STETSON UNIVERSITY

# ASSESSMENT OF INSTRUCTIONAL UNITS ANNUAL REPORT

INSTITUTIONAL RESEARCH & EFFECTIVENESS
OCTOBER 2020

Assessment Overview

Assessment of student learning at Stetson is rooted in our mission and values and the focus areas they include. Assessment of student learning in the academic units is particularly closely linked to Stetson's core value of Intellectual Development. Stetson maintains its commitment to continuous improvement by engaging all undergraduate and graduate academic programs in assessment of student learning. Academic programs are continually improved by using the results of assessment to make improvements to curricula, instruction, and the assessment process itself.

Institutional Research & Effectiveness (IRE) is responsible for oversight of assessment of educational programs and administrative units at Stetson. In this capacity, IRE oversees collection of assessment documentation and provides educational programs with templates, guidance, and consultation. To facilitate consistent collection of program level assessment data, IRE maintains an annual assessment process comprised of two parts: an assessment plan and an assessment report. Templates for the assessment report, assessment plan, an assessment calendar, and an Instructional Assessment Guide are available on the IRE Assessment website.

The process, as shown in the figure below, applies to all undergraduate and graduate programs, regardless of location or delivery method.
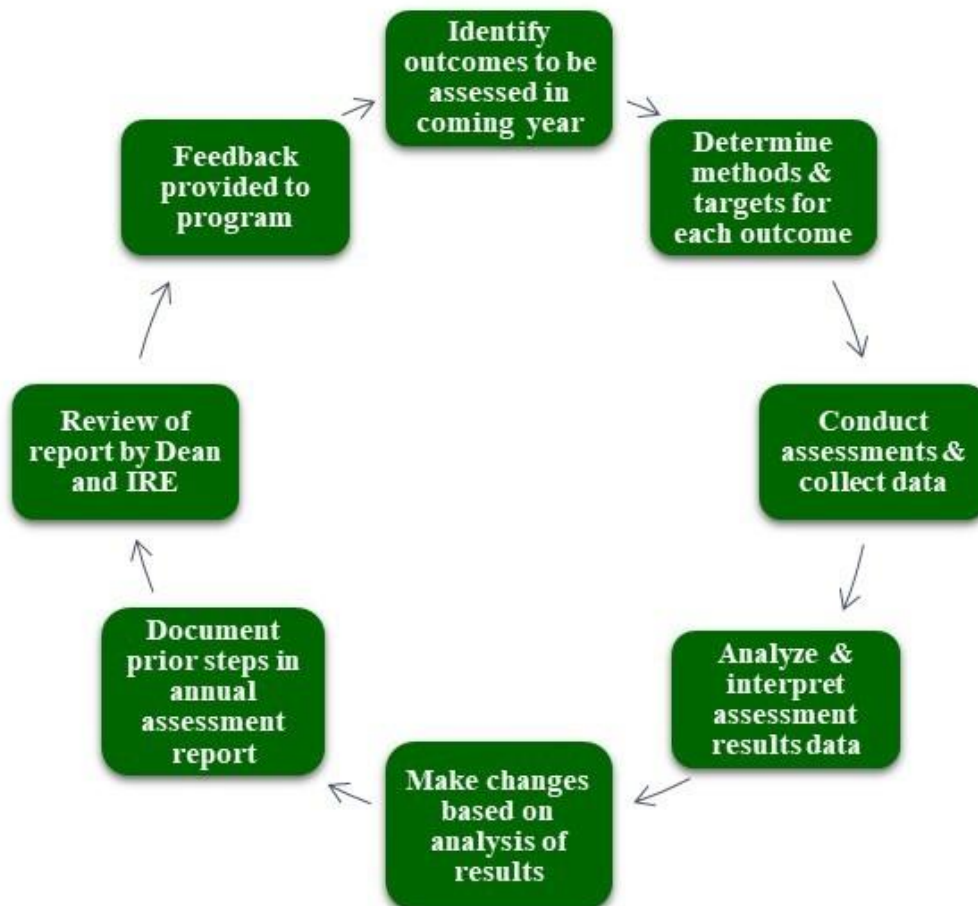
OVERALL IMPROVEMENT

