FLORIDA ATLANTIC UNIVERSITY

# Academic Program Assessment Handbook

A Faculty Guide to Best Practices in Student Learning Outcomes Assessment

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Office of the Provost | Accreditation and Assessment

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# 1. Introduction: Why We Assess

Academic assessment at Florida Atlantic University values rigorous, high-quality, and useful assessment data, such as authentic performance-based assessment and embedded curriculum-based assessments of student abilities, skills (for example, written and oral communication, quantitative literacy, and critical thinking), and knowledge, especially analysis and synthesis as opposed to simple memorization. This handbook gathers FAU's expectations, deadlines, tools, and best practices in one place so that faculty can build assessment plans that are useful to their programs first and compliant as a natural consequence.

## Assessment and FAU's mission and values

Florida Atlantic University's mission, adopted in the 2026-2031 Strategic Plan, Where Tomorrow Begins (approved by the Board of Trustees on June 16, 2026), states: **"Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities."** Academic program assessment is one of the ways the university pursues that excellence in teaching: it is the discipline of asking whether students are learning what their programs promise and of acting on the answer. Every assessment plan therefore aligns with FAU's mission and values, and program outcomes are written to be consistent with the university's mission as well as the program's own goals.

The assessment function itself carries a mission and values that guide how this work is supported. The mission of Assessment is to provide university-wide support for assessment of student learning outcomes; planning and reporting on assessment activities, formative as well as summative; continuous improvement activities at the course, program, and institutional levels; and collaboration to develop a culture of assessment. Its values include supporting faculty in their quest to help students learn, continuous improvement of student learning, collaboration with faculty and staff, shared responsibility and shared resources, use of technology to achieve efficiency, responsiveness, open communication and listening, evidence-based and data-driven decisions and changes, and rigorous, high-quality, useful assessment data of the kind described above.

## What is program assessment?

Program assessment is the systematic collection and analysis of evidence about what students know and can do as a result of completing a program of study, followed by the use of that evidence to improve the program. It is a feedback loop owned by faculty: faculty define the outcomes, choose the evidence, interpret the results, and decide what to change. Assessment operates at several levels (classroom, course, program, and institution); this handbook concerns program-level assessment of degree programs and stand-alone certificates.

## What assessment is not

- **Not faculty evaluation.** Assessment examines the program's curriculum and student learning in the aggregate. Results are never used to evaluate individual faculty, staff, or students.
- **Not grading.** Course grades summarize a student's overall performance in one course and may include elements such as attendance and participation. Grades alone are inappropriate for continuous program improvement because they do not isolate performance on a specific learning outcome. A rubric score on the methods section of a capstone paper tells the program something a course grade cannot.
- **Not only accountability.** Accountability reporting answers an external audience; assessment answers the program's own question: are students learning what we intend, and how would we know? A plan built to improve learning will satisfy external reviewers; a plan built only to satisfy reviewers rarely improves learning.

## What makes assessment good?

Effective program assessment at FAU shares a small set of characteristics. It is faculty-driven: the people who teach the curriculum define and interpret the evidence. It is systematic and ongoing rather than episodic, following the annual cycle in Section 3. It uses multiple measures, pairing direct evidence of student work with indirect evidence of student experience. It is authentic where possible, favoring performance on realistic disciplinary tasks (papers, projects, performances, portfolios, licensure examinations) over recall. It is honest, treating an unmet target as the most useful result of the year rather than a failure to be explained away. And it closes the loop: results lead to concrete actions, and the following cycle checks whether those actions worked.

### How assessment helps students and faculty

Students benefit when programs state outcomes publicly (through Academic Learning Compacts), when assignments align with those outcomes, and when rubrics make expectations visible; students can even use rubrics to guide their own learning and peer feedback. Faculty benefit because assessment produces evidence for curriculum proposals, program review, accreditation, and resource requests, and because it surfaces where in the curriculum students struggle while there is still time to act.

