

SACSCOC Update

Academic Units

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University of Florida

September 12, 2013

Our Goals for this Session

Update on SACSCOC Off-Site Review and On-Site Visit

Data analysis of the 2011-12 Undergraduate *Compliance Assist!* data

Review *Compliance Assist!* reporting fields

Introduce, describe, and explain the data reporting template for SLO and goals reporting

Share examples of good data reporting from UF programs

Update – SACSCOC Off-Site and On-Site Visits

Cheryl Gater, Director, SACSCOC Accreditation

SACSCOC Review Calendar

- November 5-8, 2013: Off-Site Review
 - December/January – Focused Report due, UF's response to off-site review committee report
- Mid January 2014 (4-6 weeks prior to site visit): QEP Due

SACSCOC Review Calendar

- February 18-20, 2014: On-Site Review
 - July 2014: UF's Response to On-Site Committee report
- December 5-9, 2014: SACSCOC Board of Trustees Review and final recommendations

SACSCOC On-Site Review

February 18-20, 2014

- End of January, early February – We should have a general idea of meetings requested by the review committee.
 - *Be prepared for last minute requests – Especially Day 1*
- UF off-campus education site visits will occur typically Sunday or Monday before the official on-site review dates. Site visits TBD, but we should know a few weeks in advance.

SACSCOC On-Site Review

February 18-20, 2014

- Day 1 – Tuesday, February 18 – Starts late morning
 - Committee focuses on completing its review of all of the compliance issues stemming from standards marked “non-compliance” or “did not review” by the off-site review committee
 - Committee conducts interviews and requests any necessary further documentation
 - *Be prepared for last minute requests that have to be completed quickly*

SACSCOC On-Site Review

February 18-20, 2014

- Day 2 – Wednesday, February 19
 - Committee focuses on the QEP
 - UF makes formal presentation of QEP
 - Committee conducts QEP interviews
- Day 3 – Thursday, February 20 – concludes by mid-morning
 - Committee presents its findings to UF leadership at the Exit Conference

Analysis of 2011-12 Undergraduate *Compliance* *Assist!* Data

Rajeeb Das, Senior Assessment and Evaluation Specialist

Methodology

- *Compliance Assist!*
- Undergraduate catalog
catalog.ufl.edu/ugrad/1112
- Academic Assessment Plans downloaded from the approval system approval.ufl.edu

My Dashboard - Planning Items

My Roles University Strategic Plan Division/Unit Plans **Assessment Plans**

Table Filtered By: Fiscal Year FY 2011-12
Program Missions, Program Goals, Student Learning Outcomes
[Edit Filter](#)

	Number	Name	Start	End
University of Florida Academic Affairs Academic Colleges College of Agricultural & Life Sciences Agricultural & Biological Engineering Agricultural & Biological Engineering (MS)	2011-12 PG 1	Advanced Training, Improved Marketability, and Awareness of Engineering Decision Impacts	7/1/2011	6/30/2012
Agricultural & Biological Engineering (PHD)	2011-12 PG 2	Provide graduates with advanced skills in research and analysis	7/1/2011	6/30/2012
Agricultural Operations Management (BS)	2011-12 PG 3	Increase the level of communication skills and ethical awareness	7/1/2011	6/30/2012
Packaging Science (BS)	2011-12 PG 4	Expose students to latest computer-related technology	7/1/2011	6/30/2012
Agricultural Education & Communication Agricultural Education & Communication (B	2011-12 SLO 1	Thorough understanding of mathematics, science, and engineering principles	7/1/2011	6/30/2012
Agricultural Education & Communications (2011-12 SLO 2	Apply, analyze and synthesize content knowledge	7/1/2011	6/30/2012
Agronomy Agronomy (MS)				
Agronomy (PHD)				

UF Academic Approval Tracking
UNIVERSITY OF FLORIDA

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Welcome

Welcome to the new site for Academic Approval Tracking. This site contains information and instructions on how to obtain official approval for proposals to add, change or terminate degree programs, certificates, curriculum changes and courses. If you would like to submit an approval request please choose from one of the options below.

- Undergraduate
 - Courses - New courses, changes, terminations of an existing course
 - Certificate Programs - New certificates or changes to an existing certificate program
 - General Education, Writing and Math Requirements - Application for courses to satisfy a general education requirement
 - Academic Learning Compact/Academic Assessment Plan - Update, revise, or submit new Academic Learning Compacts or Academic Assessment Plans for undergraduate programs or certificates
 - Curriculum Changes - New minors/tracks; changes to majors/minors/tracks, critical tracking, eight semester plan
 - Degree Programs - New degree programs, terminate, suspend, or reactivate an existing program.

