PEER REVIEW OF ASSESSMENT (2020)

Findings and Summative Evaluation

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EXECUTIVE SUMMARY

Peer Review of Assessment is an annual institution-wide discussion and reflection on the quality of program-level assessments of student learning outcomes. The 2020 Peer Review of Assessment included 51 participants, representing 38 academic departments, who engaged in facilitated discussions of program-level assessment of student learning in either undergraduate programs (3 groups), graduate programs (3 groups), or certificates and stand-alone minors (1 group). Scribes recorded notes at each of the group discussions. Due to the Covid-19 pandemic the meeting took place virtually via Zoom.

This report presents details about the implementation of the 2020 Peer Review, summaries of the scribes' notes recorded for each department, an updated list of lessons for good assessment practices (compiled from multiple reviews), findings from the post-event evaluation of Peer Review, and recommendations to improve future Peer Reviews of Assessment.

Improving Assessment Reporting

In the 2019 review many departments and representatives still commented on difficulties with "telling their story." Specifically, many departments still discussed their assessments of student learning in terms of the domain name for student learning outcomes (SLOs) as presented in an Academic Learning Compact (ALC) or Academic Learning Plan (ALP). Some assessment reports and faculty discussions consistently referenced domain names (Content, Communication, Critical Thinking, Integrity/Values) instead of clearly identifying the specific SLO assessed. More discussions documented in the 2018 review did report the full SLO (in part because the Qualtrics survey used for reporting provides the full SLOs in a pull-down menu), but many participants and assessment reports continued to focus on the domain name. This changed more drastically in 2019 reporting. Only four departments listed their SLOs using the domain name. Nearly all instead gave specific descriptions of student learning objectives. This was a huge improvement and shows growth in assessment across UWF.

In 2019 and 2020 the Office of Institutional Effectiveness explored alternative reporting formats to attempt to improve the quality of information reported and eliminate aspects of past reports that encouraged redundant and sometimes cryptic reports. CUTLA and the Office of Institutional Effectiveness also provided workshops to inform faculty about how to write an assessment report that will communicate effectively to external audiences as well as provide sound documentation of the department's assessment work. IE's efforts to work with departments on improving documenting/reporting methods and the results are clear. All departments in 2020 reporting

described their SLOs in great detail, only referencing the domain name in parentheses at the end. Assessment reporting has improved exponentially in the past two years.

Improving Peer Review of Assessment

In response to feedback from 2018 and 2019 Peer Review meetings, in addition to the obstacles presented by the Covid-19 pandemic, we again limited the meeting activities to facilitated group discussions. The focused discussions allow representatives to delve deeper into specific challenges/successes with student learning. Participants this year continued to be pleased at the simplified format.

The location for the event this year was virtual, on Zoom, due to restrictions governing in person meetings. While organizers initially were wary of conducting the meeting virtually, feedback from participants was quite positive, with some even remarking that conversations were more focused and detailed online than they were in person during previous meetings. Still, we hope to meet in person on campus in 2021. We will explore multiple options for large spaces with good acoustics as the progress of the pandemic becomes clearer.

As in 2019 Peer Review did not include discussions for General Education as they met separately on October 2nd 2020 in the second annual Making Sense meeting. However, unlike last year, departments who participated in the Making Sense meeting still had to attend the larger Peer Review of Assessment. Additionally, CUTLA and IE worked together to identify new or recent programs created by restructuring or expanding departments, that had been overlooked by previous Peer Reviews. We will continue to keep track of UWF's growth and changes to be sure to include new programs within a few years of their creation. This will keep the review fresh and ensure that all programs are conducting meaningful assessments of SLOs.

As in 2018 and 2019, we held a pre-event training for facilitators and scribes. The meeting helped to prepare new scribes and facilitators (we recruited several new individuals to involve all colleges) and gave veterans the chance to share helpful advice. In addition, this year's meeting served to help introduce faculty to the Zoom format and allowed the organizers to "rehearse" dividing up attendees into break out rooms.

As in prior years we encouraged departments to send representatives who are sufficiently informed about the assessment process to contribute to a meaningful discussion of effective assessment and use of findings. We encourage departments that want to involve new faculty with Peer Review to bring these individuals as observers, which provides the professional development new faculty need to engage meaningfully during future Peer Review discussions. The virtual environment made this meeting more conducive to additional attendees, which many departments did take advantage of. Most departments followed the instructions; several sent two or three representatives, including many department chairs, for professional development for junior faculty. Very few representatives seemed unprepared.

While we did not have a concluding large group discussion, Stanny posed two questions to each break out group that they were to discuss at the end of their meetings. The questions were: 1. What is one useful suggestion for how to improve the assessment process? 2. What useful thing did the group learn from assessment discussion that could help us improve courses, curriculum, teaching, or student learning?

Responses to question one (suggestions on improving the assessment process) are as follows. One group highlighted the need for departments and colleges to keep talking about assessment, to keep refining and innovating. Two groups thought it would help to be given more time to prepare and be given clear guidelines on what information to upload. Clarification in deadlines would help departments to avoid trying to retroactively gather data. Furthering transparency in purpose was also mentioned as a way to improve the assessment process. A group argued that it is important that departments/faculty understand why they are doing what they are doing. Assessment requirements are evolving both at the SACSCOC-level and then at the University. When things change, it should be made very clear to those who are expected to do it. Another group looked to expand the lens of assessment gathering and reporting advocating that departments who can attach an outside accrediting body or advisory board to the assessment and feedback process that is outside of UWF. One last suggestion was the creation of a "Summit Group" to meet periodically from different universities (outside perspective) to go over assessment ideas, successes, and failures. The IRB chairs meet twice/year in FL. That collaborative IRB group can get one approval that would apply to more than one institution.

Responses to question two (what useful strategy they learned from the discussion to improve SLOs, curriculum, etc.) are as follows. Here a different group highlighted the importance of bringing in professionals outside of UWF to participate in the assessment process as it makes grading more meaningful and all changes uniform. As to the Peer Review discussion, one group pointed out that having a group facilitator with a background in assessment/measurement was extraordinarily helpful in streamlining discussions and phrasing suggestions in clear terms. Another group stated they benefitted from hearing different ideas, though said it was easier to talk in person over food. They also discussed the benefits and uses of the graduate exit survey and alumni surveys to gather information from graduate students 5-10 years later what they wish they would have learned. Finally, a group pointed out that proficiencies need to be contextualized, 75% proficiency in a difficult area might be very good; these things vary by discipline and should be adjusted as such.

Top Lessons for Good Assessment (Updated 2019)

1. Use a clearly worded rubric to assess specific SLOs. If rubric elements align with specific SLOs, track and report scores on rubric elements separately. Each rubric element serves as a discrete assessment for each SLO. Aggregated scores work as a student grade but blur information from multiple SLOs.
2. When possible, use an existing assignment that clearly aligns with the SLO as a direct measure. Students take graded assignments more seriously than "optional" assessment tasks and are more likely to submit their best work. The right kind of assignment is key for successful assessment.

3. Use the grading process (not grades) to generate assessment evidence. Existing assignments can provide meaningful assessment evidence if sub-scores (e.g., rubric elements) or selected components of the assignment (e.g., scores on a subset of exam questions) generate the assessment data instead of the global score that determines the grade for the assignment. While grades as such are not acceptable as assessment data (they are comprised of too many elements), the grading process can generate meaningful assessment data faculty disaggregate the multiple elements and report these as separate assessments.

4. Capstone courses typically include suitable assignments for embedded assessments, often for multiple SLOs. They are most effective when assessment occurs at multiple points in the curriculum, culminating with the capstone course. However, departments frequently learn useful information about student learning by assessing an SLO at an earlier point in the program. For example, if student writing in capstone projects is disappointing, an assessment of writing skill in an earlier course could identify where students are stumbling and suggest changes that will improve student writing sooner.

5. Written assignments often provide information about multiple SLOs, especially if the department constructs a rubric to evaluate the work. Individual rubric elements (or sets of elements) should align with individual SLOs. Report findings on rubric elements separately.

6. The best assessment processes emerge when an entire department cooperates and supports assessment. In particular, retreats and meetings to plan for assessment across courses and programs produce the best assessment practices. Assessment should be a continuous process. To facilitate an effective assessment cycle it may serve departments best to collect data in the fall so it can be analyzed and discussed at a meeting or retreat in the spring or early summer

7. A complete cycle of assessment entails reflection and action, not just reporting findings. Rather than simply describe and document assessment data collected, departments should reflect on and discuss how to use the findings to guide decisions that might improve overall program quality and student learning. For example, if an assessment shows a low rate of students who "meet expectations," consider how program modifications might improve future performance. Does this topic/skill require more attention during class sessions? Do students need multiple opportunities (e.g., offered in several classes) to develop this skill? When changes are made, follow-up assessments will inform the department about whether these changes created the intended impact.

8. More assessment (as in more courses or more SLOs) assessed may not always be beneficial. More focused assessments may create more targeted and helpful data. Make it simple, make it meaningful, use the findings, and document the full process.

9. Curriculum maps can serve as program-level assessments of the coherence of the curriculum, answering questions such as: Do students have enough opportunities to practice skills associated with a program-level SLO? Do courses include useful assignments that could be used to assess the SLOs the courses support?

10. Surveys and exit interviews (indirect measures) are useful sources of information that help departments understand patterns observed in direct measures of learning (e.g.,

performance on a written paper). However, indirect measures are supplements and are not adequate as the sole assessment of an SLO.

11. Assessment is most effective when the findings can be used to guide decisions about curriculum and instructional strategies. Although decisions to improve assessment processes and measures are an appropriate use of assessment findings, avoid the temptation to endlessly refine measures. Imperfect findings can be "good enough" to guide preliminary decisions.

12. Tell your assessment story in language that will be understood by external reviewers. Shorthand references to SLOs may be understood in departmental discussions but might not be understood by reviewers outside the department or external to UWF. Assessment reports are often quoted verbatim in materials created for external reviews (Board of Governors, accrediting bodies). Assessment reports written with these audiences in mind should avoid internal jargon and provide complete descriptions of SLOs, assessment methods, and use of findings to inform efforts to improve student learning.

INTRODUCTION TO PEER REVIEW OF ASSESSMENT (2020)

The 2020 Peer Review of Assessment represents the tenth iteration of an institution-wide discussion and reflection on the quality of assessment of program-level student learning outcomes at the University of West Florida. A total of 38 departments were invited to participate and for the first time all were able to send a representative. Per a policy introduced in 2019, five departments with only one curriculum to assess (graduate or undergraduate for example) did not attend this year to avoid departments having to discuss the same data two years in a row. This gives departments a break to innovate and make changes from assessment in between meetings.

As with previous Peer Reviews, each department participated in a group comprised of representatives from 4-7 other departments. The groups met for a facilitated discussion via Zoom. Scribes documented the ensuing discussion, including identification of the student learning outcomes assessed, the direct and indirect measures used for program-level assessment, and reflection on how the department used assessment findings to identify strategies for improving the assessment process and/or improving the quality of future student learning. The departments were separated into seven groups/"tables." This year we had three tables dedicated to discussion of undergraduate program assessment, three to graduate program assessment, and one to the assessment of certificates and stand-alone minors. Each table had a facilitator and a scribe. A total of 51 individuals participated in the Peer Review (coordinators, facilitators, scribes, and department representatives). Stone and Stanny remained in the original, larger Zoom meeting room on standby in case any discussion rooms and/or facilitators needed assistance.

The Center for University Teaching, Learning, and Assessment (CUTLA) evaluated the Peer Review process through a post-event debriefing featuring discussion with facilitators and scribes and a post-event survey of participants (distributed in October and early November). Findings indicate strong levels of satisfaction among participating faculty. Open-ended responses on the survey and observations gathered from facilitators during the debriefing session identify areas for

improvement of future peer review events. A summary of the formal evaluation based on the online survey appears at the end of this report.

As we did not meet in person, we did not have any refreshments, name tags, etc. However, we did have all representatives, facilitators, and scribes first join a large group Zoom meeting for all attendees. There Stanny welcomed all to the meeting and gave general instructions. CUTLA staff then took attendance and assigned each attendee to their designated break out room. As each group completed their discussion a facilitator checked back in with Stanny and Stone to give a short report. Despite the new format, feedback was very good, and most groups found their discussions to be very productive. Additionally, participants commented on the shorter "commute" and being able to join the meeting in sweatpants.

This year Stone used the new version of Google sites for the Peer Review website with good results. The new site allowed each program to have its own page with direct links to uploaded documents and reports. This allowed for representatives, scribes, and facilitators to access all documents prior to the review meeting with ease. All participants also had access to department/program reports during the discussion via Zoom Screen Share which again facilitated analysis and discussion. Updated technology is helping the collecting, processing, and sharing of assessment data greatly.

During our post-review/CASL meeting on November 4, we discussed the strengths and weaknesses of the Peer Review event. As in previous years, Peer Review was well attended and attendees reported it to be helpful for their departments and the development or improvement of assessment strategies. The survey and post-meeting debriefing is discussed at the end of the report.

STRATEGIES FOR EACH DEPARTMENT

Certificates and Stand-Alone Minors

Computer Science

SLOs assessed: No assessment performed this year; no documents submitted. They have 4 SLOs assessed each semester (for the major) that overlap with Certificate SLOs, and they are planning to assess one SLO each year in "core" classes over a 4-year assessment cycle and to use this assessment for both the major and the certificate.