The 2020 assessment collection cycle demonstrated a substantial improvement in participation in the assessment process across all colleges and schools compared to the prior year. Overall, 91% of all eligible programs across each college/school submitted assessment reports in 2020. A small number of programs were deemed ineligible due to revision/development of outcomes during the assessment report year that precluded effective reporting on changes. Stand-alone minor programs, who had not been asked to participate in the assessment process in the prior year, were also considered ineligible to submit a report in 2020. For example, six of the seven College of Law programs were developing new outcomes in the 2019-20 year and therefore unable to submit assessment reports; however, all 7 programs were eligible to submit 20-21 assessment plans.
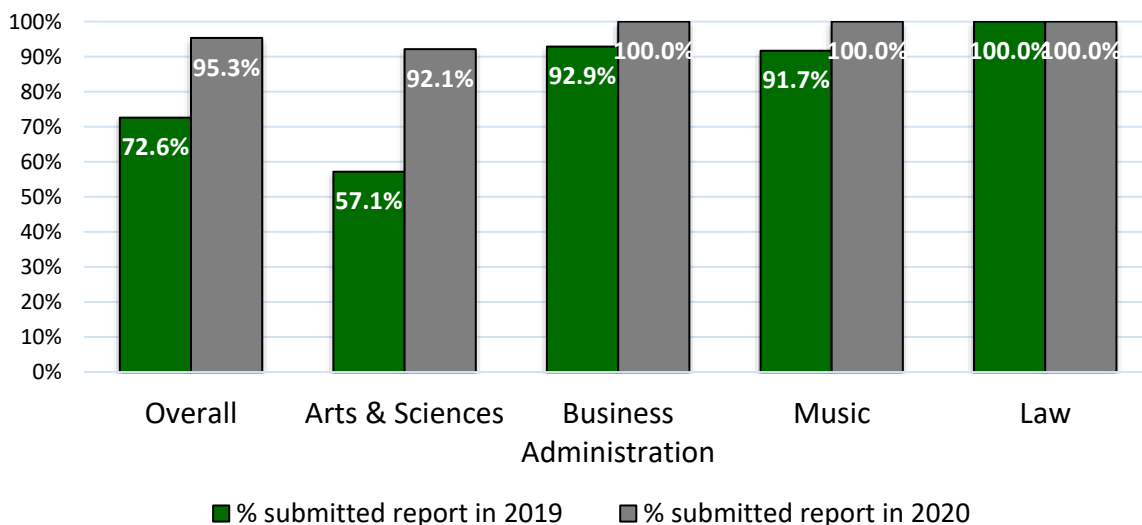
The 2020 report cycle (95% of reports submitted) yielded substantial gains over the 69% of eligible programs who submitted reports in 2019. This shift can be largely attributed to increased participation by the College of Arts and Sciences, up by 35% over the prior year submissions.

2020 Assessment Cycle Submission Summary

|	Number eligible to submit report in 2020	Number submitted report in 2020	Percent submitted report in 2020	Number eligible to submit plan in 2020	Number submitted plan in 2020	Percent submitted plan in 2020
Overall	64	61	95.3%	78	78	100.0%
Arts & Sciences	38	35	92.1%	46	46	100.0%
Business Administration	13	13	100.0%	13	13	100.0%
Music	12	12	100.0%	12	12	100.0%
Law	1	1	100.0%	7	7	100.0%

The chart below shows the improvement in submission of assessment reports overall, as well as by college/school, in the 2020 assessment cycle, as compared to the prior cycle in 2019.

Assessment Report Submission: 2019 Compared to 2020

	Overall	Arts & Sciences	Business Administration	Music	Law
% submitted report in 2019	72.6%	57.1%	92.9%	91.7%	100.0%
% submitted report in 2020	95.3%	92.1%	100.0%	100.0%	100.0%

As shown in the chart below, an even more substantial gain was achieved in submission of assessment plans with the 2020 cycle. All eligible programs (100%) across each college/school submitted assessment plans in 2020. This represents a massive gain in the percent of assessment plans submitted by the College of Arts and Sciences; 100% in 2020 compared to 46% in the prior 2019 assessment cycle.