Findings

- 118 undergraduate degree programs in 2011-12
- 65% of programs had the same number of SLOs in the undergraduate catalog, Academic Assessment Plan, and *Compliance Assist!*
- 35% did not
 - Example: Anthropology listed 20 SLOs in the catalog, 14 in the AAP, and 7 in *CA!*

2011-2012 Undergraduate Program	SLOs Agree	iA=Inadequate Ass		CA!
		AAP	Catalog	
Classical Studies	No	4	4	1
Computer Science	No	6	6	0
Criminology & Law	Yes			5
East Asian Languages & Literatures	No	6	6	0
Economics	No	8	8	0
English	Yes			5
Film & Media Studies (IDS)	No	4	4	3
French & Francophone Studies	Yes			4
Geography (BA)	No	5	5	7
Geography (BS)	No	5	6	6
Geology (BA)	Yes			7
Geology (BS)	No	8	8	5
German	No	4	4	2
History	No	5	5	4
International Studies	No	3	3	4
Jewish Studies	Yes			5
Latin American Studies (IDS)	No	6	6	2
Linguistics	Yes			5
Mathematics (BA)	Yes			4
Mathematics (BS)	Yes			4
Marine Sciences (IDS)	No	4	0	0
Medieval & Early Modern Studies (IDS)	Yes			3
Middle Eastern Languages & Cultures (IDS) Arabic	Yes			3
Middle Eastern Languages & Cultures (IDS) Hebrew	Yes			3
Modern European Studies (IDS)	No	3	4	2
Neurobiological Sciences (IDS)	Yes			4
Philosophy	Yes			7
Physics (BA)	No	4	4	0
Physics (BS)	No	4	4	0
Political Science	Yes			3
Portuguese	No	3	4	4
Psychology	Yes			4
Religion	Yes			4
Russian	Yes			4
Sociology	Yes			5
Spanish	No	3	4	4
Sustainability Studies	No	8	8	0
Statistics	Yes			3
Women's Studies	No	0	5	5
Zoology	No	5	5	3

Findings

- Most frequent citations in descending order
 - Inadequate Results
 - Inadequate Use of Results
 - No data reported at all
- Almost all programs would benefit from clearer descriptions of reported data
- CA! data should stand alone and be understood outside the unit

2011-2012 Undergraduate Program	SLO1	SLO2	SLO3	SLO4	SLO5
Agricultural Education & Communication	iR				
Agricultural Operations Management	iR	iR	iR		
Animal Sciences	iR	iR	iU		
Entomology & Nematology	iR	iR	iR		
Environmental Management in Ag & Natural Resources					
Environmental Science	iR,iU	iR,iU	iR,iU	iR,iU	
Family, Youth & Community Sciences	iR,iU	iR,iU	iR,iU	iR,iU	
Food & Resource Economics	iR	iR	iR		
Food Science & Human Nutrition-Food Science	iR,iU	iR,iU	iR,iU	iR,iU	iR,iU
Food Science & Human Nutrition-Dietetics	iR,iU	iR,iU	iR,iU	iR,iU	
Food Science & Human Nutrition-Nutritional Sciences	iR	iR,iU	iR,iU	iR,iU	iR,iU
Forest Resources & Conservation	iR	iR	iR		
Geomatics	iR,iU	iR,iU	iR,iU		
Horticultural Science	iR,iU	iR,iU	iR,iU	iR,iU	iR,iU
Marine Sciences					
Microbiology & Cell Science (shared with CLAS)			iR		
Natural Resource Conservation	iR,iU	iR,iU	iR,iU		
Plant Science	iR,iU	iR	iU	Data for BA	
Soil & Water Science					iU
Wildlife Ecology & Conservation	iU	iU	iR,iU		

Data Reporting for 2012-13 SLOs and Program Goals

Timothy S. Brophy, Professor and Director of Institutional
Assessment

Reporting Fields Entry - Program Goals

- State the measurement method here




Evaluation Method

 Sources can be added to this field after this new program goal has been saved.

- Briefly state your results
- Include or attach your data in summary form




Results

 Sources can be added to this field after this new program goal has been saved.

- State who reviewed the results
- Refer to the results that were reviewed
- State actions to be taken in the *past tense*






Use of Results

 Sources can be added to this field after this new program goal has been saved.