Direct measure(s) (optional indirect) used for assessment: N/A
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Summary of assessment findings, including a description of the sample used: N/A

Summary of use of assessment findings for improvement: N/A

Feedback from the discussion (strengths and weaknesses of program's assessment work):

A representative questioned the department's plan as it seemed as though they would be assessing all SLOs for the Certificate indirectly, via Core courses alone. The department representatives responded that Bryan of IE had informed them that their minors and certificates were imbedded, so they did not need to do any additional assessment. They plan to follow up with IE to see whether or not they need to actually conduct separate assessments. Finally, they discussed the 100% success rate for the program's current SLO assessment. Is it in fact discriminatory enough? The department was advised to either look into whether or not they are lumping together too many assessments or if they need to raise standards for completion.

Digital Marketing

SLOs Assessed: The program assessed 3 SLOs. Content: Understand relevant concepts related to digital marketing and social media as part of a marketing strategy. Critical Thinking: Demonstrate skill in the development and assessment of a social media marketing plan. Communication: Implement strategic plans involving social media and present them in written and verbal form.

Direct measure(s) (optional indirect) used for assessment: For Content a final exam (assessed in MAR 4721; For Critical Thinking a group live case project assessed via a rubric (assessed in MAR 4236); For Communication a group live case project assessed via a rubric (assessed in MAR 4721).

Summary of assessment findings, including a description of the sample used:
   Summary of findings
   - Content and Critical Thinking (MAR 4721): Exemplary 57.5% (23), Acceptable 42.5% (14), Unacceptable 0% (0)
   - Oral Communication (MAR 4236): Exemplary 83.8% (31), Acceptable 16.2% (6), Unacceptable 0% (0)
   - Written Communication (MAR 4721): Exemplary 57.5% (23), Acceptable 15% (6), Unacceptable 2.5% (1) (Note: *percentages in submitted materials were incorrect*)

Summary of use of assessment findings for improvement: Upon analyzing their results the department decided to re-evaluate the process including timing, format, and consistency of target success rate across certificates. As needed the program faculty will revise the instrument used to make sure the student learning outcomes to measure them as accurately as possible

Feedback from the discussion (strengths and weaknesses of program's assessment work): Following the presentation of their assessment the program representatives presented some questions for discussion. The first was that they are struggling with the assessment of non-majors in their courses and the use of group projects as assessment assignments. They then wondered if they have to assess both written and oral communication for the certificate. In response the other representatives in the group said that the program should focus on simplifying assessment to make sure that it is measuring SLOs related directly to the certificate. Bottom line the assessments should answer the following questions: Are students learning what we want them to

learn (specifically)? Where/how can we help them learn better (interventions)? Did the changes (interventions) work? What do we do next?

Earth & Environmental Sciences

SLOs assessed: Students must build maps that are fit-for-purpose and effectively convey the information that they are intended to by following the fundamental cartographic principles.

Direct measure(s) (optional indirect) used for assessment:
- GIS 5100: M4 Crime Analysis lab exercise
- GIS 5007L: European Population Density and wine consumption maps
- GIS 5027L: M4 Spatial Enhancements, Multispectral Data, Brand Indices lab assignments
- GIS 5050L: Map design and delivery of a real-world transmission line placement mapping project
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Summary of assessment findings, including a description of the sample used: 68 students in the four courses associated with the Certificate were assessed.

GIS 5100: The faculty determined that 100% of the students were able to effectively design a series of maps displaying choropleth symbology as well as kernel density hotspots in the M4 crime analysis lab. This exceeds the set 75% benchmark. Faculty have decided to use the 2 maps students create in the Suitability Analysis/Least Cost Path Analysis for future SLO assessments.

GIS 5007L: The faculty determined that 92% of the students were able to demonstrate at the satisfactory or higher level the ability to design a map displaying population density of European countries using choropleth symbology as well as graduated or proportional symbology of wine consumption per country. This exceeds the 75% benchmark.

GIS 5027L: The faculty determined that 94% of students were able to effectively interpret and present results using digital data on a series of 3 maps.

GIS 5050/L: Faculty determined that only 64% of students earned a B or better on the final project presentation. It should be noted that several students experienced hardships and difficulty continuing coursework due to Covid-19.

Summary of use of assessment findings for improvement: Faculty have decided to use the 2 maps students create in the Suitability Analysis/Least Cost Path Analysis for future SLO assessments. For the assessments in GIS 5050/L they are considering lowering the benchmark to 70% for this introductory course. They are also discussing providing more time on the final project or replacing the final project with a less intensive one combined with more guidance.

Instructional Design & Technology

SLOs assessed: For the Human Performance Technology Certificate the program assessed two SLOs in 2019-2020: 1. Analyze current and desired organizational performance and identify gaps in performance and their root causes using the HPT model and the principles of systems

thinking. 2. Design, develop, implement and manage the change process associated with the integration of instructional and non-instructional interventions in organizational settings.

Direct measure(s) (optional indirect) used for assessment: For SLO 1 students completed a Gap and Cause Analysis Assignment (2 assignments) and for SLO 2 students completed an Interventional Implementation and Change Management Plan.
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Summary of assessment findings, including a description of the sample used: In both courses assessed 100% of the students met or exceeded expectations on both assignments.

Summary of use of assessment findings for improvement: Because the assessments executed this year were significantly different than those in years past the department does not plan to intervene or change anything in the coming year as they will wait for further data.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The only discussion was to clarify that both Certificate seeking and non-Certificate seeking students are assessed as many students declare their intentions to complete the certificate program after taking some of the required courses.

MBA

SLOs assessed: For the Graduate Business Foundations Certificate the department assessed the following:

- 1.2: Distinguish the primary financial statements and their purposes in an annual report including evaluation of performance via financial ratios
- 1.3: Use time value of money concepts to evaluate alternative financial decisions including risk and return
- 1.4: Demonstrate and apply knowledge of concepts and principles of management and marketing
- 1.5: Demonstrate knowledge of the principles of e-Business systems planning, development, and implementation

Direct measure(s) (optional indirect) used for assessment:
- 1.2: project in GEB 5873
- 1.3: project in GEB 5874
- 1.4: project in GEB 5876
- 1.5: project in GEB 5870

Summary of assessment findings, including a description of the sample used:
- 1.2: The assessed group did not meet the 80% target (33%) and there were still some notable areas of deficiency. Even with the shift to an 8-week course length and the placement of additional content for students to understand questions related to this SLO, student performance has dropped from 75% meeting the standard to 33%. The faculty would like to have another assessment cycle evaluated before making any additional

changes to see if a better pattern emerges. Faculty will reassess the SLO next cycle and re-evaluate.

- 1.3: The assessed group did not meet the 80% target (75%) and there were still some notable areas of deficiency. In consultation with the faculty, we expanded the course length from 4 weeks to 8 weeks to give more time for students to work with the course content. In addition, the faculty member has placed additional items for the student to be able to assess their understanding of the material including additional discussions and an additional exam. Faculty will reassess the SLO next cycle and re-evaluate.
- 1.4: Even though all students met the assessment targets (100%), there were still some areas of deficiency specifically in the marketing communications area (an issue in 2018-2019); direct marketing theory and management handling of brand reputation issues. Faculty members are adding more discussion questions related to these topics and additional reading assignments to address these deficiencies. Faculty will reassess the SLO next cycle and re-evaluate.
- 1.5: Even though all students met the assessment targets (100%), there were still some areas of deficiency specifically in the steps in developing a new information system and the process of creating workable information systems. Faculty members are adding more discussion questions related to these topics and additional reading assignments to address these deficiencies. Faculty will reassess the SLO next cycle and re-evaluate.

Summary of use of assessment findings for improvement:
- 1.2: Even with the shift to an 8-week course length and the placement of additional content for students to understand questions related to this SLO, student performance has dropped from 75% meeting the standard to 33%. The faculty would like another assessment cycle will be evaluated before making any additional changes to see if a better pattern emerges.
- 1.3: Even with the shift to an 8-week course length and the placement of additional content for students to understand questions related to this SLO, student performance has dropped from 64% meeting the standard to 36%. The faculty would like another assessment cycle will be evaluated before making any additional changes to see if a better pattern emerges.
- 1.4: There was a small decrease in student performance in the marketing communications area. Faculty were monitoring this issue through the last assessment cycle. Data in 2019-2020 indicate this area is still of concern so faculty members are adding more discussion questions related to these topics and additional reading assignments to address these deficiencies. Faculty will reassess the SLO next cycle and re-evaluate.
- 1.5: Course modifications made during the last assessment period did not increase student performance in the system lifecycle. Faculty want to use another assessment cycle to review the results before recommending any changes.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The department plans to utilize Canvas tools to coordinate and collect assessment data (even across the University if possible). Additionally, the group found the department's longitudinal

data to be very useful. For example, even an outsider could see the student performance effects of moving all classes online in response to Covid 19.

Public Health

SLOs assessed: The department assessed writing and communication skills for the Environmental and Occupational Health Graduate Certificate through 5 SLOs.

Direct measure(s) (optional indirect) used for assessment: Students evaluated a case study of a local environmental issue or historical bioterrorist attack using professional writing and communication skills in a semester long project.
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Summary of assessment findings, including a description of the sample used: Only 2 students were assessed and they both met or exceeded expectations.

Summary of use of assessment findings for improvement: Because this is a new certificate with few students/data at this point the program will make no changes at this point.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Moving forward the department wants to reduce the number of SLOs assessed from 5 to 2. Melissa Brode and Eric Bostwick suggested converting their holistic rubric to an analytic one and both offered to help Public Health with their experiences in both the COB and MBA programs.

Undergraduate Programs
Accounting & Finance

SLOs assessed: In the programs Finance, BSBA/Accounting, and BSBA the following SLOs were assessed: 1. Identify financial theories and information sources relevant to business decisions. (Content) 2. Identify and analyze key elements that comprise business problems/ opportunities. (Critical Thinking) 3. Integrate knowledge across business disciplines to formulate defensible strategic business decisions. (Critical Thinking) 4. Create and deliver effective oral presentations. (Communication) 5. Develop effective written presentations. (Communication)
Direct measure(s) (optional indirect) used for assessment: In Finance BSBA and Accounting BSBA the five SLOs were assessed with the following assignments:

1. Identify financial theories and information sources relevant to business decisions using rubrics. (Content)
2. Identify and analyze key elements that comprise business problems/opportunities using rubrics. (Critical Thinking)
3. Integrate knowledge across business disciplines to formulate defensible strategic business decisions using rubrics. (Critical Thinking)
4. Create and deliver effective oral presentations using a 16-item rubric used in multiple courses. (Communication)

5. Develop effective written presentations using a 16-item rubric across multiple courses. (Communication)

Summary of assessment findings, including a description of the sample used: The department focused on the outcomes in the Finance BSBA program for revision in the coming year. There findings include:

1. 2 sections with a total of 24 students were assessed for SLO 1 (Identify financial theories and information sources relevant to business decisions) with unclear findings.
2. 5 sections with a total of 130 students were assessed for SLO 2 (Identify and analyze key elements that comprise business problems/opportunities). Of the students assessed 65% met expectations. Divided by campus, 61% of students at the main Pensacola campus met expectations while 81% at the Emerald Coast met goals.
3. 5 sections with a total of 130 students were assessed for SLO 3 (Integrate knowledge across business disciplines to formulate defensible strategic business decisions). For this SLO 74% of assessed students met expectations. Divided by campus, 70% of students at the main Pensacola campus met expectations while 88% at the Emerald Coast met goals.
4. 21 sections with a total of 474 students were assessed for SLO 4 (Create and deliver effective oral presentations) with at least 75% of students meeting expectations on each element of the rubric.
5. 31 sections with a total of 685 students were assessed for SLO 5 (Develop effective written presentations). At least 75% of students met expectations on each element at Fort Walton Beach campus while students at PNS did not meet the 75% benchmark for correct citations, reference formatting, sentence structure, and conclusion.

Summary of use of assessment findings for improvement: For the Finance BSBA program the department plans to create and use a new rubric to assess SLOs 1, 2, and 3 as a result of their findings. For SLOs 4 and 5 the department planned on integrating use of the oral communication lab in 2020, but this has had to be cut due to budget constraints. Additionally, the program has decided that it does not need a standalone ethics course. Instead, ethics will be integrated into courses. Ethics will be assessed in business law.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Much of the group discussion focused on the larger processes of assessment data gathering and department involvement. Everyone in COB and the department is actively working on assessment because of requirements for the assessment agency (AACSB). Rubrics are used for all courses. The College itself really focuses on closing the loop and addressing where we've seen gaps in the program. For example, this year, they are evaluating where and how ethics should be taught. The college is also reevaluating changes to required courses and how to add in specific elements (such as data analytics). The college holds an Assessment day (which is technically optional) – everyone sitting down, similar to peer review. Facilitators to get the

faculty thinking about assessment. Broken up into departments, and then broken up as how-to assessment happens in their department.

Art

SLOs assessed: Recognize historic styles, their sequence, and the cultural forces that shaped them and apply this knowledge to the conceptualization, design, and development of contemporary art. (Content)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Recognize historic styles, their sequence, and the cultural forces that shaped them and apply this knowledge to the conceptualization, design, and development of contemporary art and accompanying written content. Student must articulate their ideas through artists' statements, OUR grant applications, and/or BFA exit applications

Summary of assessment findings, including a description of the sample used: The work of 28 students across 2 sections was used for assessment. Of this group 82% of students met or exceeded the standard.

Summary of use of assessment findings for improvement: During the Spring Semester, the quantity of contemporary art readings was increased to help students think about their work within the contemporary moment.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed the challenges of how to conduct assessment in art, especially visual arts. Another challenge is that Art is a complex department with many moving programs and different CIP codes. Additionally, students move through core classes but are specializing in sub-disciplines. The department needs a good size sample while also assessing students in different specialties. The instructors will rotate the class that performs assessment which will allow the assessment to be viewed with a new set of eyes.