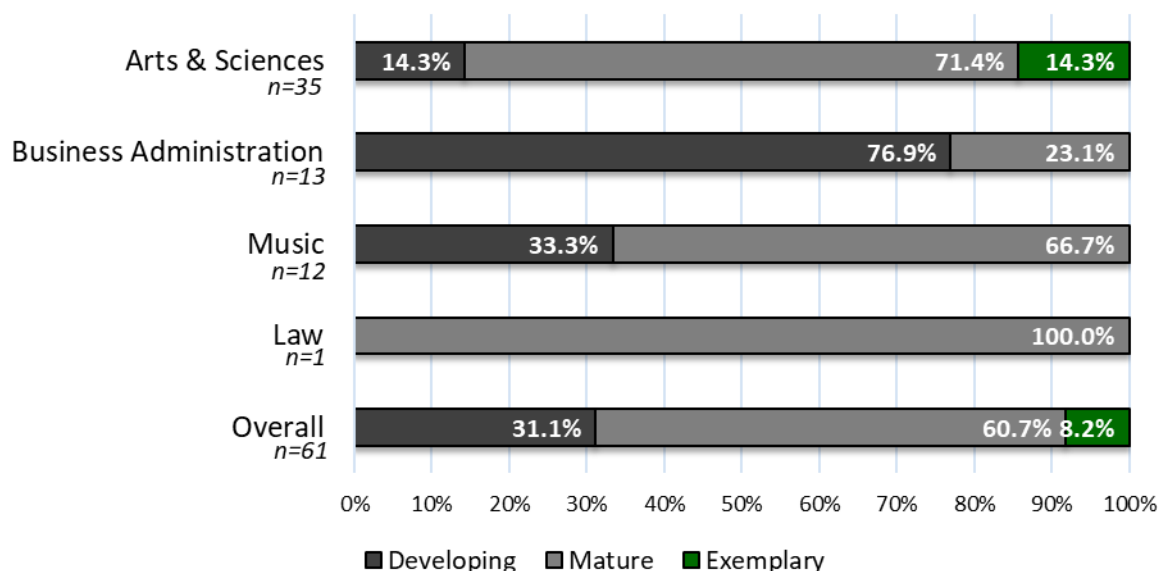## Assessment Plan Submission: 2019 Compared to 2020
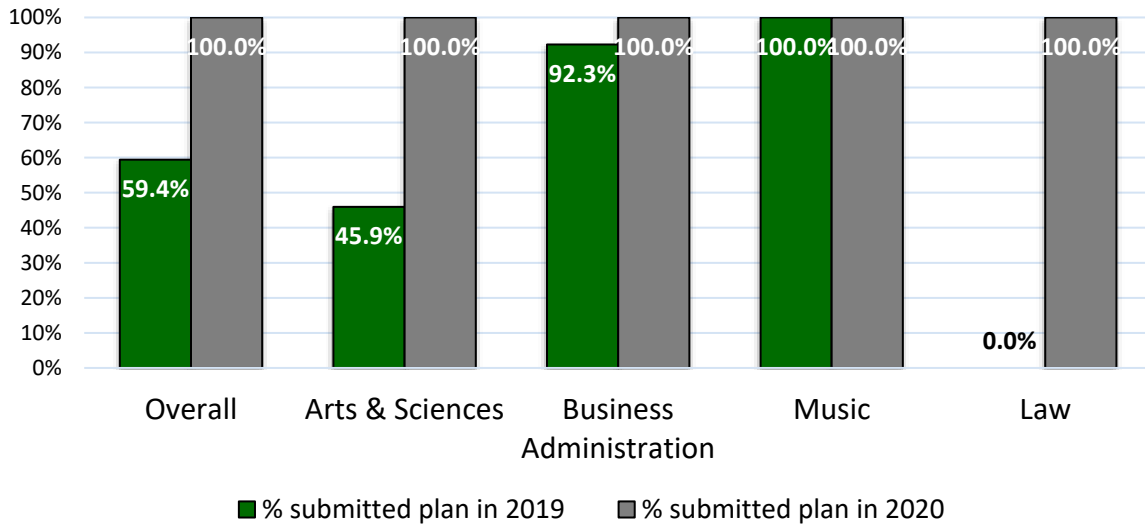
Although participation is critical, so too is ensuring programs are assessing outcomes appropriately. To evaluate the overall maturity of program-level assessment, a review of each assessment report and plan received was conducted by Institutional Research and Effectiveness. Review rubrics were developed and used to evaluate the overall maturity of assessment reports and plans (see Appendix A). The assessment report rubric was evaluated each report on seven metrics: goal identification, definition of goal target, assessment methods, results, achievement of target, discussion of results, and use of results for improvement. Assessment plans were evaluated on four metrics: goal identification, rationale for goal, assessment methods, and defined data sources. Each of these elements was evaluated on a 3-point rubric scale, with Developing = 1, Mature = 2, and Exemplary = 3.

From these individual element scores, an average overall assessment score for the document, ranging from 0 to 3, was calculated representing the overall assessment maturity of the program. Overall scores of 2.5 or higher were categorized as exemplary, scores of 2.0 to 2.49 were considered mature, and scores below 2.0 were deemed developing.

Distribution of reports submitted in the 2020 assessment cycle by overall assessment maturity level category are shown below.

Evaluation of 2019-20 Assessment Reports

	Developing	Mature	Exemplary
Arts & Sciences (n=35)	14.3%	71.4%	14.3%
Business Administration (n=13)	76.9%	23.1%	
Music (n=12)	33.3%	66.7%	
Law (n=1)		100.0%	
Overall (n=61)	31.1%	60.7%	8.2%