### How assessment relates to accreditation

FAU's institutional accreditor requires the university to identify expected outcomes for its educational programs, assess the extent to which it achieves them, and provide evidence of seeking improvement based on the results. Many programs also align outcomes with specialized accreditor competencies, which keeps programs current with external benchmarks in their fields. FAU conducts assessment for academic program quality assurance and program improvement, alongside these accreditation requirements. Assessment reports entered in Weave are the university's primary evidence base, which is why complete, on-time reporting from every program matters institutionally as well as locally.

### What is a rubric and why is it useful?

A rubric is a scoring guide that names the dimensions of quality for a piece of student work and describes observable levels of performance for each dimension. Rubrics make faculty expectations explicit, allow multiple raters to score consistently, and produce outcome-level data (for example, the share of students scoring Exemplary on use of evidence) that grades cannot. FAU also uses a rubric at the institutional level: the Rubric for Reviewing Program Assessment Plans and Reports in Section 7 is how your plan receives feedback.

## 2. Assessment at FAU: Roles and Structure

FAU has a structured approach to assessing student learning outcomes and improving programs based on those assessments. The elements below describe who does what.

- **Program faculty.** Faculty and staff directly involved with students create the student learning outcomes for their programs, tailored to the needs and goals of their students and aligned with the university's mission. Faculty select assessment methods, collect and analyze evidence, and decide on program improvements. Each program designates an assessment coordinator (the plan reporter) responsible for entering the plan and results in Weave.
- **Academic Learning Compacts (ALCs).** Every degree program, at every level, and every standalone certificate publishes its expected student learning outcomes in an Academic Learning Compact, the public statement of what graduates of the program will know and be able to do, maintained by FAU for academic program quality assurance, program improvement, and accreditation. The ALC informs stakeholders of what the student can expect to learn at the completion of the degree program; the curriculum map outlines where and when each competency is introduced, reinforced and mastered; and the assessment plan is the action plan for assessing the student learning outcomes. Assessment plan outcomes at every degree level

should link to the program's ALC. General Education (Gen Ed) assessment links to the Gen Ed program outcomes.

- **Accrediting-body competencies.** Many programs align their outcomes with the competencies or standards of their specialized accreditors, which helps programs meet external quality benchmarks and stay relevant in their fields.
- **TASL: the University Team for the Assurance of Student Learning.** TASL is the university-level assessment committee. It oversees the assessment process, including adherence to the assessment cycle, and reviews plans and reports using the FAU assessment rubric. TASL is led by the Office of the Provost and includes college assessment directors and representatives of Undergraduate Studies and Institutional Effectiveness and Analysis. This oversight maintains consistency and accountability across the institution.
- **Weave.** Weave is the university's assessment management system. Every degree program and stand-alone certificate maintains an assessment project in Weave containing its outcomes, measures, targets, results, analysis and action plans. Section 5 and Appendix B cover Weave mechanics.
- **Office of the Provost and IEA.** The Provost's office coordinates the cycle, maintains the assessment website and this handbook, provides training and consultation, and receives the annual college summary reports. Institutional Effectiveness and Analysis supports data needs.

## Academic Learning Compacts in depth

The Academic Learning Compact is a published statement, written in student-friendly, jargon-free language and posted online, of the clearly articulated core student learning outcomes every graduate of a degree program is expected to achieve. ALCs were once required only for undergraduate programs; FAU now requires an ALC for every degree program at every level (bachelor's, master's, specialist and doctoral) and for every standalone certificate. ALCs originated under a former Board of Governors regulation that has since been repealed; FAU continues them as institutional practice because they serve the reasons the university conducts assessment: academic program quality assurance, program improvement, and accreditation requirements. The ALC remains the public anchor of each program's assessment work.

Each academic program must have at least three student learning outcomes, one in each of three skill categories: content and discipline-specific knowledge and skills, communication skills, and critical thinking skills. Programs may define additional outcomes beyond these three. Programs develop ALCs with input from stakeholders such as employers and graduate programs regarding the needs of the marketplace, and each ALC identifies the corresponding assessments through which the outcomes are demonstrated, for example capstone projects, juried performances, standardized examinations, common embedded examination questions, and portfolio requirements. Faculty develop the methods for measuring achievement, and results are used on a continuous basis to improve student learning and program effectiveness.