Another suggestion was that studio disciplines need to develop solid rubrics with more quantifiable numbers. Finally, the group responded to the Art representatives' comments that overall Art students' written and professional skills are often lacking. It was suggested that they develop a course to address the issue that just focuses on writing in the arts. Possible assessment assignments could include an annotated bibliography; rough draft; individual draft sessions.

BSBA Business

SLOs assessed: Communicate effectively in writing, create and deliver effective oral presentations, and contribute effectively to group discussion. (Communication)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Since 2016-2017, the COB has assessed oral communications across multiple courses using a standard, 16-item rubric. This rubric allows more accurate analysis of students' oral communication skills, and a global summary reduces the usefulness of this rich data. Please see the additional tabs for detailed data. The results from 2018-2019 were reviewed at our

Annual Student Performance Review Day in November of 2019. The results for 2019-2020 will be reviewed during the fall of 2020.

Summary of assessment findings, including a description of the sample used: To assess students' success in communication an oral communications rubric was used. The presentation was done online and fell short of instructors' expectations. More time was needed to have students polish their speaking and using online platform.

Summary of use of assessment findings for improvement: Part of the discussion regarding this SLO was to refine what it is capturing, and how the faculty feel it gathers information at the end of the degree. Note, in December 2019, industry experts were brought in to discuss the curriculum. The advisory board and the professors went through a workshop with the outcome of changing some of the courses, SLOs, and how/where they collect the data in the program.

As a result of the 2018-2019 data review (in November of 2019), the COB initiated an Oral Communication Lab (in conjunction with the Dent of Comm) during 2019-2020 to assist students with their oral communication skills. Despite the COVID-19 changes, the Oral Comm Lab adapted to online interactions. Although many SPC 2608 students used the Oral Comm Lab, only a handful of COB students used the lab. Anecdotal responses indicate that both students and faculty found the Oral Comm Lab useful, however, the Oral Comm Lab will not be continued in 2020-2021 due to budget constraints.

Chemistry

SLOs assessed: Communicate professionally about chemistry through writing in an accepted scientific format and orally in a public venue. (Communication)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Students in Instrumental Analysis (CHM 4130) and Seminar: Special Topics in Advanced Chemistry (CHM 4930) will be assigned oral presentations. A presentation rubric developed within the department will be used to assess students. At least 70% of students will demonstrate at the satisfactory level or higher the ability to communicate professionally about chemistry in an oral venue.

As a note, due to the mid-semester transition to remote instruction for Spring 2020, typical face-to-face presentations were replaced by video presentations. In CHM 4130, question/answer scores were omitted from the rubric, as presentations were delivered asynchronously.

Summary of assessment findings, including a description of the sample used: Faculty are pleased that 92% of students demonstrated satisfactory ability to communicate professionally about chemistry in an oral venue. However, in analyzing an itemized breakdown of the presentation scores, it was found only 77% of students received satisfactory marks for their presentation slides.

Summary of use of assessment findings for improvement: CHM 4931, Seminars in Chemistry, will be modified to teach students how to create effective presentation materials from both the audience and presenter perspectives. Students will be required to evaluate two

department seminars during CHM 4931 using the department rubric. Using the department rubric for their evaluation will familiarize students with the rubric while analyzing seminars from an audience perspective. Currently an Effective Presentation Skills module is taught in CHM 4931. The module will be modified to include students preparing a 5-slide presentation, including proper referencing, on a chemistry-related topic of their choice. The goal in the presentation assignment will be focused on appropriate presentation of content and referencing in the slides rather than delivery of the presentation. Implementing these two aspects into CHM 4931 will teaching students how to analyze their presentations materials from an author and audience perspective. The department will reassess student presentations for improvement in two assessment cycles.

Feedback from the discussion (strengths and weaknesses of program's assessment work): This is a well thought out assessment and really makes sense. Chemistry is different, when they go online, it is more than ID, the program needed to send out chemistry kits etc. The peer group applauded the efforts made in the spring 2020 session.

Communication Arts

SLOs assessed: The department assessed 3 SLOs in 2019-2020. 1. Critically evaluate sources of information to determine their trustworthiness, import, and utility to their specific communication task. (Critical Thinking) 2. Deliver professional, well-organized presentations (e.g. informative and persuasive) that are tailored to topic, audience, and occasion. (Communication) 3. Demonstrate professionalism by applying field-appropriate ethical standards to work products and taking responsibility for actions/outcomes. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

> **SLO 1**: Anonymous review of papers using a rubric. At least 70% of students will write a literature review of a chosen topic, citing at least six current, peer-reviewed academic journal articles relating to their research topic. Students produced research proposals containing literature reviews in COM 4301 in the fall of 2019 and the spring of 2020. Success is measured by a score of at least a 2 or "meets standards" on the rubric.
> **SLO 2**: At least 70% of students will successfully employ ethos, logos, and pathos, and standards of extemporaneous speaking in their speeches. Success is measured by an "excellent" or "superior" score on the rubric. Interestingly, the level of effort put into Zoom presentations exceeded the level of effort normally put into classroom in person presentations.
> **SLO 3**: Anonymous review of papers using a rubric. At least 70% of students will address the ethical criteria for their decision making in creating a research design for a proposed research project. This may include mentioning that the proposal will undergo IRB review, discussing the merits and harms of participating in the project for participants, or explaining the reasoning behind questions that will be asked of participants when sensitive subjects are addressed. Success is measured by a score of at least a 2 or "meets standards" on the rubric.

Summary of assessment findings, including a description of the sample used:

SLO 1: 2 sections of a total of 16 students were assessed and 94% met expectations

SLO 2: 5 sections with a total of 112 students with 96% meeting expectations

SLO 3: 2 sections with a total of 16 students of whom only 44% met expectations

Summary of use of assessment findings for improvement: The department plans to change the rubric measuring the Critical Thinking SLO while they plan to gather more data beyond the core course (SPC 2608) in order to measure SLO 2 (Communication) maintenance through the capstone. To improve student learning and success in SLO 3 the department determined that the assignment used for this assessment should include explicit instructions to address questions of ethics in their proposed research. Students tend to address it only when their methods would require IRB approval. Finally, the poor performance of students may also have to do with the smaller sample size because of Covid.

Feedback from the discussion (strengths and weaknesses of program's assessment work): During discussion the group raised a few concerns including that students need to consider in greater depth ethical components for what they are researching. Additionally, the group hypothesized that the Communications faculty may have been emotionally influenced by and grateful to students who completed their studies despite the obstacles of Covid 19, resulting in inflated assessment results.

To address these issues the group suggested that faculty record speeches/presentations so that multiple faculty can assess each student performance together. Another suggestion was that the department use the same rubric throughout the semester to capture change.

General Studies

SLOs assessed: 1.2 Articulate the rationale for the individualized program of study. (Content) 2.1 Apply inter-disciplinary knowledge to solving a relevant problem demonstrated through the completion of a capstone project. (Critical Thinking) 2.2 Synthesize key concepts across disciplines as well as among and within each cognate area. (Critical Thinking) 3.1 Practice academic integrity and respect for intellectual property. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Faculty utilized a reflection essay to assess the Content SLO and the final Capstone project to assess the two Critical Thinking and Integrity/Values SLO. Further, students completed an exit survey at the end of the Capstone course, which is used as an indirect assessment tool to collect student perceptions of the program learning goals and overall satisfaction with the program.

Summary of assessment findings, including a description of the sample used: The sample included two online sections of IDS 4890 Senior Capstone totaling 18 students. Although two different instructors taught the course—one in Fall 2019 and one in Spring 2020—they utilized identical course materials in Canvas. Due to COVID-19, the Spring 2020 instructor did eliminate some assignments, but students still completed those required for program assessment.

Students met the 70% benchmark for each of the four learning outcomes, but there is still room for improvement. In the reflection essay, students continue to spend too much space discussing their personal biographies despite multiple updates to the instructions.

For the Capstone project, students have improved by incorporating more interdisciplinary sources into their research project but still struggle to synthesize the sources. Rather, they discuss them all separately. Students have done well overall to cite their sources and paraphrase/quote appropriately when they choose to complete a traditional research paper. However, those students who prepare a website, podcast, or manual have struggled to cite appropriately.

Based on feedback from the exit survey, the department will identify high-quality projects submitted in previous years and post to the Canvas course to provide students with examples of "A" work.

Summary of use of assessment findings for improvement: The department will adjust the instructions for the reflection essay to encourage students to spend more time discussing two specific BGS courses, the rationale for choosing them, and how they have and will benefit from them, and less time on their personal biography.

In order to encourage greater synthesis of interdisciplinary sources, the department plans to add a working thesis statement assignment into the scaffolded Capstone project structure to create an additional opportunity to provide feedback on source selection and how to incorporate sources throughout a project. For those students completing a non-traditional research project, such as a website, podcast, or manual, faculty plan to be more explicit throughout the semester to highlight the need to cite all material used, such as turning in transcripts for podcasts with in-text citations and including footnotes on PowerPoints, manuals, and websites. The instructor works one-on-one with students throughout the semester and will have multiple opportunities to discuss this with each student.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
- The home department is the CASSH Dean's Office and the only course owned by the department is the Senior Capstone, which they use for direct assessment.
    - However, assessing only at the end of the program is not ideal because there is no way to assess learning gains across the program.
    - They have considered adding a 1-hour cornerstone course or potentially an entrance survey for new majors to use for comparison.
    - A cornerstone course could help to calibrate the student's objectives for pursuing the degree.
- The major weakness for students is trouble synthesizing sources
    - Maybe students are not really understanding what it means to synthesize sources
    - Perhaps framing the lesson like we are asking them to be "experts" and to produce a meaningful story based on their research can help.
        - In other words, they're going to ask a new question and produce another story based on what has been written.
- Age range of the students

- Recommendation to consider the best learning approach for the wide range of students taking the course, which might require multiple approaches.

Global Hospitality

SLOs assessed: 1. Identify and apply concepts and principles in the major hospitality operational areas. (Content) 2. Create and deliver professional oral presentations. (Communication)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): To assess students' ability to identify and apply concepts and principles in the major hospitality operational areas students had to complete a strategic business plan over the semester that was later assessed via a rubric. Assessment was completed in HFT4295, Strategic Management. For the second SLO students completed online presentations that were graded using a rubric on oral communications.

Summary of assessment findings, including a description of the sample used: 100% of students in the course met or exceeded expectations for the content SLO, but only 72% did meet expectations in their oral presentation. This was done online and fell short of instructors' expectations. More time was needed to have students polish their speaking and using online platform.

Summary of use of assessment findings for improvement: Part of the discussion regarding this SLO is to refine what it is capturing, and how the department faculty feel it gathers SLO data at the end of their degree. Note, in December 2019, industry experts were brought in to discuss the curriculum. The advisory board and the professors went through a workshop with the outcome will be in changing some of the courses, SLOs and how they collect the data, and where in the program.

Faculty is now currently working on a plan to change the curriculum for this BS degree. It is from the discussion and findings, that we need to better align our outputs from the input at the course level. During the Spring 2020, and Summer 2020, faculty are diligently working on bettering the curriculum, assessment and reporting to align with our industry.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group liked the way that HIP is incorporated into the assessment by having industry people in the discussion from the start, not just grading with the rubric. They also talked about outcomes and how to use it in Canvas.

Government

SLOs assessed: Government assessed two undergraduate programs: Spanish and Government. In Spanish they assessed students' ability to read and identify the main ideas of texts in the Spanish language. (Content) In Government students were assessed on their ability to execute effective communication in different modes appropriate to the discipline. (Communication)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

Spanish: The assessment coordinator and the instructor met the following dates to discuss and plan the assessment during fall 2019: Aug 22, Sep 3, Sep 17 and Oct 22. The October meeting was the World Languages Program faculty meeting where all the instructors discussed the course and students' progress. The instrument of assessment was a three and a half page long single-spaced reading text (a short story written by Gabriel García Marquez exemplifying magical realism) with five true or false questions. The students had to write the correct answer for the questions that were false. The course assessed is an Intermediate Reading & Translation course. The text was an authentic material and a good one for that level because the story is a children's story but can be enjoyed by all audiences.

Government: At least 70% of students will achieve an 80% or higher in the rubric category for communication showing that they have an organized flow throughout the issue analysis paper connecting parts of the paper together.

Summary of assessment findings, including a description of the sample used:

Spanish: Ten students were assessed in one section of which 70% met the benchmark. Quite a few students did not seem to understand the instructions that they were to correct the false answers.

Government: 95% of students assessed met or exceeded expectations.

Summary of use of assessment findings for improvement:

Spanish: Instead of five true or false questions, in the future 10 or more questions would be a better indicator of true comprehension. But, this was the first time using this assessment assignment, so for the first try if worked well.

Government: Faculty discussed results at May 2020 dept. meeting. Consensus among faculty: Assessment looks good though they plan to change/update the rubric for the assignment. There was discussion of whether this class could feasibly be moved online.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The department is generally resistant to moving it online but feel now it is OK. Specifically, they will now offer an online oral exam for the Master's program for which they have created a new rubric.