As formal revisions to the assessment process were implemented in 2018 to make the process more consistent across programs, for many programs reporting via the revised assessment report and plan form templates is still a relatively new process. At most, the documents submitted in 2020 and evaluated here reflect the second submission of assessment reports for a program. Thus, it is not expected that all programs would demonstrate high levels of assessment maturity in their reports at this point in time. Although the majority of programs were found to be mature or developing, four programs submitted exemplary assessment reports: Chemistry, Philosophy, Physics, and Sociology.
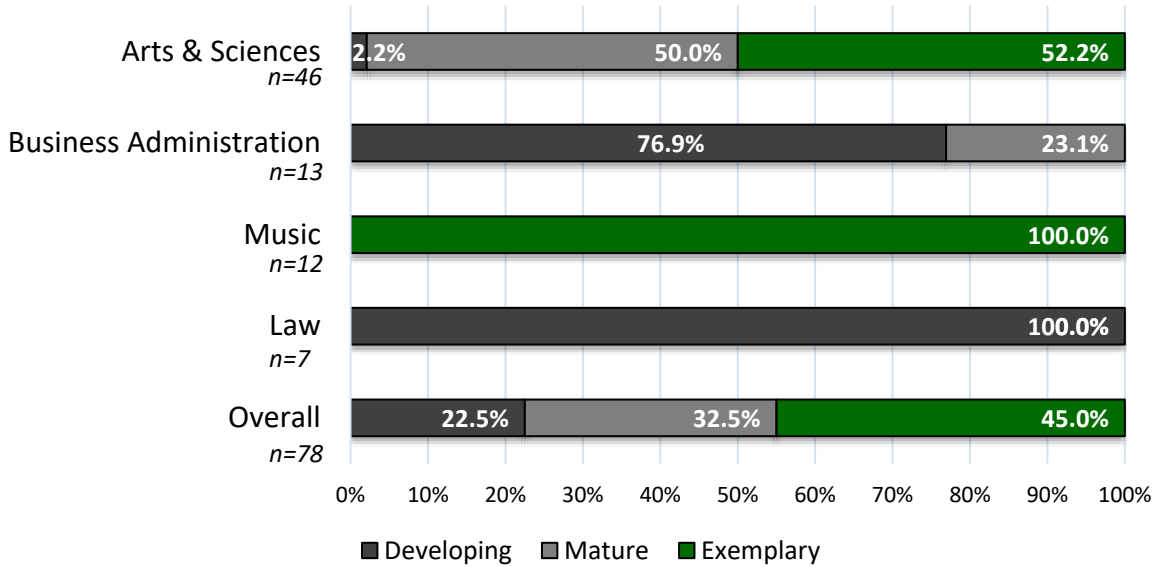
Given the detailed IRE submission review process implemented this year, which identifies specific aspects of assessment in need of improvement and provides targeted comments to programs on how to improve their processes, we anticipate more robust assessment reports in the next cycle.

As this is the first year the 3-point rubric reviews were used for evaluation, there is no maturity comparison data to the prior year. The data shown here for the reports and plans collected in 2020 will serve as baseline data for future comparison. Reports and plans received in 2021 will be evaluated using the same rubrics and compared to the 2020 scores to examine the extent of improvements made in assessment maturity over the coming year.

Although a number of programs struggled with their assessment reports, many fared better in defining their assessment plans for 2020-21, with a number of programs submitting exemplary plan documents. Given the high-quality of the plans submitted, we expect to see a higher percentage of reports submitted next year in the mature or exemplary categories.

Distribution of plans submitted in the 2020 assessment cycle by overall assessment maturity level category are shown below.
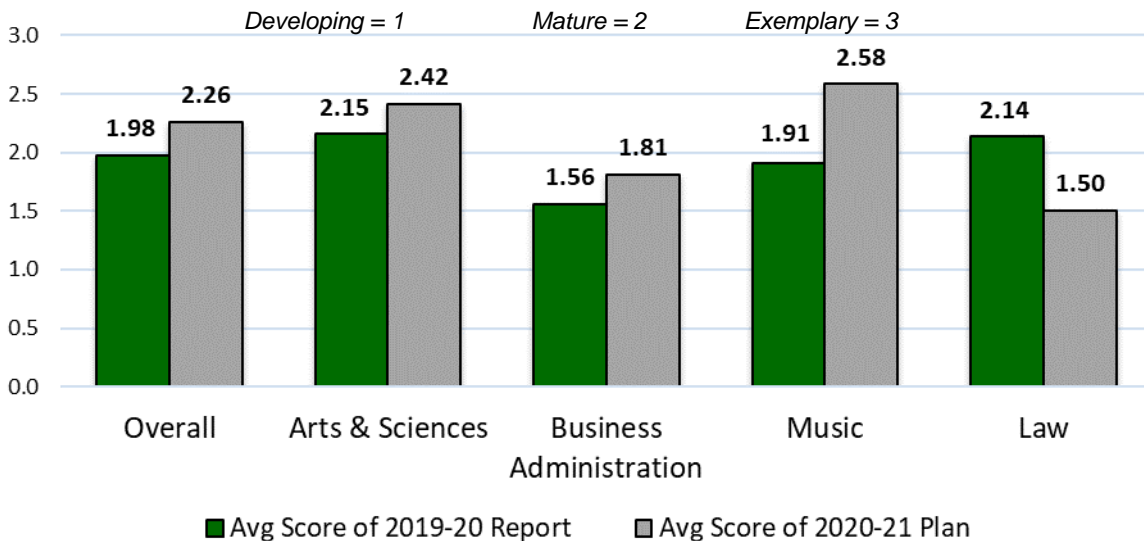
Evaluation of 2020-21 Assessment Plans

Arts & Sciences
n=46
2.2% | 50.0% | 52.2%

Business Administration
n=13
76.9% | 23.1%

Music
n=12
100.0%

Law
n=7
100.0%

Overall
n=78
22.5% | 32.5% | 45.0%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Developing ■ Mature ■ Exemplary

As noted earlier, each assessment report and plan were given an overall assessment maturity score on a scale of 1 to 3, with 1 representing a developing assessment maturity level and 3 representing an exemplary assessment maturity level. Average assessment maturity scores are shown below by college/school.