The ALC anchors a chain that runs through the entire assessment process. The Academic Learning Compact informs stakeholders of what the student can expect to learn at the completion of the degree program. The curriculum map outlines where and when each competency is introduced, reinforced and mastered. The assessment plan is the action plan for assessing the student learning outcomes. The results document and inform the faculty and department how well students achieved the learning outcomes, and analysis of the results allows the department and faculty to make program changes for improvement. Finally, the College Summary Report discusses the overall state of academic program assessment at each individual college. This structure carries directly into Weave: outcome types in a degree plan project mirror the ALC categories (for example, an outcome type of Communication carries the communication narrative from the degree plan's ALC, followed by the program's specific, measurable outcome statement for that category).

FAU's ALCs are published on the Academic Learning Compact page of the assessment website, organized by college, alongside the FAU SLOA template, the assessment manual, and a frequently

asked questions document. When a program revises its outcomes, the ALC and the assessment plan should be updated together so the public promise and the measurement plan never drift apart.

## 3. The FAU Assessment Cycle

Assessment at FAU runs on an annual cycle. Each program plans in the spring for the coming academic year, teaches and collects evidence during the year, reports and analyzes results in the fall, and acts on the findings, with colleges summarizing activity for the Provost each January.

| Date | Milestone |
|---|---|
| March 15 | New assessment plans for degree programs and stand-alone certificates are entered into Weave for the upcoming academic year. Plans include outcome descriptions, implementation strategies, assessment methods, and criteria for success. |
| Throughout the year | Programs teach, collect student work products from the courses identified in the plan, and score them. Communicate early with instructors of the assessment courses (fall or spring semester) and collect results promptly after grades are submitted. |
| Oct. 15 | Assessment results from the previous academic year are entered into Weave, with an analysis of the data and plans for program improvement. Prior-year improvement plans are assessed for impact, and the program decides to continue the previous plan or create a new one. Narrative assessments of the impact of improvements and updates to prior-year action plans are entered. |
| Jan. 15 | College Summary Reports of academic assessment activities for the previous academic year are submitted to the Office of the Provost, after that year's results and plans for improvement are posted in Weave (for example, the 2025-26 summary is due Jan. 15, 2027). The summary report discusses the overall state of academic program assessment at each individual college. |

Deadlines by calendar year, as posted on the assessment webpage:

| Calendar year | Jan. 15 (summary report) | March 15 (plans) | Oct. 15 (results) |
|---|---|---|---|
| 2026 | 2024-25 summary | 2026-27 plans | 2025-26 results |
| 2027 | 2025-26 summary | 2027-28 plans | 2026-27 results |
| 2028 | 2026-27 summary | 2028-29 plans | 2027-28 results |
| 2029 | 2027-28 summary | 2029-30 plans | 2028-29 results |

**EDITOR NOTE: Cycle dates updated 9/23/26 to match the assessment webpage (fau.edu/iea/assessment): March 15 (assessment plans for the upcoming academic year), Oct. 15 (results and plans for improvement for the previous academic year) and Jan. 15 (College Summary Report for the previous academic year, due after its results are posted). This replaces the Oct. 1 results date confirmed by the Office of the Provost on 8/20/26. The Assessment Plan Checklist, TASL Charter and Weave User Guide were updated to the same dates. Remove this note before the handbook is final.**

### The rhythm behind the deadlines

Behind the faculty-facing dates, the assessment office maintains a monthly workflow: plan shells for all degree and certificate programs are created in Weave each January, the Weave tutorial and assessment website are reviewed for accuracy early in the spring, plans are verified in March for the upcoming year, TASL meetings are set each August, and plan reviews using the rubric run in

November and December alongside the results spreadsheets for closing the loop. Knowing this rhythm helps coordinators anticipate when feedback will arrive and when help is easiest to get.