Health Sciences and Administration

SLOs assessed: The department assessed four SLOs: 1. Identify the characteristics and foundations of the healthcare administration discipline. (Content) 2. Apply critical problem solving and strategic thinking in analyzing and evaluating issues in healthcare administration. (Critical Thinking) 3. Employ effective and professional communication in the healthcare administration discipline. (Communication) 4. Identify and apply legal concepts, professional ethical principles, and regulatory requirements that apply to the field of healthcare. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

> **SLO 1**: Health Sciences Content exams

> **SLO 2 & 3**: Capstone project graded with a rubric

> **SLO 4**: Course assignment

Summary of assessment findings, including a description of the sample used:

> **SLO 1**: 451 students across 15 sections assessed with 76% meeting expectations

> **SLO 2 & 3**: 11 students across 1 section where 100% of students met expectations

> **SLO 4**: 29 students in 2 sections with 86% of students meeting expectations

Summary of use of assessment findings for improvement:

> **SLO 1**: Last year, while most students met the benchmark for this assessment, faculty still felt that there was room to improve. Each exam was reviewed and areas where faculty felt improvement was needed were more closely evaluated. Four classes augmented their existing content and required material to improve scores on specific questions. Those areas were more closely examined this year and student performance did not improve despite the additional focus. Faculty discussed the possibility that perhaps we need to scaffold the concepts more rather than just adding more content. The decision was made to pursue professional development for faculty to learn more about scaffolding.

> **SLO 2 & 3**: Faculty are generally pleased with the outcomes for this assessment and choose to continue to monitor the SLO using this tool, especially as the program is growing so the faculty wants monitor to ensure that the quality remains the same.

> **SLO 4**: This is a new instrument which assesses students' reflections on their chosen career's code of ethics. Many students state that is the first time they have thought about what it means to be a professional in their field. Many students state that this assignment has changed the way they are currently behaving in undergrad in order to start meeting the standards of their future profession. The faculty are satisfied with student attainment of this SLO. The program is expanding so we want to continue to monitor to see if quality remains stable. We will continue to discuss ethical topics in HSC 3034 and GEY 4001 to prepare them for this course.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The department wondering if they were assessing exactly what they need to assess. That is, if all students are meeting the benchmark, perhaps we need to assess a different area. It was suggested that that department might replace the capstone course for the Healthcare Administration specialization with one more focused on healthcare operations and use that class for the assessment instruments instead. Additionally, looking forward the department decided to pursue professional development for faculty to learn more about scaffolding.

Honors

SLOs assessed: 1. Exhibit discipline-based and/or cross-discipline-based higher order thinking skills (Critical Thinking) 2. Practice civic engagement through Honors-related service activities (Integrity and values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Project report assessed by rubric

Summary of assessment findings, including a description of the sample used:

> **SLO 1:** 14 students in 1 section were assessed with 100% of students meeting expectations
>
> **SLO 2:** 40 students in 1 section were assessed with 98% of students meeting expectations.

Summary of use of assessment findings for improvement: Even though all students exceeded expectations for the first SLO according to the rubric, the department plans to give them more opportunities for autonomy to make their learning deep and potentially transformative. This would take the form of concrete curriculum change – change focus of research project and problem. Finally, Honors will restructure their E-Portfolio course working with students to take ownership with service learning since that is a component for this course.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group found of the strongest points of Honors assessment that fact that every week the faculty meets to discussion assessment and content processes.

Legal Studies

SLOs assessed: 1.1 Analyze and explain legal concepts in core legal studies areas, including constitutional law, evidence, and ethics. (Content)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): The department utilized three essay questions in different program courses at the beginning, middle, and end of the curriculum. Instructors utilized either a rubric or checklist to determine whether or not students analyzed important elements.

> (1) Survey of American Law (PLA 2013): An essay question on ethics designed to assess students' abilities to identify and analyze legal ethical issues. A rubric has been formulated by the instructor that tests the identification of discrete legal ethics issues.
> (2) Legal Systems and Ethics (PLA 3703): An essay question based upon an assigned book and class lectures relating to the readings. A checklist is used to assess whether important elements have been analyzed.
> (3) Constitutional Law (PLA 4885): An essay question on the second exam. A checklist was used to assess whether important elements have been analyzed.

Summary of assessment findings, including a description of the sample used: The sample included 163 students across four face-to-face sections with 127 (78%) students meeting or exceeding expectations. The specific scores corresponding to the direct measures listed above include:

(1) PLA 2013: 78% of students met or exceeded the 80% benchmark.
(2) PLA 3703: 100% of students assessed met the 80% benchmark.
(3) PLA 4885: In Fall 2019, 62% met the 80% benchmark and in Spring 2020, 78% met the 80% benchmark.

Summary of use of assessment findings for improvement: While faculty are pleased with the results and believe students are progressing throughout the curriculum, they discussed strategies for further improvement. First, rather than rely only on written essay exams, the department plans to use a wider variety of assessment tools, such as projects, papers, test questions, or experiential learning exercises. Second, they plan to assess student learning in the Legal Research and Writing course through a written memo assignment. Last, the department will coordinate with the Legal Studies Advisory Board to seek feedback on the assessment process and what improvements could be made.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
- Department recently reduced the number of SLOs they assess overall—based on the shift to five-year assessment plans—and now assess program SLOs one at a time annually.
- Hierarchy of assessment
  - In order to assess across the program, they begin assessment in a General Education course, then a sophomore/junior-level Legal Studies course, and finally a senior-level Legal Studies course.
  - Students typically take these separately due to level and prerequisites rather than concurrently.
- Although student performance dropped in PLA 4885, it is not indicative of a peak in performance in PLA 3703.
  - Constitutional Law includes a different measurement and the level of difficulty is much higher.
- The department is pleased with the approach and indicated success but wonders if they should variegate the methodology they are using, such as incorporating short-answer or more "fact-based questions" rather than essays.
  - Students are expecting *answers* and with the law there is no one answer; the answer is the process.
  - This is difficult to do outside of an essay. Therefore, they are considering other methods of assessment that can be *paired* with the essay.
  - Group projects and presentations are utilized in other courses in the program and might be useful supplements to the essays being used for assessment.
    - This would allow students to combine their research efforts and then present as a group, such as in a pro/con debate.
- The department is considering using other instruments to assess their program:
  - LSAT scores
  - Admission rates to law school

- Hiring rates for employment
- Internship placement

Music

SLOs assessed: <u>**The Bachelor of Music**</u> program assessed two SLOs: 2.1 Classify composers and their musical compositions within historical and stylistic perspectives. (Critical Thinking); 3.1 Analyze musical problems by combining, as appropriate to the issue, their capabilities in performance; aural, verbal and visual analysis; composition/improvisation; and history and repertory. (Communication) <u>**The Bachelor of Music Education**</u> program assessed two different SLOs: 1.1 Recognize effective curriculum, identify best practices in pedagogy and performance, and implement this knowledge in instruction. (Content); 2.1 Analyze, select, and perform musical literature and curriculum that is high quality and level appropriate. (Critical Thinking)

*The department planned to assess diversity but was unable to develop a plan due to COVID-19.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): The department utilized melodic and harmonic dictation exercises to assess SLOs.

Summary of assessment findings, including a description of the sample used: The sample included 104 students across four face-to-face sections with 103 students (99%) meeting or exceeding the benchmark. Additional preparatory materials and quizzes implemented in 2019-2020 appear to have improved student performance as 99% of students met or exceed expectations on both SLOs.

Summary of use of assessment findings for improvement: Assessment in previous years indicated students had not been properly scaffolded for the dictation exercises. The instructor altered and improved instruction in these areas by providing students additional preparatory materials and additional and improved quizzes. They next plan to standardize these materials across four semesters using quizzes that are identical in structure and expectation and build on one another.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The Music representative did not join our breakout room due to internet connectivity issues.

Philosophy

SLOs assessed: 1.1 Describe the central concepts in the major sub-fields of philosophy (Content) 2.1 Select and apply relevant theories to identify essential features of philosophical problems. (Critical Thinking) 2.2 Evaluate arguments, avoiding logical fallacies and methodological errors. (Critical Thinking) 3.1 Marshal a complex body of information in written or oral formats. (Communication) 3.2 Clearly and effectively express a variety of viewpoints. (Communication) 4.1 Apply ethical theories appropriately. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): The department utilized a homework assignment, exams, and final essays in four

courses (PHH 3100 Greek Philosophy, PHI 3130 Modern Logic, PHI 3320 Philosophy of Mind, and PHM 3200 Social and Political Philosophy) to assess the SLOs.

Summary of assessment findings, including a description of the sample used: The sample included undergraduate students enrolled in face-to-face sections of courses required for the Philosophy B.A. The sample size varied depending on which course the department used to assess the SLO. Students in the sample may or may not be philosophy majors. There are no prerequisites for the courses and students came from a variety of educational backgrounds.

Students achieved the 70% benchmark for four of the six SLOs:

- 2.1—20 out of 21 students in one section met or exceeded expectations (95%)
- 2.2—16 out of 21 students in one section met or exceeded expectations (76%)
- 3.1—34 out of 40 students across two sections met or exceeded expectations (85%)
- 4.1—20 out of 24 students in one section met or exceeded expectations (83%)

Outcomes are being met in the areas listed above. The department will continue to gather data to ensure that trend continues. The department will continue to employ a logic tutor for PHI 3130 (SLO 2.2) as it has shown to help students learn.

Students performed slightly below the benchmark for two of the six SLOs:

- 1.1—13 out of 19 students in one section met or exceeded expectations (68%)
- 3.2—16 out of 24 students in one section met or exceeded expectations (67%)

A faculty member who has since retired assessed SLOs 1.1 and 3.2 for which students scored slightly below the 70% benchmark. The department will work with the new instructor(s) to achieve benchmarks and provide a more detailed report.

Summary of use of assessment findings for improvement: Faculty discussion had three main outcomes:

(1) The department believes that Philosophy of Art needs to be associated with an SLO that better reflects the content covered, rather than content that seems specifically appropriate for courses in ethics. They decided that broadening the SLO to fit the course as well as courses in ethics is wisest; however, this does create ripple effects such as needing to revise (once again) the ALC, which they did already in 2019-2020.

(2) The department decided that since there are no striking failures evident in the data, they should continue to collect data so that any curricular decisions are driven by ample data.

(3) The department decided that given the fact that some courses are offered only in the spring semesters, such as Modern Philosophy, Theory of Knowledge, and Philosophy of Science, it makes sense to collect data in both semesters whereas in 2019-2020 they collected data only in the fall (though we did manage to assess 6/8 SLOs. This might help ensure that the spring

courses are achieving the relevant outcomes even if fall courses also assess the same outcomes in some cases.

Feedback from the discussion (strengths and weaknesses of program's assessment work).
- A program review in 2017 prompted changes in assessment practices
    - They were only assessing in the Capstone and decided to begin assessing all upper-division courses in fall and spring to get more data to make more meaningful decisions.
- Most upper-level courses are taught by one faculty member with one exception, and therefore instruments vary based on who is teaching the course. It could be a logic exam or an essay.
    - Faculty report to chair how many met/did not meet expectations and the chair completes the assessment report for the department.
    - Based on the new assessment report form, the department will begin collecting more information about the rubric used to evaluate students and what benchmark faculty used to determine how many students meet the 70% threshold.
- The department chair received a QEP grant to work on oral communication, which will be assessed in a Fall 2021 or Spring 2022 course.
    - Oral communication is not typically assessed in Philosophy and the grant provides a great opportunity to do so.
    - The department originally planned to implement the QEP grant project in the Spring 2021 semester. However, the Chair (who would be teaching the course) believes it would be more prudent to teach lower division courses as part of an effort to recruit majors.
    - Coverage at the upper division will not suffer as there are alternatives that fulfill the same distribution requirements for majors (albeit without the QEP emphasis on oral communication).

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Physics

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SLOs assessed: 1.1 State and explain the basic laws of the different branches of physics. (Content)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Conceptual understanding was measured in 5 separate courses using the final exams. For each subject, students were asked to state and explain laws of physics as pertains to that subject. Students were graded on a highly satisfactory, satisfactory, and unsatisfactory scale.

Summary of assessment findings, including a description of the sample used: The sample included 39 students across five face-to-face sections with 30 students (77%) meeting or exceeding the benchmark. Students were assessed in five courses, which are all required for the B.S. in Physics: PHY 3106 Calculus-Based Physics III, PHY 4323 Electricity and Magnetism I, PHY 4325 Electricity and Magnetism II, PHY 4513 Thermal and Statistical Physics, and PHY 4604 Quantum Theory I.

This year was a data collection year to establish a baseline. Overall, the benchmark was exceeded but individual courses were just shy of the mark. Students who did not meet

expectations were common across courses. The department will measure again next year to determine if this trend continues and what intervention points are needed.

Summary of use of assessment findings for improvement: Faculty plan to develop or find standardized assessment tools from the Physics Education community for assessing the Critical Thinking SLO next year. Faculty observed that students who did not meet the SLO expectations in one course were likely not to meet the SLO expectations in another course. Faculty would like to do cross-correlations to see if intervention is needed.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
- The department used to assess 10-12 SLOs, but now they have four. They can now assess one program SLO per year.
- Assessment occurs in upper-division major courses through final exams. The benchmark varies by course and instructor, but they use 70% as the threshold.
- Results were in line with expectations—assessed on satisfactory/unsatisfactory scale.
  - Because physics is a particularly difficult discipline to understand, their success rate of 77% is very good.
- Just because a student understands one concept in physics does not mean they understand others.
- The department is considering a pre-/post-test format at the program-level.
  - They have used this model at the General Education-level, but it is very time consuming.
    - Sampling would not be beneficial because the cohort is small and could easily lead to cherry-picking results.
  - If utilized for the program, they would focus on a smaller number of courses but assess all students in them.
  - It is a challenge to come up with good questions for pre-/post-tests. Some areas lack research on what kinds of questions best measure students' grasp of the concept.
  - Would pre-/post-tests lead to skewed positive results?
    - You are almost guaranteed to see improvement in all students so 100% of students would show as improved.
  - It is also difficult to address misconceptions students are bringing in because you will not know unless you ask each student.