An average score of 2.0 or higher indicates that the majority of programs within the college/school were found to demonstrate assessment maturity levels of mature or exemplary. Colleges/schools with an average score below 2.0 indicate that a number of programs within that college/school demonstrated developing levels of assessment maturity.

Evaluation of Instructional Assessment Reports & Plans: Average Assessment Maturity Score

Developing = 1   *Mature = 2*   *Exemplary = 3*

	Overall	Arts & Sciences	Business Administration	Music	Law
Avg Score of 2019-20 Report	1.98	2.15	1.56	1.91	2.14
Avg Score of 2020-21 Plan	2.26	2.42	1.81	2.58	1.50

■ Avg Score of 2019-20 Report   ■ Avg Score of 2020-21 Plan

EXAMPLES OF IMPROVEMENTS MADE AS A RESULT OF 2019-20 ASSESSMENT FINDINGS

In addition to evaluating the overall quality of assessment, IRE also extracted and categorized examples of changes that demonstrated effective use of assessment data to support program improvement. Seven category codes, shown below, were used to organize the reported program improvements.

Codes for Changes Made by Instructional Programs			
1 Curricular change	3 Pedagogy	5 Assessment method	7 Development/training
2 Course revision	4 Process Revision	6 Assessment criteria	

1-Curriculuar change (15% of reports)

College of Arts & Sciences

- In response to our assessment, we plan to make changes to our program to address the structure and reference issues we identified during this assessment. First, we would like to increase student's exposure to scientific research papers, beginning early in the curriculum. Second, we would like to focus on the introduction for the article earlier in the capstone sequence. This leads to changes in three courses. To help students step back and think about the overarching concepts in their projects and develop a stronger introduction to their papers, we will add an assignment into PHYS 498 where students will submit a revision of the Introduction section to their article, this will build on work they completed as part of PHYS 497 Senior Project Proposal. [Physics]

- We will use the results and what we have learned about the shortcomings of the assessment process to draft of our new curriculum map, to scaffold theory and research throughout our curriculum, and to inform future assessment. [Sociology & Anthropology]

- Assessment results from spring 2017 and spring 2020 will inform the creation of the program's mission statement, the new introductory course, a curriculum map, advising plans, and an assessment plan and schedule, as well as inform the modification of the social science SLOs and scaffolding of the major. [Social Science]

School of Business Administration

- We are pleased with the outcome of this learning objective. Moving forward, our plan is to keep this a focus in ENTP 307 and to then build on it in subsequent courses. For example, the research project in ENTP 405 is going to be a continuation of the research project that the students started in ENTP 307. [Entrepreneurship]

- Additional attention will be placed on methods for reinforcing the use of supporting evidence (quantitative and qualitative) when analyzing various strategic alternatives in order to make a recommendation. Emphasis will be encouraged across marketing courses, especially in the new marketing course being added for majors. [Marketing]

College of Law

- The College of Law has increased the number of sections of Multistate Strategies and Survey of Florida law. Of the most recent graduating class, 73% took the Multistate Strategies class. [JD]

2-Course revision (23% of reports)

College of Arts & Sciences

- Developing an assignment that all juniors will complete that will not have faculty input/ mentorship. Instead the assignment will provide an experimental scenario that students utilize to propose an experimental study. [Biology]

- Plan to include classroom instruction on writing and presenting a research conclusion in CHEM 499 and provide instructor feedback on student conclusion drafts and presentations prior to the completion of the capstone CHEM 499 paper and presentation. [Chemistry & Biochemistry]

- Adding additional assignments in core content in the areas assessed by the state, providing support to Tier 1 students from our Tier 2 and 3 students who had previously completed the state assessment. [Elementary Education]

- Redesigned the curriculum in EDUC 546: Human Resource Development to include more theory to practice as this is the course that primarily covers the Subtest 2. [Educational Leadership]

- Based on this year's data, will add more opportunities for FELE Essay writing with two or more Faculty scoring the students' essays. [Educational Leadership]

- For the fall 2020 JOUR 100 course, we will ask the instructor to give attention and practice to various ways of attributing. We will encourage all faculty teaching JOUR courses to ensure that skill is reviewed and given attention during evaluation of work, especially in upper-division classes, to ensure that it's a skill that's being mastered by the time students leave the program. [Journalism]

- Modifying the Final Project Requirements to include an Afterword, in which students explicate the conceptual parameters of their project. We'll also be articulating some formatting and project parameters, including suggestions for the type of artifacts they may include in their Final Project. [MFA]

- For ENSS 141, effort will be made to introduce the quantitative skills that were assessed in the S19 report earlier in the semester (these skills largely relate to unit conversions), as it seems that many students are having trouble with those skills. [Environmental Studies]

- To address the assessment results for the learning outcome, "to produce an effective scientific report", the department will revisit/ restructure the format of the practice-based internship program, which presents a challenge to produce a scientific research paper; or consider to broaden this specific learning outcome to accommodate other forms of artifacts. [Health Sciences]

- [Results] indicating the opportunity for integrating SLO 2 (Historiography) more intentionally into research-intensive courses as two such RI courses are required before the senior research project. [History]

- We also made revisions to POLI-325 to focus more on the practical use of quantitative analysis, and the three faculty members who teach the course have agreed to use the same syllabus and approach to teaching the course with goal of providing stability across sections of this course and hopefully a noticeable improvement in the knowledge and skills students are learning in this crucial course for our majors. [Political Science].