# 4. Building the Assessment Plan

A complete plan answers five questions: What should students learn? Where in the curriculum do they learn it? How will we see the learning? What level of performance counts as success? And what did we do about what we found? For every program, at every degree level, the Academic Learning Compact anchors this work: the ALC informs stakeholders of what the student can expect to learn at completion, the curriculum map outlines where and when each competency is introduced, reinforced and mastered, and the assessment plan is the action plan for assessing the student learning outcomes. This section walks through each element in the order Weave expects them.

## 4.1 Student learning outcomes

Student learning outcomes (SLOs) are the specific knowledge, skills, and abilities that students are expected to know and be able to do upon completion of a learning experience or program of study. Program-level SLOs are broad statements describing what a student should know and be able to do at the completion of the degree program; course-level SLOs are more specific statements for a particular course, and course-level SLOs should map to program-level SLOs. A program's outcomes should be unique to that program and aligned with its ALC.

### Writing measurable outcome statements

An outcome statement has three components:

1. A verb that identifies the performance to be demonstrated
2. A learning statement that specifies what learning will be demonstrated in the performance
3. A broad statement of the criterion or standard for acceptable performance

Bloom's taxonomy is a useful guiding framework, with its three domains of learning: cognitive (mental skills and knowledge), psychomotor (physical skills), and affective (attitudes). Choose verbs at the level you intend to assess; the curriculum map key in Section 4.2 pairs verbs with the Introduce, Reinforce, and Mastery stages.

The SMART framework is a quick test of a drafted outcome: Specific (uses action verbs and is well defined, clear, and unambiguous), Measurable (states how the skill will be measured so progress can be tracked), Attainable (realistic within the timeframe and resources available), Relevant (aligned with the purpose of the program and the student's learning goals), and Time-bound (has a specific timeframe for completion).

**How many outcomes?** Each academic program must have at least three student learning outcomes: one for communication, one for critical thinking, and one for content knowledge. Programs may have more than three, and plans typically carry 3 to 5 outcomes (never more than 8). Outcome statements should be student-centered and stated in specific, measurable, observable terms of what the student should know and be able to do upon graduation.

**Weak:** *Students will appreciate the importance of research methods.*

**Stronger:** *Students will design a research study, justifying the choice of methodology and analysis, at the Acceptable level or higher on the program's methods rubric.*

## 4.2 Curriculum mapping

A curriculum map links courses to program learning outcomes and identifies where each outcome is Introduced, Reinforced and Mastered (and assessed), showing that content and skills are addressed more than once across the curriculum. A curriculum matrix is strongly recommended for every plan and is a required element for a Meets Requirements rating on the review rubric. The map is where the ALC becomes operational: it outlines where and when each ALC competency is introduced,

reinforced and mastered across the curriculum. It also tells you where to collect evidence: assessment of an outcome belongs where mastery is expected, typically the capstone, practicum, or final required course in the sequence.

Verb key by stage: Introduce (classify, define, predict, translate), Reinforce (choose, examine, specify), Mastery (analyze, design, evaluate, plan, synthesize). A template matrix appears in Appendix A.

### 4.3 Assessment methods

**Direct methods** rely on direct scrutiny of student performance or attainment. Examples include assignments, case studies, examinations, essays and research papers, presentations, projects, portfolios compiled over time, theses and dissertations, recitals, performances, and exhibitions; faculty-designed comprehensive or capstone examinations and assignments; performance on licensing or other external examinations; professionally judged performances or demonstrations of abilities in context; and samples of representative student work generated in response to typical course assignments.

**Indirect methods** require faculty to infer student abilities, knowledge, and values rather than observe direct evidence. They supplement direct measures by providing information about how and why learning occurs. Examples include student reflections on their learning, satisfaction surveys and questionnaires, focus groups and interviews, job placement rates, graduation rates, and self-reported gains.