Psychology

SLOs assessed: Critical Thinking applied to Research Methods Applications and/or Solve Problems using social science methods.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): We collected data in each of the four capstone courses conducting during the spring semester of 2020 using an automated 60-question multiple choice test administered via Canvas. The department devised the test a few years ago to capture applications of research concepts and principles from six dimensions related to solving problems using behavioral

science methods. The dimensions reflect knowledge in the following: Nature of science, Psychological literacy, Correlational methods, Experimental methods, Statistics, Ethics.

Summary of assessment findings, including a description of the sample used: For the most part, scores across sections are homogenous with most subscale scores hovering near 80%. We compared how students performed in the four classes in the spring semester (required capstone) vs. the six classes last year as well as the three classes the year before. Slight gains were made in all areas with the exception of statistics; statistics also remained the lowest performing of the six subtests and ethics remained as the strongest scale.

Summary of use of assessment findings for improvement: We have used the current research exam sufficiently to establish enduring patterns of achievements in research methods in our students. They tend to be exemplary with regard to ethics, an accomplishment that should inspire pride. The exception continues to be statistics which tended to hover at the 60% level. We also continue to be befuddled by how poorly students do on basic statistical concepts. We did attempt this year to persuade Math to offer courses that are geared to the social sciences to address our statistics deficit, but we have made no headway.

We did lose steam in finishing our reforms in part linked to covid challenge. We had hoped that our proposed redesign of the curriculum to produce a unified BS degree would help address the statistical weakness. However, in view of the concerns regarding enrollment challenges in the department, the department decided to hold off on implementing the new plan in case it would prompt students to flee the major at a time that would be harmful to the department's economic base. Departmental discussions indicated that the continuing problem with such low scores in statistics further supports our need to return to curriculum that includes an integrated statistics and methods approach. Our hope is to be able to exercise the plan of returning to a unified degree under the BS option when the timing is propitious.

In view of our five year assessment plan, we will continue to strategize about how to fix our statistics problem, but we are going to migrate our second focus in assessment next year to professional development where we are going to concentrate on the production of high quality psychology—related resumes in the context of the capstone course. Next year will serve as a baseline year for that effort. Keep working on aligning the instrument to the industry. Also, rich discussion regarding math, and social sciences, assessment tied to those areas.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed the fact that Psychology still needs to separate out assessment between BA and BS students. In addition, they discussed how to address the issues with student learning in stats. One suggestion was to integrate stats into all the general classes as well for more practice. Another idea was to incorporate stats into the Senior year experience – have a capstone where one area is statistics.

Sports Management

Note- This report was not uploaded to the peer review site, as it was not received in time for the meeting, so some details are missing

SLOs assessed: Apply the fundamental principles of sport management to various sport management practice.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Grades and analysis of grades

Summary of assessment findings, including a description of the sample used: All assignments are assessed with a rubric.

Summary of use of assessment findings for improvement: Discussion with department chair

Feedback from the discussion (strengths and weaknesses of program's assessment work): Perhaps reevaluate using capstone course as assessment. Perhaps look at where students begin to see progression through the program.

Teacher Education

SLOs assessed:

ISS Community Education, B.A.

1.1 Plan developmentally-appropriate interactions based on goals identified for all learners in community-based educational settings. (Content)

3.1 Model clear and acceptable oral and written communication. (Communication)

Exceptional Student Education, B.A.

2.1 Teacher candidates critically evaluate their instruction using multiple methods of assessment to monitor student progress and guide decision making and problem-solving (Critical Thinking)

3.1 Teacher candidates model clear and acceptable oral and written communication (Communication)

3.2 Teacher candidates communicate relevant information using a variety of technologies during the learning process (Communication)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.)

ISS Community Education, B.A.

The department utilized six lesson plans (averaged to determine if the benchmark was met) to assess 1.1 Content and the Writing Mechanics component of the Final Interview Project (reflection paper) to assess 3.1 Communication.

Exceptional Student Education, B.A.

Students are assessed during Field Experience 2 and Student Teaching using the Danielson Framework for Teaching indicators 1f, 2e, 3a, and 3d.

Communication indicators 3a and 2e require students to implement a content area lesson plan, using available classroom technology, and to create a class website.

Critical thinking indicators 1f and 3d require students to develop lesson plans and perform pre- and post-assessments from at least one of the lessons followed by analysis of the results.

Summary of assessment findings, including a description of the sample used:

Sample description

ISS Community Education, B.A.

The sample included two online sections each for two courses for a total of 51 students in EDG 4947 and 65 students in EDG 4077. The department assessed 1.1 Content in EDG 4947 and assessed 3.1 Communication in EDG 4077.

Exceptional Student Education, B.A.

The sample included twelve online sections each for two courses for a total of 49 students in EDG 4949 and 50 students in EDG 4940.

Summary of findings

ISS Community Education, B.A.

Students performed slightly under the 70% threshold in EDG 4947 HIP Seminar with 34 out of 51 students meeting or exceeding expectations (66%).

Students performed well above the 70% threshold in EDG 4077 Learning in Informal Environments with 57 out of 65 students meeting or exceeding the threshold (92%).

Exceptional Student Education, B.A.

Students did not meet the 70% threshold in EDG 4949 Field Experience 2 for any of the SLOs but surpassed the 70% threshold in EDG 4940 Student Teaching for all three SLOs. Specific results are as follows

EDG 4949
- 2.1—15 out of 49 students met or exceeded expectations (31%)
- 3.1—28 out of 49 students met or exceeded expectations (57%)
- 3.2—26 out of 49 students met or exceeded expectations (53%)

EDG 4940

- 2.1—41 out of 50 students met or exceeded expectations (82%)
- 3.1—46 out of 50 students met or exceeded expectations (92%)
- 3.2—48 out of 50 students met or exceeded expectations (96%)

Summary of use of assessment findings for improvement:

ISS Community Education, B.A.

The undergraduate committee discussed multiple strategies to improve student learning in 1.1 Content, in which students performed slightly below the threshold. They decided students will receive additional resources regarding VPK standards and lessons. Further, they plan to include a written assignment to help students distinguish between activities and lesson plans. Finally, they plan to add an assignment to provide practice and feedback for writing explicit student learning outcomes.

The undergraduate committee also noted that although most of the students exceeded the 70% goal for 3.1 Communication, they determined that students would still benefit from support in their written communication. The committee recommended that the students in the Community Education program be required to submit written work to the UWF Writing Lab in order to receive feedback and support.

Exceptional Student Education, B.A.

The undergraduate committee decided to increase the focus on formative assessment both in the assessment course and in earlier courses. Further, they plan to review written communication of lesson plan components, provide written feedback and observe the oral communication of these components during observation of the teaching of the lesson. They also plan to increase instructional focus on using technology to communicate relevant information.

Finally, TEEL faculty will open discussions with community stakeholders in both the TEEL Advisory Council meetings and the Professional Education Council meetings to elicit ideas for further opportunities on meeting improvement goals and student learning opportunities within the districts.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
- Assessment might suffer some from using the assignment grades rather than picking out one part of the rubric to use for assessment purposes.
- Students have a series of three field experiences—Field Experience I, Field Experience II, and Student Teaching
  - o Evaluations used to support the SLOs were made in Field Experience II and Student Teaching. Field Experience II is where students start putting concepts to practice and expected mastery in Student Teaching.
- The department has struggled with inter-rater reliability.
  - o They have many instructors teaching the courses in which they assess, including adjuncts, and they need a mechanism to ensure there is inter-rater reliability.
  - o They have begun ongoing training to assist with onboarding new faculty.

- There was no noticeable difference between scores given by full-time versus adjunct faculty
  - Instead, it seemed like everyone's scores were inflated.
  - In order to address this issue, cooperating teachers now meet with the student's University supervisor to collaborate on their assessment which helps avoid inflation.
- Another problem they face is that education programs must use the same instrument the district uses to assess teachers in the system.
  - The rationale is that it will help students gain an understanding of the evaluation tool being used on teachers.
  - However, it is unfair to evaluate student teachers with the same tool used to evaluate more experienced teachers.
  - Still, the department is doing the best they can to use it as it is state-mandated.
- Danielson model provides key indicators for assessment but faculty decide what is meeting/exceeding expectations.
  - Danielson does not provide normative data for pre-service teachers to refer to.

Graduate Assessment

Anthropology

SLOs assessed: Anthropology has two programs, an MA in Anthropology, and an MA in Historical Anthropology. SLOs are offered in classes that are captured in one track or common to both tracks.4 of 16 SLOs were assessed. Those SLOs are discussed below.

    1.1 Analyze and critique classic and current literature in anthropological theory, archeology, biological anthropology, and cultural anthropology. based on empirical evidence (Content).

    2.1 Define and Identify Suitable Anthropological Research Problems for a Thesis Project (Critical Thinking). This SLO is assessed in Anthropology's Research Design course which is a course in the Anthropology track. Historical Anthropology students are not required to take the course but sometimes do. This class was face-to-face during the spring 2020 semester.

    2.5 Compose, articulate, and defend reasonable conclusions based on analysis of empirical evidence and professional literature (Critical Thinking). Empirical evidence is typically gathered to different extents in the subdisciplines covered in Anthropology and Historical Archaeology. Cultural anthropology has a mix of quantitative and qualitative data sources.

    4.2 Articulating the ethical responsibilities of anthropologists to societies (Integrity and Values). Anthropologists are obligated to follow a number of ethics related to the specific subfields of the discipline. These often relate to the study of human beings (living and deceased), the handling of human remains, or caring for non-renewable cultural resources. As the SLO can be applied to multiple classes, other courses could be evaluated in the future.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

      1.1 The first SLO was assessed through an essay question. Ten students took the course face-to-face in Fall 2019 semester. The essay involves the following topics/questions: a. How is theory used? b. Use an example of a theorist or theory to explain how theory works and how it generates new ideas.

      2.1 Entire class is required to develop a research topic that could possibly lead to their thesis project, including research design, questions, and background materials. The assignment is a rough draft of a thesis perspective. Students develop a poster about their thesis statement that they could possibly offer at a conference.

      2.5 This SLO is evaluated in Evolutionary Theory (a biological anthropology course). Students are asked essay questions.

      4.2 This SLO was assessed in an Evolutionary Theory class. The SLO was assessed in a series of essay questions and a guided research paper.

Summary of assessment findings, including a description of the sample used:

      1.1 100% of students met the expectation of 90% or better.

      2.1 Fourteen students were assessed in the course. 12 of 14 students met the expectation.

      2.5 Out of 12 who took face-to-face, all 12 met the standard. 1 student got a C, 1 B, all others A.

      4.2 12 out of 12 completed SLO successfully.

Summary of use of assessment findings for improvement:

      1.1 Anthropology may pick a different SLO for that spot since the students met the expectation at such a high level. The SLO is not very useful because it does not identify weakness but instead only identifies if a student has completely tanked or fallen off the rails in the course.

      2.1 The two students that did not hit satisfactory were new students and did not have a thesis idea yet. Neither student had field school or field experience to do a thesis on. This assignment allows for the department to gauge how well a graduate student is doing at mid-point. The SLO could be adjusted. This SLO helps ID students who need help in the area of thesis design or implementation.

      2.5 The department does not plan to change this assessment given its importance to professional development. This SLO can be applied to multiple classes, and other courses could be evaluated in the future. Spring 2020 Substantial. Series of questions. Have an example on the site.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Lela Hobby commented that she loves the assignments and is very interested. She thinks that the assignments do a great job for critical thinking. Lela also comments that the summary really reflects that students achieved the benchmark. But, Lela asked if, when assessing students do you use rubric? Can the students see a rubric? Do students have guidance on the assignments? Lela also suggested that grading with a rubric in speedgrader might be helpful.

<div align="center">Biology</div>

SLOs Assessed: <u>SLO 4.1</u>—Apply ethical considerations in the conduct of scientific research with humans and animals. <u>SLO 4.2</u>—Adhere to appropriate ethical practices in the thesis research. <u>SLO 3.1</u>—Appropriate use of discipline-specific terminology. <u>SLO 3.2</u>—Write clearly and grammatically within the style of the discipline. <u>SLO 3.3</u>—Demonstrate ability to clearly communicate content-specific information to an audience of peers.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): All SLOs were assessed via the thesis and the oral presentation/defense were evaluated with a rubric as unsatisfactory, satisfactory, very good, and excellent.

Summary of assessment findings, including a description of the sample used: One online student. [The same one student was used to evaluate each SLO.] The student scored excellent across all SLOs.

Summary of use of assessment findings for improvement: The faculty realized that it is difficult to improve the performance of specific graduate students at the end of their time at UWF. Thesis and non-thesis students were each rated with a simple rubric, but the rubric did not require much detail, and it only gave a snapshot at the end. Thesis students' assessments were discussed at a faculty meeting. Most of the graduate students were non-thesis, and they were rated as a group by the Graduate Coordinator.

2019-2020 was the final year for this method of assessment for the Biology MS program since it is changing. Peter Cavnar began his role as chair in Summer 2019 and re-worked undergrad assessment that academic year. This year (2020-2021) he is focusing on re-working graduate assessment.

In the 2020-2021 year, the following assessments of grad students are being implemented:
- A Graduate Orientation at the beginning of the fall semester.
- An intermediary process of assessment, which will especially help students with challenges who are struggling.
- A new five-year plan for assessment.
- Students will be assessed within graduate courses and with different assignments.
- Each thesis student's thesis proposal, which he/she submits in the first year, will also be used in assessment.
- The chair is working on an assessment plan that accomplishes what they need but is not so extensive that faculty will not complete them.

