vague <input type="checkbox"/> Most planned actions do not relate directly to student learning <input type="checkbox"/> Planned actions not linked to assessment results <input type="checkbox"/> Little information about timeline and responsibility for planned actions <input type="checkbox"/> Plan for re-assessing effect of actions missing or invalid

	Effect of actions	<input type="checkbox"/> Actions taken based on previous assessment results clearly described <input type="checkbox"/> Provides empirical evidence about how these actions affected student learning	<input type="checkbox"/> Actions taken based on previous assessment results described, but some descriptions vague <input type="checkbox"/> Provides empirical and anecdotal evidence about how these actions affected student learning	<input type="checkbox"/> No actions taken based on assessment results described, or descriptions of actions are vague <input type="checkbox"/> Provides only anecdotal evidence about how these actions affected student learning
	Assessment changes (if applicable)	<input type="checkbox"/> Changes clearly linked to shortcomings in previous methods and processes <input type="checkbox"/> Changes clearly described <input type="checkbox"/> Changes likely to improve quality of assessment	<input type="checkbox"/> Changes generally linked to shortcomings in previous methods and processes <input type="checkbox"/> Description of changes vague at times <input type="checkbox"/> Some changes seem arbitrary and unlikely to improve quality of assessment	<input type="checkbox"/> Changes not linked to shortcomings in previous methods and processes <input type="checkbox"/> Very little detail provided about changes <input type="checkbox"/> Changes arbitrary and unlikely to improve quality of assessment

Note. Each section receiving a check in the “developing” category must be revised.

Comments:

Decision

- | | |
|---|--|
| <input type="checkbox"/> Accept, report exemplary | <input type="checkbox"/> Revise and resubmit, minor changes needed |
| <input type="checkbox"/> Accept, several minor issues | <input type="checkbox"/> Revise and resubmit, major changes needed |