Use a variety of methods, and include at least one direct measure for each outcome; the review rubric requires a direct measure for every outcome, with criteria or rubrics that articulate the specific levels of performance required. Indirect measures are recommended best practice at FAU and are not required, so their absence is noted as a recommendation rather than scored. Students should be acquainted with program outcomes, and may even participate in creating and using the rubrics.

**A note on course grades:** course grades are inappropriate for continuous program quality improvement. A grade summarizes overall performance in a course and may include information (such as attendance and participation) unrelated to any single outcome, so it will not necessarily yield data that can be used to improve the program. Use component-level evidence, such as rubric scores on a specific assignment, instead.

### 4.4 Criteria for success

The criterion for success is the percentage of students that need to meet a particular benchmark or score for the program to consider itself succeeding, for example: at least 80 percent of students assessed will score 3 (Acceptable) or higher on the capstone rubric's analysis dimension. State a targeted level of performance, not a grade, for each outcome. Set targets that are ambitious but realistic given past data, and remember that even when a target is met, improvements should still be considered and new goals set for the next plan.

## 5. Working in Weave

Weave holds each program's assessment project. Three practices keep projects consistent and reportable across the university.

- **Follow the naming protocol.** Projects are named so they can be filtered, grouped, and reported: college abbreviation, colon, one space, program name, one space, degree abbreviation. Examples: AL: Political Science BA; SC: Mathematics PHD; SJ: Criminology and Criminal Justice MS; NU: Nursing Practice DNP; BA: Economics BS. Appendix B lists the college and degree abbreviations.
- **Build next year's plan by duplicating this year's.** Use Create New, then Degree Plan, then Duplicate an existing Plan; select the ACAD reporting period for the correct prior year, confirm

the title and new reporting period, and choose No, start empty so prior findings do not copy over. The new project carries forward outcomes, measures, and targets without results.

- **Keep the project clean.** Enter the source of evidence, results, data summary, improvement type, and improvement achieved for every learning goal, and update statuses based on results. Upload supporting files (rubrics, meeting notes, data tables) as project attachments at the bottom of the plan. Delete empty sections before submitting, because empty parts of the plan will show on the Weave report, and delete duplicate projects for the same reporting period.

Step-by-step login and editing instructions, with the abbreviation lists, are in Appendix B; the full illustrated, step-by-step reference is the FAU Weave User Guide: Program Assessment (AY 2026-2027, updated 8.20.26), which covers login, workspace navigation, plan building, results entry, report generation, plan renewal and the degree plan naming convention

# 6. Analyzing Results and Closing the Loop

Reporting scores is the halfway point of assessment. The results document and inform the faculty and department how well students achieved the learning outcomes; analysis of the results is what allows the department and faculty to make program changes for improvement. Weave asks for each of these in turn: results, analysis and action.

## 6.1 Analysis

In the analysis, extrapolate meaning from the results and provide the detail and context an outside reader needs. Compare learning environments and analyze results over time to look for trends. A strong analysis names which students struggled and on what, connects the pattern to the curriculum, and states what the results suggest. For example, a program analyzing final-paper rubric scores found that students who scored Unacceptable most often confused the social and cultural dimensions of their topics, that the pattern persisted from the prior year, and that the two courses reinforcing those skills were advised but not required as prerequisites; the analysis concluded the program should emphasize the distinction when teaching historical topics, and results were shared and discussed at a departmental assessment meeting.

## 6.2 Action plans

The action plan (previously called program improvement) is the program's response to the analysis. It may include changes planned to the course, curriculum, or policy; changes to the learning outcomes or the assessment process itself; or special initiatives to investigate a specific question. Action plans are developed directly from the results analysis, aligned with the outcome, and should explain how assessment information is shared and used for decision-making. A complete action plan describes:

1. How assessment information is shared and used for decision-making
2. The results that suggested the action
3. Concrete actions to sustain or improve the outcome
4. The timeframe for these actions

Concrete means assignable and dateable: a curriculum map shared with faculty in November; a named faculty member developing a teaching module by fall; quiz questions drafted for all sections. Vague intentions (the program will continue to monitor) are not action plans.