- Based on the results from our assessment process, we made several specific changes. First, because PUBH 140V has most often taught by adjunct and contingent faculty that are not teaching in the program long-term, there is the possibility of a lack of consistency/uniformity among the different sections. Thus, our first main goal was to try and "unify" the expectations for our course. This included the PUBH 140V faculty choosing a single common textbook that would be utilized in all sections of PUBH 140V (and this will be communicated to future PUBH 140V instructors as well). [Public Health]

- We also will attempt to intentionally offer more comparative insights during our regular classes, so that students learn to think more comparatively. Incorporating this directly (or some close approximation of it) into the course learning objectives of some of our intro courses is one possibility. We will be more intentional about identifying those aspects of our course work which address this SLO. [Religious Studies]

School of Business Administration

- Emphasis will be placed on use and application of professional standards to improve student understanding and additional in-class practice will offer students opportunities to improve this skill. [Accounting-MAcc]

- We have continued to refine the foundational curriculum to improve learning outcomes for usage of tools in advanced coursework. We have strengthened the foundational courses to allow repeated use of advanced analytical software tools, along with standard tools such as Excel and Access throughout the coursework to improve assessment at senior levels. Revisions made to BSAN 398, BSAN383, and BSAN463. [Business Systems & Analysis]

- To improve on the PLO, we are going to dedicate two more class sessions in ENTP 305 to the typology of entrepreneurs. In addition, we are going to implement several articles on the topic. The textbook does not provide enough depth on the topic, so these articles will be used to help fill in the gaps. [Entrepreneurship]

3-Pedagogy change (18% of reports)

College of Arts & Sciences

- The results of these classroom experiences [assessments] in discussion prompted specific changes in the participation aspects of courses. The central insight guiding these changes was that the assignment to read a text in preparation for discussion might be sufficient wording for mature scholars, however, students as scholarly apprentices need guidance to understand the particular steps toward this goal and they need clear grading to encourage their efforts. [American Studies]

- Plan to provide students with written feedback for their presentations so students can process and incorporate suggested improvements without needing to remember specific critiques. Additionally, we plan to develop an assignment in which students will be asked to reflect on their presentation and the associated faculty feedback in the class period after their presentation. [Chemistry & Biochemistry]

- In order to better prepare the students for major courses at sophomore and junior levels, starting in Fall 2020 semester, we introduce a computer science placement exam. [Computer Science]

- From the analysis in this report another recommendation for future course adjustments would be to pair our math majors alongside our applied mathematics majors in the interactive proof writing sessions. [Mathematics]

- Discuss, in greater detail, when, where, and how the skills assessed in this year's assessment are integrated into teaching of PSYC 203 and PSYC 499. This will involve coordination among faculty who teach these courses and, perhaps, integration of new activities or assignments to foster these skills. In particular, we should focus on moving students beyond simply summarizing information from the sources they read to higher-order analysis of this information. [Psychology]

School of Music

- Faculty will initiate more pedagogical discussions earlier in the semester to motivate higher levels of enthusiasm for teaching. [Guitar]

- Faculty will analyze the comments from the individual jury cards and prescribe corrective measures to raise the performance level of the individual students. [Piano]

- Noting the trend in nearly half of the students assessed showing only developing levels of passion for the profession, the following adjustments to the course will made: (1) more in-person observation and assisting in rehearsal in the sophomore year fall semester; (2) implementation of surveys that evaluate how they feel about the profession (twice in MUED 265, once for sophomores in MUED 300, and once in MUED 356 and 357). It is hoped that with these additional data gathering instruments, we will be able to more closely evaluate how the students in the BME are developing in their passion for the profession. [Music Education - Vocal]

- Noting that approximately a third of the students assessed showed only developing levels of passion for the profession, the following adjustments to the course will be made: (1) in the sophomore year fall semester, all Music Education majors will be encouraged to engage in observation of rehearsals, assisting where possible, in preparation for greater assigned engagement in MUED 255. (2) implementation of surveys that evaluate how the students feel about the profession (twice in MUED 265, once for sophomores in MUED 350, and once each in MUED 354 and 355). The information from these additional data gathering instruments will help the faculty to understand and evaluate how the students in the BME are developing in their passion for the profession beyond the current observation approach. [Music Education - Instrumental]

- After analyzing the data from this assessment, faculty are discussing the following changes as it relates to this SLO: (1) begin phasing in the new edition of the textbook in the Fall 2020 semester; (2) implement additional online resources and practice materials through the new textbook; (3) some minor changes will be made to the curriculum to accommodate the additional chapters in the new textbook edition. [BM – Outside Field]

4- Process/Policy revision (2% of reports)