The Biology Dept. is also working on other graduate options, including an accelerated BS to MS program, and a fully online graduate program.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The group agreed that the former methods of assessment were inadequate. Peter asked for suggestions for making assessment easier for faculty. Suggestions from the group:
- o Embedding assessment within courses in specific assignments may help faculty to buy-in by using what assessments they already have within courses.
- o Tell faculty why assessment is not only necessary but also essential (e.g., SACCS evaluations, program accreditation).
- o Consider forming an "advisory board" of academics from the same discipline in other universities' programs to share assessment methods.
- o

Educational Research & Administration

This department contains multiple programs. The documents submitted to the Annual Peer Review of Assessment 2020 Google Drive site pertained only to the program in College Student Affairs Administration; however, the two faculty who participated discussed a different program, the EdD program, but did not submit any documents.

SLOs Assessed: [*The following SLOs and data were reported on the SLO Reporting Worksheet by faculty with the College Student Affairs Administration program.*] SLO 1.1—Apply concepts and principles in the delivery of student affairs with college students, staff, administration, and the community. SLO 3.1—Adapt communication strategies to influence college student development. SLO 3.2—Employ formal and informal verbal communication skills and professional writing. SLO 4.1—Critique the ethical and legal dilemmas related to student affairs and higher education.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):
    SLO 1.1 - [EDH 6634—Introduction to College Student Affairs] Students will work in groups of 2-3 to write a "conference proposal" addressing a critical issue relevant to emerging student affairs professionals, following professional organization conference guidelines. Each group will make a 40-minute class presentation based on their proposal. Benchmark: At least 70% of students will meet or exceed professional expectations (score above 85%).
    SLO 3.1 - [EDH 6948—Internship] This is an internship (10-12 weeks) with an evaluation instrument completed by the supervisor. Benchmark: At least 70% of students will meet or exceed professional expectations (score above 85%) on the Supervisor Evaluation instrument.
    SLO 3.2 - [EDH 5040—American College Student: Trends] Students will complete a Group Poster presentation, Trend Talk, and Critical Issue debate assignments. Benchmark: At least 70% of students will meet or exceed professional expectations (score above 85%) on the Group Poster presentation, Trend Talk, and Critical Issue debate assignments.
    SLO 4.1 - [EDH 6405—Legal Issues in Higher Education]
Benchmark: At least 70% of students will meet or exceed professional expectations (score above 85%) on the Current Issues series of assignments.

Summary of assessment findings, including a description of the sample used: SLO 1.1 -
Nineteen face-to-face students were assessed with 100% of students scoring satisfactory. SLO
3.1 - Thirty-eight online students were assessed and 100% of students scored satisfactory. SLO
3.2 - Twenty-two online students were assessed and 95% of students performed at the
satisfactory level. SLO 4.1 - Thirty face-to-face students were assessed and 87% of the students
scored satisfactory

Summary of use of assessment findings for improvement:
    SLO 1.1 - A rubric was not found in the Canvas course and the instructor is no longer
with UWF; therefore, a rubric will be developed. Faculty also discussed if this was the best
assignment to evaluate this SLO. The faculty teaching this class presently will explore possible
alternative assignments for the best assignment to meet the learning outcome. Since a high
percentage of students met expectations, the possibility of changing the assignment was
discussed. The rubric will also further define what professional expectations and success looks
like in this assignment.
    SLO 3.1 - There may be better assignments to gauge this SLO. This year the final
assignment is an interview with the instructor and a rubric for that has been developed that may
be a better reflection of the outcome. Faculty also realized that many students cannot influence
student development directly in a short internship such as this course. Faculty will change the
outcome via a CCR process to connect several competencies to the workforce setting. Three
students did not receive supervisor ratings. Follow-up efforts by the Program Coordinator and
the Internship coordinator will be increased to ensure that all students are rated by their
internship supervisors. An onboarding/orientation for supervisors will also be developed where
the need for rating/evaluation will be emphasized. The program will collaborate with other
CSAA programs and the UWF Career Development office to explore better supervisor
evaluation rubrics to more accurately parse out communication skills as a sub-aspect of the
internship. In addition, it may be useful to assess the gap between pre and post-evaluation of
competency, and provide formative learning for the student.
    SLO 3.2 - Dr. Haas used these key assignments and she is no longer at UWF; therefore,
this may be revisited to determine the best key assignment. To improve assessment the rubrics
will be revised to further define what professional expectations and success looks like in this
assignment.
    SLO 4.1 - This outcome/deliverable is well aligned and serving its intended purpose. It
will continue and faculty will review the rubric to ensure good measurement.

More generally, the EdD program faculty have identified several issues from past assessments
and are working to correct them and improve student outcomes.
- The metrics have resulted in some students finishing who should not have.
- The DSQAC (Doctoral Support Quality Assurance Center) is there to support and help
  students, but it has had a negative connotation with students. The faculty are providing
  feedback to change some of the practices of the DSQAC. Faculty are working to make it
  more of a positive atmosphere. New staff/faculty assigned to it have helped. The
  department expects these changes to keep students in the program and help them to
  succeed. In addition, the dissertation committee is taking back power from the DSQAC
  so that the Center is more helpful to each student.

- They also have the EDD Advising Center and the Mentor Program to guide each student through the program and with his/her research.
- To improve the student success rate, the department has implemented numerous junctures where a student can be assessed by multiple faculties, and at a public defense. The doctoral process is rigorous; each student must defend four times before he/she can graduate. Very detailed rubrics at each defense. Each rubric is more than 10 pages. For the final dissertation defense, the rubric is even longer. The four junctures when the student is assessed by multiple faculty members are:
  - Comprehensive oral exams and defense
  - Pre-proposal and defense
  - Proposal and defense
  - Final Dissertation and defense (they also have a 12-step dissertation defense preparation.
- Faculty work with students step-by-step through the process. The first three defenses are eventually the first three chapters of the dissertation.
- Some faculty subjectivity in the dissertation process has been identified. The department is working to identify that and not allow it to prevent a good student from finishing the degree.

Feedback from the discussion (strengths and weaknesses of program's assessment work).
- Faculty feel confident that these steps will improve EdD student success.
- The process is extensive and a tremendous workload for faculty on top of a full load of courses.

English

SLOs assessed: There are 5 SLOs and 2 are assessed each year.

MA Literature Program SLOs:

1. Conduct independent research related to one or more literary periods, texts, authors, critical perspectives, or genres of the student's choice, in consultation with a faculty advisor.
2. Produce focused, well-researched, persuasive, and original readings of literary texts. The students' work will demonstrate the conventions of professional literary scholarship, including appropriate language, format, tone, structure, and editorial style as defined by the Modern Language Association and other professional organizations.

MA Creative Writing Program SLOs:

1. Produce original poetry, fiction, nonfiction, and/or drama that demonstrate the conventions of professional creative writing, an awareness of literary and aesthetic traditions, and complex thought and inquiry.
2. Express content clearly and fluently in creative works by demonstrating command of the structure, syntax, diction, and lyricism of language.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

MA Program in Literature: In the various classes, students are assessed via either a standalone rubric or as a rubric incorporated into grading in the following ways:

- Presentations, Bibliographic entries
- Final papers. In one course, an "A" on the final paper indicated meeting the benchmark, and in another, a B or higher on the final research paper indicated meeting the benchmark.

MA Program in Creative Writing:

- Final style essay in which they had to analyze their four stories for conventions, thematic elements, and structure that they feel compose their personal style.
- They wrote four original stories and were responsible for being primary respondents on three of their classmates' stories. Success on the respondent assignments demands a clear understanding of structure, diction, syntax, and creative use of language.

Summary of assessment findings, including a description of the sample used: The department tries to assess all classes in the programs and are not focused on just a capstone course and therefore assesses most, if not all, students.

- 39 students were assessed in the Literature track; 19 students were assessed in the Creative Writing track
- 37 out of 39 students met expectations in the Literature track, and all students (19/19) met expectations in the Creative Writing track.

Summary of use of assessment findings for improvement: In the literature track, the department has incorporated more writing instruction. In fact, one of the reasons for the higher assessment numbers was that an instructor course corrected after the first small reading paper to include significant discussion of writing conventions, access to online writing resources, and additional feedback on drafts for students who were not as prepared for graduate study. The two students who still failed to meet expectations had little experience with reading literature or writing academic papers; they likely would have struggled in undergraduate courses as well. One of these showed growth while the other refused assistance. At least one student with a weak background managed an A through scrupulous, applied use of online writing resources, notes taken during class discussion, using the online writing lab feature, and by requesting additional feedback. The department will continue to build-in more explicit meta-discussions of writing and reading practices in order to on board the students who are willing to put forth the effort.

English majors aren't as used to linear, essay-style writing coming into the program as they once were. To compensate, the department incorporates some element of writing instruction in every single course. They foreground particular writing approaches by incorporating shorter

assignments and focusing on paragraph-level idea construction with the idea that if you can write a good paragraph, you can write well. Individual faculty are carefully ordering and scaffolding assignments, and at the department level, a curriculum review is taking place.

The department will continue to advocate for smaller creative writing class sizes.

Feedback from the discussion (strengths and weaknesses of program's assessment work): There were questions about whether assessing every class put a lot of work on the faculty; however, probably more than two-thirds of the faculty incorporate the assessment rubrics into their grading process to prevent duplicating efforts. The faculty simply turn their numbers and the brief analysis, and the rest of the work is done by the department's assessment committee who will pick out the various themes to bring before faculty for discussion in faculty meetings.

The group felt that the direct measures of assessments fit the discipline of study very well but wondered about the high grade of "A" being needed in order to "meet" the benchmark. In other words, should a B or C suffice? These suggestions will be taken into consideration, as some faculty will solely use grades as their "assessment language" and may need to revisit that approach.

The group discussed the problem of class size and how they were barriers to improvement in student learning in the creative writing course. Currently, graduate literature courses are capped at 20 students, and creative writing courses are at 15 whereas the national standard is to cap them at 12 students. The English Department is trying to maintain the goal of no more than 15, as it is difficult to give individualized feedback and promote engagement on creative work with more than that.

Modality of course delivery was discussed. 60% of graduate students meet face-to-face while 40% do so in a synchronous online environment. It was suggested that incorporating discussion boards for feedback for students might help with engagement; however, significant Canvas activity, including discussion boards, are incorporated already.

Exercise Science

SLOs Assessed: SLO 1.1—Evaluate concepts and principles related to Exercise Science for implication in human development and performance. SLO 1.2—Apply a variety of concepts from disciplinary knowledge (motor learning, exercise testing and prescription, exercise physiology, biomechanics, and related course work) when planning and implementing exercise protocols. SLO 2.2—Design and prescribe treatments to improve physical performance. SLO 2.3—Design and conduct research to solve problems related to Exercise Science. SLO 3.1—Present ideas clearly, effectively, and elegantly in written and oral communications. SLO 4.1—Critique and evaluate the ethical dilemmas encountered in sport and fitness settings and the exercise science community. SLO 5.1—Complete a thesis or project in lieu of thesis in the final semesters before achieving the master's degree. SLO 5.2—Submit a proposal for and make at least one public presentation of an academic paper or teaching practice before an audience of scholars and peers prior to completion of the degree.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.):

SLO 1.1 - [APK 5116C] Evaluate students' ability to apply the concepts and principles of muscular development. Actual animal muscle tissue was used in the lab. Benchmark: at least 80% of students taking Applied Physiology in Muscular Strength Development will successfully complete these skills.

SLO 1.2 - [APK 5116C] Design and conduct original research associated with muscular strength or cardiovascular development. Benchmark: at least 80% of the students will submit the abstract to ACSM.

SLO 2.2 - [APK 6111C] Write a research paper based on new scientific evidence on principles of exercise physiology and human performance. Benchmark: None specified because this was the first time the class was offered.

SLO 2.3 - [APK 6226] Complete a research project (conduct a literature search, design a study, collect and analyze data, and write a research report). Students were assessed on their scientific writing skills of their research project. Benchmark: At least 70% of the students will receive a grade of B- or higher.

SLO 3.1 - [APK 6226] Complete a research project (conduct a literature search, design a study, collect and analyze data, and write a research report. Students were assessed on their scientific communication skills of their research project through an oral presentation. Benchmark: At least 70% of the students will receive a grade of B- or higher.

SLO 4.1 - Each student is required to successfully complete tasks assigned by the supervisor and will receive a final evaluation from the supervisor. Benchmark: The student must successfully complete the tasks assigned by the supervisor. No criteria were reported.

SLO 5.1 - At least 50% of the class submitted an abstract to present at the national ACSM meeting but could not due to the Covid-19 pandemic. Alternatively, students presented summaries of peer-reviewed articles via an online meeting platform. Benchmark: At least 70% of the students will meet the requirements.

SLO 5.2 - [APK 6172C] Conduct ECG stress tests in UWF athletes. Due to Covid-19, the hands-on evaluations were canceled. Benchmark: At least 70% of students will meet the requirements.

Summary of assessment findings, including a description of the sample used: SLO 1.1 - Fourteen face-to-face students but no results 0% reported. SLO 1.2 - Fourteen face-to-face students were to be assessed but 0% could be due to the pandemic. SLO 2.2 - Twelve online students were assessed and 100% scored satisfactory. SLO 2.3 - Thirteen face-to-face students were assessed with 92% receiving a grade of B- or higher. The one student who did not had dropped the class mid-semester. SLO 3.1 - Thirteen face-to-face students were assessed and 100% received a grade of B- or higher. SLO 4.1 - Two face-to-face students and 100% of students met the benchmark criteria. SLO 5.1 - Fourteen face-to-face students shifted to online and 0% completed the original assignment. No information was given on student success with the revised assignment online. SLO 5.2 - Fourteen face-to-face students but assignment could not be fulfilled due to the pandemic.