## 6.3 Reporting improvements and reassessing

In the improvements section, describe completed action plans and modifications made during this or previous cycles, including the outcome involved and the information that prompted action, and then determine the impact of the changes on student learning by reassessing. Not every program will have improvements to report every cycle; the section exists to track modifications across years. In one program's example, three years of weak comprehensive-examination performance in research

methods led the curriculum committee to add a methods assignment and critique assignments across three courses; the first cohort to complete the modified sequence scored higher in the methods and analysis areas than in previous years, which is the loop closing: data, action, and evidence of impact.

### 6.4 Maintaining action plans across cycles

Action plans copy forward into future assessment cycles. Each cycle, review and update them: for items still in progress, add what happened this cycle to the description; for completed items, mark them complete, summarize the actions, and expand on their impact on student learning in the analysis section; for inactive or incomplete items, modify the description to explain. Action plans that are inactive or have been complete for at least three years should be deleted.

## 7. How Plans Are Reviewed: The FAU Assessment Rubric

TASL reviews assessment plans and reports using the FAU Assessment Review Rubric (revised draft 10.13.26), rating each component Meets Requirements, Partially Meets Requirements, or Does Not Meet Requirements, with feedback for each component. The six components below describe what a Meets Requirements plan looks like.

| Component | What Meets Requirements looks like |
|---|---|
| 1. Context and alignment | Outcomes are placed in a degree program, general education, national benchmark, and/or accreditation-standards context. A curriculum matrix links courses to outcomes and shows where content and skills are Introduced, Reinforced and Mastered, with each assessed more than once. Outcomes at every degree level link to the program's ALC; General Education (Gen Ed) assessment links to the Gen Ed program outcomes. |
| 2. Specific, measurable outcomes | Outcomes are student-centered and stated in specific, measurable, observable terms of what students should know and be able to do at graduation. At least three outcomes, one each for communication, critical thinking, and content knowledge; typically three to five in total and never more than eight, each describing how students demonstrate the learning. |
| 3. Measures and levels of expectation | A targeted level of performance (not a grade) is clearly stated for each outcome, expressed as the percentage of students expected to reach a defined performance level on a named measure. Course grades, pass rates, GPA and counts of program activity are not valid targets. |
| 4. Assessment methods | Multiple methods are identified and described, with criteria or rubrics that articulate the specific levels of performance required, and every outcome has at least one direct measure. Assessment activities are specified, and students are acquainted with the program outcomes. An indirect measure is recommended best practice but is not required and is not scored. |
| 5. Assessment results | Results are summarized in aggregate form for each outcome with clearly defined performance levels. Interpretation identifies weaknesses and areas for improvement, and the evidence is sufficient to support recommendations. |
| 6. Use of results | The report describes how results have been used to improve student learning through changes in instruction and curriculum (for example, new teaching techniques, rubric-based peer feedback, or rebalanced lab and lecture time), and the assessment committee or full faculty meet to discuss and recommend changes based on the results. Each action names what will change, who is responsible and by when. Prior-year action plans are updated with progress or closed with an explanation. Where every target was met, the report still sets a next step: a raised target, a new measure, a subgroup or modality comparison, or an improvement. |

How the rubric is scored. Each component carries three to five short indicators that the reviewer marks Yes, Some, No or N/A before assigning a rating. One indicator in each component is the

gatekeeper. A component is Meets (2 points) when every indicator is Yes or N/A, Partially Meets (1 point) when the gatekeeper is Yes or Some but another indicator is not, and Does Not Meet (0 points) when the gatekeeper is No or the component is missing. The six components total 12 points: 67% or higher is green, 34% to 66% is yellow, and below 34% is red. Thirteen numbered decision rules settle the cases reviewers have handled differently in the past. The rubric and the Reviewer Guide give the indicators and the decision rules in full.