College of Law

- The College of Law changed its Academic Exclusion and Readmission, and Academic Probation policies, effective for the Fall 2018 entering class, to be more rigorous and also to provide for earlier action. The July 2021 bar cohort is the first full cohort that will reflect these changes. [JD]

5-Change in assessment method (21% of reports)

College of Arts & Sciences

- We identified a couple of changes to our assessment methods that would lead to a more effective assessment procedure. First, we will inform the instructors of the courses to be assessed about the content of SLO before a semester begins. This is for them to be able to think about how their course design is aligned with SLO as well as which assignment might be appropriate as the artifact to be assessed early on. Second, we will diversify the types of artifacts beyond a "big" assignment so that we can assess artifacts produced at the various stages of a semester. [Communication & Media Studies]

- Change in assessment process made as a result; inability to effectively assess program using current methods. Program plans to assess this outcome in other level classes in the 2020-21 academic year to address the issue of too few CINF students in the CSCI 311 course currently used for assessment. [Computer Information Systems]

- The assessment process this year has revealed an inherent flaw in the assessment process established in the Creative Arts department. While Creative Arts is a single department, we house four separate curricular programs. Outcomes for those programs must be assessed individually even if certain outcomes are shared by each program.

This is the only reasonable way to determine whether or not a curricular change needs to be made in order to meet an outcome. And if it is determined that a curricular change is necessary, this improved assessment process will reveal which program needs to make the necessary change. [Creative Arts]

- We take these results to confirm that students in ENGL 141-142A courses are performing reasonably well in these new courses, which allows us to return to more intentional assessment work on program-specific courses. ENGL 141/142 will roll into the department's developing long range assessment planning. Assessment in 20-21 will focus on formative work done in the "gateway" courses (ENGL 220, ENGL 240-244). This plan includes developing learning outcomes that will apply to all ENGL students in the course, identifying a scaffolding path through 200 and 300 level courses with a plan for assessment to build to ENGL 499. [English]

- The assessment process helped us to identify gaps in our collection and distribution of artifacts. We're modifying this process, to make it smoother and more accessible. [MFA]

- Our plan is to combine essential learning outcomes for fewer total outcomes and to assess those outcomes every year. We will collect data across both semesters where appropriate and reduce the number of courses where we are collecting assessment data (to ENSS 141 for both Science and Studies separately, ENSS 201 for Studies, ENSS 301 for Science, and ENSS 499 for both Science and Studies separately). These courses are offered every year and also fall entirely within ENSS. This change will allow us to collect more robust data with a higher sample size in a consistent way that will afford the comparisons that we desire. [Environmental Studies]

- To address the low inclusion rate of artifacts, the department will consider a shared data base and reporting system on student research projects, including final paper files, to be updated after each semester. The introduction of an electronic display board dedicated to student research posters, will also assist to collect and retain student project artifacts. [Health Sciences]

- The assessment questions that were developed in the spring 2019 semester were the initial attempt at addressing the SLOs for the program. Even during the process of determining the specific questions we wanted to use to assess or SLOs, it was evident that some instructors had focused more explicitly addressing/achieving the SLOs than others had. Similarly, different instructors had different interpretations of how the SLOs should be addressed. Therefore, the development of the assessment questions themselves allowed the faculty to agree upon the most important concepts in the course and to devote more specific class time to addressing them. While this was potentially successful (based on improved scores from spring to fall 2019), there is still room for improving and refining our teaching. [Public Health]

- This was the first assessment of the new minor program. The course selected from which to obtain artifacts was already underway while we were refining the learning objectives of the program. Therefore, we will endeavor to select artifacts in the future that are a better match for the LOs we are assessing. [Sustainable Food Systems]

School of Business Administration

- Overall – improve alignment of assignment instructions to rubric, for example: Include specific prompt for ethical issues and moral theory addressed from case [MBA]

College of Law

- We have also promoted formative assessment, especially among members of the faculty teaching first-year students. Use of formative assessment has increased. [JD]

6-Change in assessment criteria (11% of reports)

College of Arts & Sciences

- The program has begun a discussion about the effectiveness of the current rubrics and the need to reformulate the rubrics to correspond more accurately and effectively to the current curriculum which consists of in-program courses as well as GS attributed elective courses [Gender Studies]

- Because our artifacts met the mastery level at 100%, we have set a more sophisticated and appropriate goal for this LO for the next assessment cycle (this LO will be assessed in 5 years). The LO is now defined by a revised set of sub-Los [Philosophy]

- Our main goal with this program in 2020-2021 will be to revise the learning outcomes for the program. To that end, new assessment coordinator Sidra Hamidi will work David Hill and Kelly Smith to develop revise our public management assessment, which will be ready for implementation in May of 2021. [Public Management]

- These strong results have been communicated back to participating faculty. They are especially helpful to our junior colleague teaching Introduction to International Relations. The next assessment of this rubric will focus on Cultural and Political Ecology (ENSS 310V), another of the courses where the rubric is introduced. This will assure that the rubric is reflected more broadly across our curriculum. [International Studies]