Summary of use of assessment findings for improvement.

SLO 1.1 - Students were excited about the hands-on experiences and application of concepts (until midterm when courses went online). More laboratory time (depending on the

restrictions because of COVID) may be assigned to give them more opportunities to master lab skills and strengthen their knowledge and principles of human muscle development. SLO 2.2 - This is the first time the class was offered online, therefore even though it was successful, there were no prior classes to compare it to.

Feedback from the discussion (strengths and weaknesses of program's assessment work).: This year they are working toward more flexibility with hands-on practices. The difficulties with changing to online have affected their assessments, since some were unable to be completed. Most of the feedback was about changing to an online program while maintaining standards and quality. The group emphasized how the department could benefit from seeking information from The National Strength and Conditioning Association, NSCA, (which already endorses the UWF program) and the same discipline in other universities for delivering instruction in this current situation. They could perhaps assemble an advisory panel of faculty from like programs at other schools to develop strategies moving forward.

Health Promotion

SLOs assessed: SLO 3.1: Present ideas clearly, effectively, and elegantly in written and oral communications. SLO 4.3: Integrate competencies established by the National Commission of Health Education Credentialing into the practice of health promotion.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): For SLO 3.1, A final project assignment is assessed with a rubric developed and revised each semester as needed. The benchmark for success is 80% of students scoring an 85% or better. For SLO 4.3, areas of responsibility assignments are assessed with the same benchmark. A creation of a professional portfolio website is also assessed.

Summary of assessment findings, including a description of the sample used: All students in two courses were assessed for SLO 3.1 (13 students in HSC6587: Health Education Program Planning and Evaluation) and SLO 4.3 (16 students in HSC6037: Philosophical Foundations of Health Education). This program is all online.

SLO 3.1 Results of 100% satisfactory exceeds the objective of 70% scoring at least 85% on the final project (average was 96%).

SLO 4.3 Result of 100% satisfactory exceeds the objective of 80% scoring at least 85% on the final project (average was 98%).

Summary of use of assessment findings for improvement: For SLO 3.1, they will begin to include a narrative recording requirement in the final project and gain a baseline assessment. Results will be compared to next year's assessment. For SLO 4.3, they will revise the assignment to align with the updated National Commission of Health Education Credentialing competencies.

Faculty determined that the assignments are challenging for students. Assignments will be updated to reflect current Areas of Responsibility from the National Commission of Health Education Credentialing competencies.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Class size concerns, along with the variety of students from different backgrounds was discussed. Most of the students work in the field and are getting their degree in order to advance in their careers. However, occasionally there will be a student in the program who never has worked in the field. So, it might be good to have resources available for students new to the field.

The group liked that the rubrics were built into the online courses, so it makes it easy to assess seamlessly. It is very efficient.

How quickly the health promotion field changes was discussed. The department keeps updating the program by following national guidelines but also by surveying their own students and alumni in the field to see how might they best revise the curriculum to meet those needs. Social media is a huge part of their job responsibilities now, and in fact, our students helped create the COVID marketing campaign for Escambia County. Staying current helps them leave UWF knowing exactly what is expected of them in the field.

One group member thought for the final paper that it would be good to have the rubric for the students to view on the assignment itself with detailed descriptions of each criteria instead of just the points given for each. The students are given feedback on each element throughout, so they should know the criteria; however, it might help to reinforce the skills to include.

History

SLOs assessed: The same SLOs are applied to the three history tracks: Traditional History (both thesis and non-thesis); Public History; and Early American Studies. These are assessed every year:

> 1.1 Evaluate and apply core concepts, principles, processes and methodologies used in the specializations of traditional history, public history or early American studies. (Content)
>
> 2.1. Demonstrate advanced critical thinking through the effective application of historical research and methodology through coursework and in completing a master's research paper, thesis or public history practicum. . (Critical Thinking)
>
> 2.2 Critically evaluate, interpret, and synthesize secondary and primary sources to craft sound historical interpretations. (Critical Thinking)
>
> 3.1 Communicate effectively-in written and oral modes-professional quality historical interpretation. (Communication)
>
> 4.1 Adhere to and apply professional ethical practices in the use of historical evidence and in the interpretation of historical events, as explained in the American Historical Association's Statement on Standards of Professional Conduct. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): Direct Measures: Students are assessed on their capstone project, which is either a thesis (100 pages), MA research paper (40-50 pages), or practicum. Students are assessed using the same rubric which rates students in each category as exemplary, proficient, below expectations, or unacceptable. The rubric was recently updated to reflect the new 5-year assessment plan.

Indirect Measures: Exit Interview and Alumni Survey (every 4-5 years)

Summary of assessment findings, including a description of the sample used: All students are assessed in their graduating semester by their capstone projects. There were 8 students last year. Since the assessment is so streamlined, all SLOs for the graduate programs are assessed every year.

Direct Measures:

1. 88% met or exceeded for SLO 1.1
2. 75% met or exceeded for SLO 2.1
3. 70% met or exceeded for SLO 2.2
4. 70% met or exceeded for SLO 4.1

Indirect Measure (Exit Survey): Most students rated the program and what they learned highly.

Summary of use of assessment findings for improvement: There was some discussion regarding the disconnect between student expectations and faculty expectations, which resulted in a few students that did not meet expectations. However, faculty felt the changes to the program with the addition of a second graduate methods course has helped and that the students who struggled may be left over from previous directors.

Changes and related discussions for each assessed SLO:

SLO 1.1: Faculty discussions stressed the need to focus on both Methods courses to make sure students are aware of expectations at the graduate level.

SLO 2.1: Discussions among faculty stressed the need to focus on skills within both methodology courses regarding expectations and ability to conduct research.

SLO 2.2: Some students continued to struggle in creating a clear thesis statement, which affected their ability to think critically about sources and research. Critical thinking seems to need continual improvement. Faculty agreed that greater emphasis and time should be spent in the methods courses to assist students in their ability to craft sound interpretations.

SLO 3.1: Most students were in the meet expectations category, rather than in the exceeds, which led to discussions of working more closely with graduate students, primarily in the methods courses, but in all courses to make sure they understand expectations in writing.

SLO 4.1: The faculty determined that no changes are needed to improve student learning in this domain, as academic integrity is continually stressed.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed the creation of the second methods course. The History Department felt that it was helping with student learning, and, like the English Department, they felt additional time was needed to assist students with skills such as formulating a thesis, writing, and critical thinking.

Class sizes were again discussed, and in CASSH, the rule of thumb seems to be that a graduate course must have 15 students to make and history department graduate courses are capped at 18 students.

Communication was noted as a strength among the students, and that is likely because history majors are continually fine-tuning their writing skills.

Information Technology

SLOs assessed: This was a new program developed in Fall 2019 so assessment has not happened yet. There are eleven SLOs in the Academic Learning Plan, and the representative provided the group with courses and example assignments that will be used for course-level assessment to facilitate discussion. The SLOs on the the CET6882 course syllabi were:

1. Analyze data collected for network performance and implement strategies to improve network performance
2. Implement and monitor network authentication, authorization and accounting (AAA) protocols
3. Examine types of network security attacks and strategies to mitigate the attacks
4. Analyze and utilize appropriate network backup and recovery tools and strategies

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): For CET6882: Network Performance Monitoring and Security, there is a course project and written reports that will be assessed using rubrics.

Summary of assessment findings, including a description of the sample used: Not applicable. No one has graduated from the program yet.

Summary of use of assessment findings for improvement: Not applicable

Feedback from the discussion (strengths and weaknesses of program's assessment work): Concern over class sizes was discussed, as class sizes are at 40 students this semester which makes it difficult to provide detailed feedback on all of the research papers, which is the way students are assessed. Students also come from a wide variety of backgrounds into this field so that also creates a challenge. The class size makes it feel more like an undergraduate course. The

group encouraged to take it up at the department level to see if more sections could be made because it sounded like something that began to happen and was not consciously discussed.

Some wondered how the overall program would be assessed, and that will be through a capstone course that all students are required to take. The capstone will integrate the domains of information technology, computer network, database management, and web applications.

One thing that is stressed is teamwork because each IT person is specialized, and they have to integrate with each other.

The importance and advantages of detailed rubrics were discussed. Some felt that providing a good, detailed rubric most often yielded assignments that would meet and exceed expectations because what was valued in the course was made clear.

The capstone project is conducted over the course of two 8-week courses. Beyond the content goals, the project also assesses soft skills as IT professionals often need to know their audience in order to communicate effectively to clients, such as to a business manager who may not understand the implications of a particular IT need.

Intelligent Systems & Robotics

Summary of Assessment Plans: This program is a joint program with UWF and IHMC, and that will play a role in assessment. There is no formal assessment report yet. The faculty member discussed the plans for assessment.

They have finished the first year and currently have 11 students enrolled (8 first year returned, 3 new). Each student is assigned to a supervisor who designs a specific program for him/her depending on whether he came in with a master's degree or not. The first one may be graduating in the spring. These are the guidance and assessment plans:

- In the admission process, the student's faculty supervisor writes a letter of support and outlines a research path/topic for the student.
- The student's Mentor can be either UWF or IHMC or can be co-supervised with faculty from each entity.
- In the second semester, each student takes research methods (compulsory). In that course, the students' proficiency in literature review, research ability, etc., are assessed. The exam from that course is an essential indicator of the student's progress to successful completion.
- After the third semester, the student takes a qualifying exam on a reading list of 10-20 papers. The student must describe the papers (orally), and four to five faculty (UWF and IHMC) evaluate the student on his/her knowledge of the field and skill in discussing the material.
- In addition, each year the student submits a portfolio—work achieved, work ahead, and adds on to it each year. The faculty keep track of the projects/grants the students are involved in.
- Assessment of the student's Prospectus presentation is essential.

Feedback from the discussion (strengths and weaknesses of program's assessment plans):
- o Determine how to assess quality of mentorship, especially at this level.
- o Since they are at the start of the program, they are in a great place, and can conceptualize how to proceed with assessment.
- o If they work with an accrediting body, follow that body's standards to build their assessments.
- o Get early, mid-point, and later data on student progress through the program.
- o Seek out an advisory board for your program with external partners, ask for input, and document that for assessment.
- o Have a mentorship rubric for faculty to use when communicating with students.
- o Other depts. have discussed whether to have annual eval of mentorship in faculty contracts—perhaps capture that in the Communication domain.

Mathematics

SLOs assessed: SLO 1.1 Describe and apply principles of abstract mathematics, applied mathematics, or statistics by deriving and proving theorems, or modeling real life situations. SLO 1.2 Solve conceptual problems that require writing and evaluating proofs in mathematics and statistics technology, appropriately to conduct research.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): For SLO 1.1, the final exam in MAS 5145 is used for assessment. The final exam consists of 8 questions that directly address student learning outcomes. The collected assessment data consists of the overall percentage for how students as a whole performed on each problem. Four questions on the final exam were mapped to the SLO and were assessed (5,6,7,8). The department uses the data to build tables that display the relative frequency of missed questions, which are then used to determine relative achievement related to the course student learning outcomes. The department considers students as a whole performed poorly on a question if the overall percentage on that problem is less than 70%.

For SLO 1.2, a final exam in STA 5326 is used for assessment. The final exam consists of 7 questions that directly address student learning outcomes. The collected assessment data consists of the overall percentage for how students as a whole performed on each problem. They assessed final exam questions 1, 2, 3, 4, 5, 6, and 7. The following questions were used for the assessment: Q1 (Derive and Discuss): Q2 (Derive); Q3 (Derive and applied); Q4 (Derive); Q5 (Derive); Q6 (Derive); Q7 (Applied and discuss). The department uses the data to build tables that display the relative frequency of missed questions, which are then used to determine relative achievement related to the course student-learning outcomes. The department considers students as a whole performed poorly on a question if the overall percentage on that problem is less than 70%.

Summary of assessment findings, including a description of the sample used: All students in STA 5326 and MAS 5145 in the Fall semester were assessed for a total number of 26. These are both online.

The questions the students performed poorly on for both SLOs are called critical questions and critical techniques. For SLO. 1.1, Q2 is quite low compared with other questions. Q5 and Q6 just reached 70% accuracy. For SLO 1.2, students received on average an 88.5% which was a bit higher than the last Spring 2019 deficiencies. Derive UMVUE for parametric function and LR tests improved scores on: Derive Bayes' rule, Find MP and UMP tests, and Derive UMVUE for parametric function.

Summary of use of assessment findings for improvement: For SLO 1.1, the department will keep the exam the same and compare with next year's numbers. They will also focus more on the proofs of the theorems. They will allot more time on the eigenvalues/singular values of the matrices.

For SLO 1.2, they will keep the exam the same and compare it with next year's numbers.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group remarked that the department plan for assessment seemed fairly robust. The Math Department has done assessment for more than 15 years and continually revise it. They assess two of their seven SLOs every five years. The common exam that includes questions used for assessment assists with efficiency.

The faculty did meet to discuss how to improve performance on critical problems. Next year, they will measure papers on a rubric that is similar to that of the History Department.

The group asked who was responsible for assessment. The individual faculty member does the assessment and then they are discussed to plan for the next year.

Mechanical Engineering

The MS in Engineering is brand new. There is 1 graduate so far. The program is just getting started with assessment. Anticipating 2020-2021 beginning assessment. Over the next academic year. At least 70% of students must conform to those outcomes. There are three concentration tracks. Students can choose a thesis or design option.