Two habits earn strong ratings consistently: attach the evidence (the rubric used, aggregate score tables, and meeting notes showing faculty discussion), and write for an outside reader who knows nothing about the program.

## 8. Frequently Asked Questions

**Who submits an assessment plan, the department or the program?** Each program. Every degree program and stand-alone certificate maintains its own Weave project under the naming protocol, because each program has its own outcomes. A department with three degree programs maintains three plans.

**Do certificate programs need their own plans?** Certificates composed of courses that are part of an existing degree program are assessed through the parent program's assessment plan. Stand-alone certificates whose courses draw across disciplines maintain their own assessment plans and follow the same cycle as degree programs.

**How many outcomes does our program need?** At least three: one for communication, one for critical thinking, and one for content knowledge. Programs may add outcomes beyond these three; most plans work best with three to five.

**Can we use course grades as our measure?** No. Grades summarize overall course performance and cannot isolate an outcome. Use the underlying artifact instead: the assignment, examination component, or rubric dimension aligned with the outcome.

**Our students met every target. Are we done?** Report the results and analysis as usual, then raise the bar or the question: a higher criterion, a harder task, a new outcome, or a look at a subgroup or modality where performance may differ. The rubric expects improvement suggestions even when targets are met.

**What if we did not collect data this year?** Report that honestly, explain why, and state the collection plan for the current year. A documented gap with a recovery plan reads far better in review than a silent one.

**Where do we get help?** Your college assessment director, TASL, and the Office of the Provost's assessment staff all provide consultation, and the assessment website hosts the tutorial, rubric, and resource links.

# Appendix A. Curriculum Map Template

Mark each cell where an outcome is addressed as Introduce, Reinforce, or Mastery/Assessed. Every outcome should be addressed more than once and assessed at the mastery point. Group outcomes under their ALC categories (for example, Content Knowledge, Critical Thinking, Communication).

| Outcome (by ALC category) | Intro Course | Course II | Course III | Lab | Course IV | Capstone / Practicum |
|---|---|---|---|---|---|---|
| Content Knowledge. SLO 1: Disciplinary knowledge, models, and theories | Introduce | | Reinforce | | | Mastery/Assessed |
| Critical Thinking. SLO 2: Analysis and use of evidence | | Introduce | Reinforce | | Reinforce | Mastery/Assessed |
| Communication. SLO 3: Written and/or oral communication skills | Introduce | Reinforce | | Reinforce | Mastery/Assessed | |

Verb key: Introduce (classify, define, predict, translate); Reinforce (choose, examine, specify); Mastery (analyze, design, evaluate, plan, synthesize).

# Appendix B. Weave Quick Reference

## Logging in

1. Go to the Weave login page and click Member Login, then Access Weave using your institution's sign-on.
2. Type FAU in the Institution Sign-on Abbreviation box, click Continue, and sign in with your FAU credentials.
3. From the dashboard, select Projects under My Work; filter by Project Type, Status, and/or Year to find your program's project.

## Entering the year's results

1. Open the project and review the plan; minimize the outline view if needed.
2. In the results section of each learning goal, type the source of evidence, results, data summary, improvement type, and improvement achieved, and update the statuses based on results.
3. Upload supporting files as project attachments at the bottom of the plan page.
4. Add outcomes, measures, targets, or action plans with the plus symbol; delete unused sections with the three-dot icon. Empty sections will appear on the report if not deleted.

## Creating next year's plan

1. Click Create New, select Degree Plan, then Duplicate an existing Plan.
2. Filter for your project, select the ACAD reporting period for the prior year, and click Next.
3. Confirm the title and the new ACAD reporting period, and select No, start empty so findings do not copy forward.

### Naming protocol

College abbreviation, colon, one space, program name, one space, degree abbreviation. Colleges: AL (Arts and Letters), BA (Business), BI (Medicine), ED (Education), EG (Engineering), HC (Honors College), NU (Nursing), SC (Science), SJ (Social Work and Criminal Justice), UG (Undergraduate Studies). Degree abbreviations follow the registrar's designations, for example BA, BBA, BFA, BM, BS, BSN, MA, MAT, MFA, MM, MS, EDS, EDD, DNP, PHD; the full list is in the FAU Weave Access Tutorial.