Reporting Fields - Student Learning Outcomes Assessment Methods

List the assignment, exam, project, etc.
If this is a sample, describe the sampling procedure used



<input type="checkbox"/> Assessment Method
<input type="button" value="Edit"/>
 Sources can be added to this field after this new student learning outcome has been saved.
<input type="checkbox"/> Results
<input type="button" value="Edit"/>
 Sources can be added to this field after this new student learning outcome has been saved.
<input type="checkbox"/> Use of Results
<input type="button" value="Edit"/>
 Sources can be added to this field after this new student learning outcome has been saved.

Reporting Fields –

Student Learning Outcomes – Results

- Enter the criterion for success. The “criterion for success” is the minimum percentage of students who pass the assessment that you consider to be acceptable for your program. *If the criterion is less than 70%, provide a rationale.*
- State: “X number of students passed the assessment out of a total of Y students, for a percentage of Z%”.
- State: This meets/does not meet the criterion for success.
- Attach the data you shared with your faculty (student names redacted). NOTE: Please have raw data available in case it is requested.

Assessment Method

Edit

Sources can be added to this field after this new student learning outcome has been saved.

Results

Edit

Sources can be added to this field after this new student learning outcome has been saved.

Use of Results

Edit

Sources can be added to this field after this new student learning outcome has been saved.

Reporting Fields – Student Learning Outcomes - Results

[-] Assessment Method

Edit

i Sources can be added to this field after this new student learning outcome has been saved.

[-] Results

Edit

i Sources can be added to this field after this new student learning outcome has been saved.

[-] Use of Results

Edit

i Sources can be added to this field after this new student learning outcome has been saved.

- State who reviewed the results.
- Refer to the results that were reviewed.
- State actions taken in past tense.

Examples of Data Reporting

HHP Athletic Training

(SLO 1 is shown as an example)

2011-12 SLO1

- Demonstrate proper injury/illness prevention, clinical evaluation and diagnosis, treatment, rehabilitation and documentation strategies required of an athletic trainer.

Assessment Method:

- Final Clinical Evaluation (end of semester) for ATR 4812 (Fall), ATR 4822 (Spring), ATR 4832 (Fall), ATR 4842 (Spring)

Results:

- Benchmarks met (see summary data reports); ATR Steering Committee Review: 1 student remediation plan developed (ATR 4812 fall/ ATR 4822 spring), program removal recommended after spring data (ATR 4822)
- [AT Summary Data](#)

Use of Results:

- Documented success and satisfactory level of skill retention/knowledge. Decided that students not meeting benchmarks must have a case review by AT Steering Committee (recommendations may include remediation, clinical experience modification or program removal)

CLAS Linguistics

(SLO 1 is shown as an example)

2011-12 SLO1

- Knowledge of the concepts related to phonetics and phonology (sounds and sound systems)

Assessment Method:

- Obtain a grade of C or higher on the critical assignment from LIN3201 (Field Methods Project), graded according to departmental rubric)

Results:

- Of 88 students from Fall 2008-Summer 2010, 7 students graduated without satisfying requirement; at least 2 passed Lin3201 without turning in the assignment used for the SLO

Use of Results:

- Discussed at faculty meeting, but no changes adopted

PHHP Communication Sciences & Disorders

(SLO 1 is shown as an example)

SLO₁ :

- Apply theories and principles of basic acoustics/psychoacoustics, anatomy and physiology of speech/hearing, neuroanatomical/physiological bases of speech and normal language development

Assessment Method:

- Assessed in
 - Written Exams within SPA 4250, SPA 4400, SPA 4302
 - Summative Assessment in final semester

Results:

- I. Performance on Exams Within Courses during 2011-12:
 - SPA 4250: 95.2% of 62 students met passing criterion (75%) on exams assessing SLO 1
 - SPA 4400: 98.1% of 55 students met passing criterion (75%) on exams assessing SLO 1
 - SPA 4302: 96.7% of 91 students met passing criterion (75%) on exams assessing SLO 1
- II. Summative Assessment:
 - 70% of students taking the summative assessment during 2011-12 year met passing criterion on questions relating to SLO 1

PHHP Communication Sciences & Disorders

(SLO 1 is shown as an example)

Use of Results:

- Performance on the summative assessment was comparatively low to the within course assessments, suggesting that retention of application abilities is a concern. Given that this is a pre-professional program, the need to retain knowledge and skills in this area beyond the confines of a single course is clear.
- To enhance the retention of knowledge and skills in this area, we advised instructors to:
 - encourage students to decompartmentalize their learning, and
 - overtly emphasize the applicability of knowledge across courses and for the practice of the professions.
 - In the observation course, increase the emphasis on application of knowledge gained from earlier coursework in the journals the students create to reflect on their observations of certified clinicians engaged in clinical practice.

Thank you