College of Law

- Outcome 1, Tool 3 was among the College of Law's earliest attempts at selecting a tool for assessment, and implementation of this tool revealed some valuable lessons. The questions that were selected were chosen without reference to, and without having information regarding, how bar-takers nationally had performed on these questions. Thus, there is no data to support an expectation of an 80% threshold. In addition, bar-takers are differently situated from first-semester 2L students with respect to the training they have received in responding to bar questions. Thus, again, there is no data to support an expectation of an 80% threshold. One of the principal lessons for the Committee has been that, although bar passage is a useful metric for student success, multiple-choice bar questions are not necessarily a useful assessment tool for the College of Law's outcomes. [JD]

7-Development or training (10% of reports)

College of Arts & Sciences

- Significant program changes include, but were not limited to: Selecting NavaEd as a study and preparation tool to be used in EDUC 265. [Elementary Education]

- To reach the goal of all students presenting their research projects in an effective manner, a combined departmental research presentation day in preparation for presenting at Stetson Showcase will be considered where all presentations will be evaluated. [Health Sciences]

- We are in the process of implementing a short-term Maymester program that is designed to address this issue. Maymester is a faculty-led, two-week program, which will allow our freshmen and sophomores to familiarize themselves with the region under faculty supervision, making it easier for them to engage in a longer, individual study-abroad experience later. [SPREES]

School of Business Administration

- The department has invited a guest speaker (Weston Smith, former CFO and whistleblower in the HealthSouth fraud) to speak to junior level accounting students in Fall 2019 and provide realistic context for ethical discussions. [Accounting]

- The department would like to see improvement in the area of grammar & mechanics and plans to utilize the writing department (guest presentation) and a supplemental writing text (Strunk & White) to support this improvement. [Accounting - MAcc]

College of Law

- The College of Law has also taken some additional steps to help our students succeed, relating to the commercial bar preparation courses. We have streamlined our bar preparation advice to students so that, instead of providing them with a plan that competes with the commercial bar preparation courses, we have provided complementary and supplemental advice. [JD]

- We have placed increased emphasis on the completion rates for commercial bar review courses, recognizing the correlation between bar success and higher completion rates. [JD]

- We have implemented a bar scholarship program to assist students with defraying the costs of the bar examination. [JD]

- We have entered into agreements with Kaplan to make a PMBR workshop available to our students, and have done the same with Adaptibar, to complement our arrangement with Barbri. [JD]

STETSON UNIVERSITY

Assessment Report Rubric

Criterion	Developing (1)	Mature (2)	Exemplary (3)
Goals/SLOs	Goals/SLOs are not clearly articulated and/or measurable.	1 to 2 goals/SLOs which are clearly articulated and measurable.	3 or more goals/SLOs which are all clearly articulated and measurable.
Targets/Benchmarks	No specific targets/benchmarks for success are indicated.	Specific targets/benchmarks for success are provided for most or all goals.	Specific targets/benchmarks for success are provided for all goals; rationales provided for why each target is appropriate.
Summary of Assessment Methods *(what was assessed, when, what instrument used)*	Incomplete and/or vague discussion of assessment methods.	Brief summary of assessment methods provided for most or all goals.	Detailed discussion of assessment methods provided for all goals. Rubric/documentation provided.
Assessment results	Incomplete and/or irrelevant data provided.	Brief summary of relevant data provided for most or all goals.	Detailed and relevant data provided for all goals; data summarized into tables and/or graphs.
Analysis of results: achievement of target	No statement of target achievement provided.	Brief statement of target achievement provided for most or all goals.	Detailed discussion of target achievement provided for all goals.
Analysis of results: discussion of meaning	No discussion of the meaning of the assessment results is provided.	Brief reflective discussion of what the assessment results mean is provided.	In-depth reflective discussion of what the assessment results mean is provided for all goals. Comparison of results to prior years provided.
Use of results for improvement	No changes made/planned as a result of the assessment data and/or changes made/planned are not clearly linked to assessment data.	Brief discussion of specific changes made/planned as a direct result of the assessment data is provided for most goals.	Detailed discussion of specific changes made/planned as a direct result of the assessment data provided for all goals.

STETSON UNIVERSITY

Assessment Plan Rubric

Criterion	Developing (1)	Mature (2)	Exemplary (3)
Goals/SLOs	Goals/SLOs are not clearly articulated and/or measurable.	1 to 2 goals/SLOs which are clearly articulated and measurable.	3 or more goals/SLOs which are all clearly articulated and measurable.
Rationale for goals	Rationales for goals are not clearly linked to unit, division, or university priorities.	Rationales for most goals are clearly linked to unit, division, and/or university priorities.	Rationales for all goals are clearly linked to unit, division, and/or university priorities.
Targets/Benchmarks	No specific targets/benchmarks for success are indicated.	Specific targets/benchmarks for success are provided for most or all goals.	Specific targets/benchmarks for success are provided for all goals; rationales provided for why each target is appropriate.
Data sources	Goals lack identification of appropriate data sources.	Brief summary of data sources provided for most or all goals.	Detailed discussion of data sources provided for all goals. Rubric/documentation provided.