**EDITOR NOTE:** Verify the college abbreviation list against the current college structure and Appendix A of the FAU Weave User Guide: Program Assessment (AY 2026-2027) so both documents carry the identical naming convention.

## Appendix C. Glossary of Assessment Terms

- **Learning goal:** a general, broad category of learning type. Goals are broad and aspirational, where outcomes are specific and measurable.
- **Outcome:** a specific statement of what students will do to demonstrate their mastery of program goals; specific and measurable.
- **Academic Learning Compact (ALC):** the published statement of a program's expected student learning outcomes, required for every degree program at every level and for every standalone certificate.
- **Measurement tool:** the artifact or source of evidence (for example, the assignment, test, or survey) used to assess a learning outcome, with a description of what the tool measures and how the data was gathered.
- **Criterion for success:** the percentage of students that need to meet a particular benchmark or score for the program to consider itself succeeding.
- **Direct measure:** evidence from direct examination of student performance or attainment.
- **Indirect measure:** evidence from which learning is inferred, such as surveys or placement rates, explaining how and why learning occurs.
- **Curriculum map:** a matrix linking courses to program outcomes, marking where each outcome is Introduced, Reinforced and Mastered.
- **Action plan:** the program's response to assessment results: concrete, time-bound actions to sustain or improve an outcome.
- **Closing the loop:** using results to make changes and then reassessing to determine the impact of those changes on student learning.
- **TASL:** the University Team for the Assurance of Student Learning, FAU's university-level assessment committee.
- **Weave:** FAU's assessment management system of record.

## Appendix D. Resources

- FAU Assessment website (Office of the Provost / IEA): assessment cycle, rubric, tutorial, and contacts
- FAU Weave User Guide: Program Assessment, AY 2026-2027 (updated 10.9.26): the full illustrated guide to building plans, entering results, generating reports and renewing the cycle
- FAU Assessment Review Rubric (revised draft 10.13.26): the six components, their indicators, the rating rule and the thirteen decision rules
- FAU Assessment Plan Reviewer Guide (10.13.26): how reviewers verify the AI-drafted ratings and score a plan against the rubric, with a worked example

- FAU Assessment Review Rubric, completed example (10.13.26): the rubric filled in for one plan, with feedback
- Academic Learning Compacts page (IEA assessment website): ALC repository by college, SLOA template, assessment manual, and FAQ
- Bloom's Taxonomy references and verb lists
- Weave webinar: Assessment 101, A Refresher on the Basics
- Examples of direct and indirect measures (assessment website)

Analysis, improvement, and action-plan examples in Section 6 are adapted from Old Dominion University's How-To Guide: Academic Program Assessment Plan and Report, as adapted in FAU's assessment materials. Structural inspiration for this handbook includes the assessment handbooks of the university of Central Florida, the university of North Carolina Greensboro, and the American University in Cairo; all content here reflects FAU's own processes, tools, and expectations.

**EDITOR NOTE:** Before publication: confirm current TASL leadership and membership listing, insert live links for each resource above, verify the DEI row of the legacy curriculum map template (marked on hold in the source document, omitted here), and have TASL review the handbook for adoption.
**EDITOR NOTE: Section 7 and the component table were aligned on 10/13/26 with the FAU Assessment Review Rubric (revised draft 10.13.26). If TASL changes an indicator or a decision rule, update Section 7, the component table and Appendix D together.**
**EDITOR NOTE: TASL confirmed on 10/13/26 that an indirect measure is recommended best practice but not required. Rubric indicator 4b was removed, the remaining component 4 indicators renumbered, and DR-6 rewritten. Component 4 ratings from 2024-25, when an indirect measure was expected, are not directly comparable with later years.**