Nursing

SLOs Assessed: Nursing must adhere to SACS and Nursing standards. Nursing assesses SLOs and 9 Essential Standards. Nursing also employs an anonymous survey at the end to assess content and navigation in courses.

All of the courses are online. The Masters program increased from 40 to 325 students over 2 years. There are 3 different MSN tracks: Executive, Education, and Family Nurse Practitioner.

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): In the process of growth the Nursing Department decided last year that in the Fall they would evaluate one assignment. The assignment was selected to measure content. The department found that the students did pretty well. A rubric or quiz questions are used.

Summary of assessment findings, including a description of the sample used: The assignment was assessed in two of the courses. The benchmark was set at 85%. Lela asked the group, "Is that too high of a benchmark?" Others in the group advised that they used 75% as a benchmark.

The Population Health course is taught across all 3 tracks. 71% passed the quiz (the assignment that was tracked). In the Health Assessment course - 82% hit the benchmark.

Summary of use of assessment findings for improvement: The evaluation committee had representatives for each track. The group presented to the program directors. The group discussed the root cause analysis on what could have happened. These courses had been taught by adjuncts and the program has grown very fast. The Population Health course was also taken from 16 weeks to 8 weeks.

Many courses are also taught using the coach model as teaching assistants assist with grading. This adds another dimension that requires instructions for what coaches can do and to ensure that all of the assessments are aligned between sections and grading is equal and transparent.

In the Health Assessment course, a virtual avatar assignment was added which assesses virtual patients. This addition doubled the work in the course. Cognitive load may have been too much. The evaluation committee also discussed that there may be duplicated SLOs and could possibly remove some assignments to reduce cognitive load.

The representative discussed improvement including an action plan that was developed in the spring, revised over summer, and implemented in fall. The department will discuss again in the spring. The department also hired four new full-time faculty instead of adjuncts for the next year. The transition of assessments from D2L into Canvas was a big change for faculty and students, but Nursing has implemented a survey at the end of courses that evaluates the student's perspective of content, communication, and navigation. This survey is used to improve courses. Finally, the department added a permanent Program Director - Dr. Billy Morales and the representative believes that this will help tremendously.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed the benchmark settings. They suggested that maybe we all need to look at 70% in master's courses. Ramie reported that in Anthropology, the benchmark is set at 80% which is a B.

Physical Education and Human Performance

SLOs Assessed: 1.1 Critically evaluate and utilize cues for physical activity performance to maximize successful participation in physical activity and learning new physical activity skills on a regular basis. (Content) **1.2** Apply a variety of concepts from disciplinary knowledge (pedagogy; motor development and learning; exercise science, sociology and psychology of movement; history and philosophy) when planning and implementing physical activity enhancing interventions.(Content) **1.3** Demonstrate knowledge based expertise in multiple forms

of physical activity including, but not limited to games, sports, dance, gymnastic activities, adventure activities, aquatics, and fitness activities. (Content) **2.1** Examine, evaluate, and apply research on developing skills and learning in physical education and physical activity domains. (Critical Thinking) **3.1** Communicate instructional behavior evaluation results and intervention plan for improvement with professionals observed in physical activity settings (Communication) **3.2** Use technological resources (e.g., internet web-sites, email discussion groups) to interact with other professionals interested in enhancing physical activity participation and performance. (Communication) **4.1** Identify relevant public policies and proposed legislation and actively advocate for more enlightened policies and guidelines that directly affect physical activity enhancement programs. (Integrity/Values)

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): **1.2 & 3.1** At least 80% of students in PET 5805 Analysis and Supervision in Physical Education will score 80% or above on intervention plan. The intervention plan also allows students to practice using instruments. The students in the Interventions course observe someone anonymously and then develop objective reports and hypothetical intervention plans to help the individual improve. Reflection is a hypothetical intervention plan. **3.2** At least 80% of students in PET 5701 Systematic observation in Sport & Physical Education will score 80% or above on the discussion board posts.

Summary of assessment findings, including a description of the sample used: 1.2 & 3.1 28 students in 1 section were assessed. The results of the assessment demonstrated that 100% of students were able to demonstrate the ability to apply disciplinary knowledge when develop an intervention plan to improve performance of an individual in a physical activity setting. **3.2** The results of the assessment indicate that 100% students were able to use technological resources (in this case Packback.co was utilized) to interact with other professionals using a discussion board format.

Summary of use of assessment findings for improvement: 1.2 Student examples will be provided in the future to improve instruction. **3.2** Student examples will be provided in the future to improve instruction. Packback will no longer be utilized for this assignment as the same features are available through Canvas.

General Findings: The program is aimed at teachers who are currently teaching. Executive program. The students move through the course at their own pace with projects along the way and assessments. The faculty noticed a loss of rigor in some courses because students were waiting until last minute to complete content and assignments. Solutions will be that teachers and coaches will be utilized. Assignments will be transitioned to weekly assignments. One goal is to increase student interaction through discussion boards.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed communication and discussion strategies using video discussions and Learning Hubs (small groups for discussions). Jenae Burkart suggested that it could be possible to simulate the individuals to be observed by creating videos with scripted issues. Then the student could develop intervention plans that are not hypothetical.

The group also discussed ways to increase teacher and student presence in online courses.

Social Work

SLOs Assessed: The Social Work program is structured to meet nine specific competencies required by the Council of Social Work Education to achieve accreditation. It is the sole accrediting agency for social work education in the US and its territories. To meet that end, different assessment instruments are used depending on whether they assess knowledge or field internships. At the end of the first year, the FCAI (knowledge-based) and the Foundation Field (experience-based) assessments are done. In the second year, the Capstone (final course) is completed, which is a lengthy paper (knowledge-based), and the Advanced Field (experience-based) assessments are done.

       The nine required competencies are vague and broad. In this program, they are aligned with seven SLOs for the program (see additional document), and each competency was measured with the same direct measures (see document submitted to Google Drive site. In 2019-2020, assessment was not completed because of COVID changes in course delivery. This program included both online and face-to-face programs, but both quickly shifted to online.

- Competency 1—Demonstrate Ethical and Professional Behavior. [Corresponds to SLOs 4, 5, 6, 7]
- Competency 2—Engage Diversity and Difference in Practice. [Corresponds to SLOs 2, 4, 5, 6, 7]
- Competency 3—Advance Human Rights and Social, Economic, and Environmental Justice. [Corresponds to SLOs 2, 4, 6, 7] \
- Competency 4—Engage in Practice-informed Research and Research-informed Practice. [Corresponds to SLOs 3, 5, 6, 7]
- Competency 5—Engage in Policy Practice. [Corresponds to SLOs 2, 6, 7]
- Competency 6—Engage with Individuals, Families, Groups, Organizations and Communities. [Corresponds to SLOs 1, 5, 7]
- Competency 7—Assess Individuals, Families, Groups, Organizations and Communities. [Corresponds to SLOs 1, 3, 5, 7]
- Competency 8—Intervene with Individuals, Families, Groups, Organizations and Communities. [Corresponds to SLOs 1, 3, 5, 7]
- Competency 9—Evaluate Practice with Individuals, Families, Groups, Organizations and Communities. [Corresponds to SLOs 1, 3, 5, 6, 7]

Direct measure(s) used for assessment. (Optional: Indirect measure(s) used for assessment.): A knowledge-based exam, field-based assessments, and research paper is used to assess all 9 competencies and 7 SLOs with a standard Benchmark of 80%.

Summary of assessment findings, including a description of the sample used:
       Competency 1: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 75%; Capstone: 100%; Advanced Field: 89.95%
       Competency 2: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 75%; Capstone: 100%; Advanced Field: 89.10%

Competency 3: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 100%; Capstone: 100%; Advanced Field: 89.58%

Competency 4: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 88%; Capstone: 100%; Advanced Field: 83.34%

Competency 5: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 100%; Capstone: 100%; Advanced Field: 85.42%

Competency 6: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 88%; Capstone: 100%; Advanced Field: 89.07%

Competency 7: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 75%; Capstone: 96%; Advanced Field: 93.75%

Competency 8: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 75%; Capstone: 100%/ Advanced Field: 89.06%

Competency 9: [FCAI was not administered due to COVID changes in instruction; Advanced Field score was only through midterm] FCAI: NS; Foundation Field: 75%; Capstone: 100%; Advanced Field: 82.23%

Summary of use of assessment findings for improvement: Faculty are discussing creating virtual and creative field experiences for students as well as moving the benchmark to 85 or 90%.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
o   Faculty spoke about the sudden change to online delivery and talked about virtual and creative field experiences for students.
o   They have talked about moving the benchmark to 85 or 90%.
o   Three faculty rate the projects.
o   For field assessments, they have a field director in a field office, which is required for CSW. The field director is a faculty member and that person handles the field assessments.
o   The group asked what the national accrediting body was recommending? And suggested that an advisory board of academics from like programs at different universities might be able to help guide the assessments and program improvements.


POST-REVIEW EVALUATION OF THE 2020 PEER REVIEW OF ASSESSMENT

### *(Feedback from Participants: Qualtrics Survey)*

An evaluation of the Peer Review of Assessment was sent to all attendees ($n = 51$) on October, 30 using the Qualtrics survey software. The survey was open for responses until November 17; 27 individuals completed the survey (52.9% response rate).

Response reflected high levels of satisfaction with the Peer Review process, which was perceived to be a collegial discussion that prompted meaningful and useful discussion of effective assessment practices and use of evidence to improve academic programs and student learning. They also expressed a great deal of satisfaction with the Zoom format. Responses to each Likert-type survey questions are presented below.

Q5 - Describe how often the discussions of assessment in your breakout room were collegial.
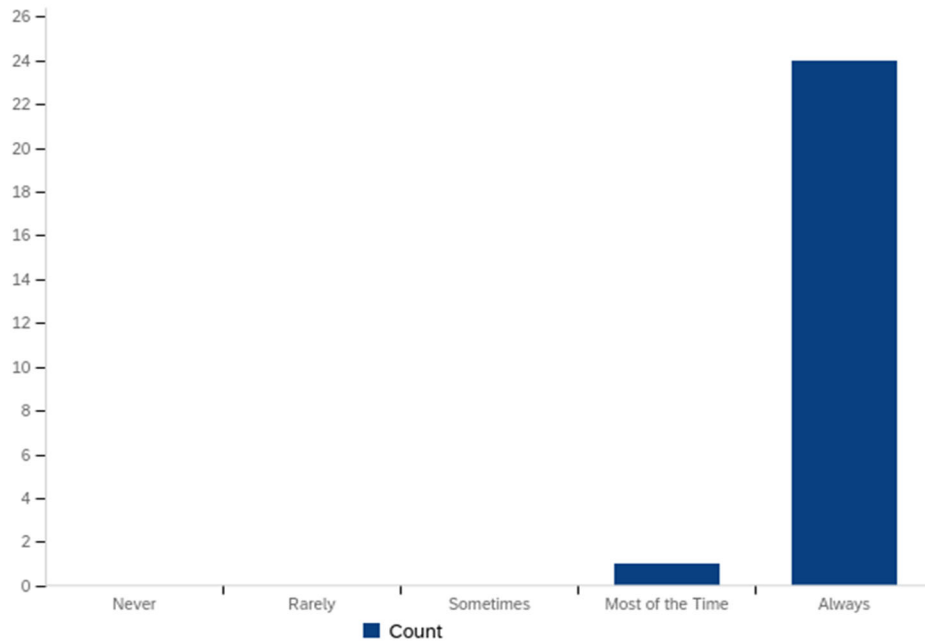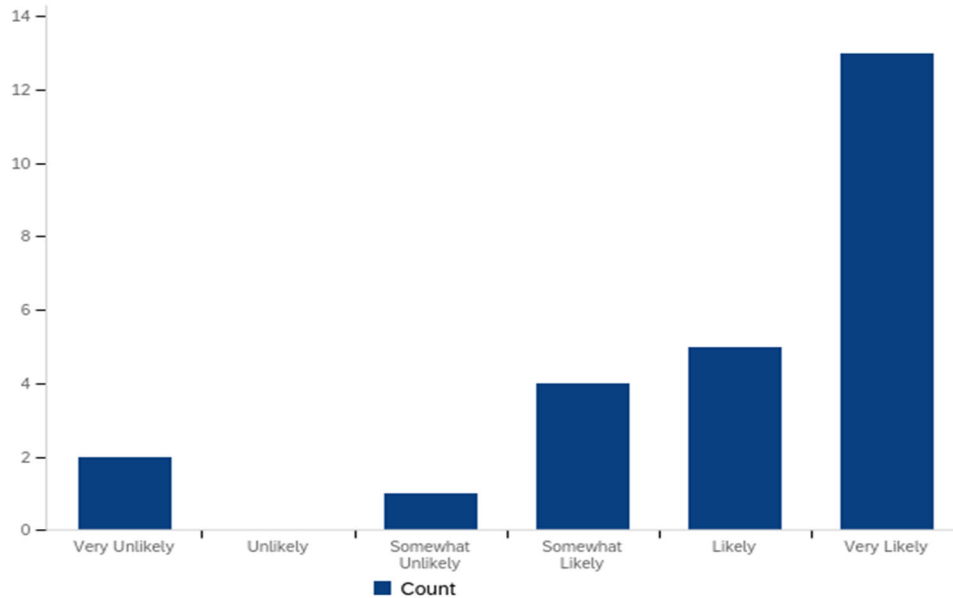
Q6 - Discussion of my department's assessment practices by reviewers in my breakout room will help my department improve future assessments of student learning.
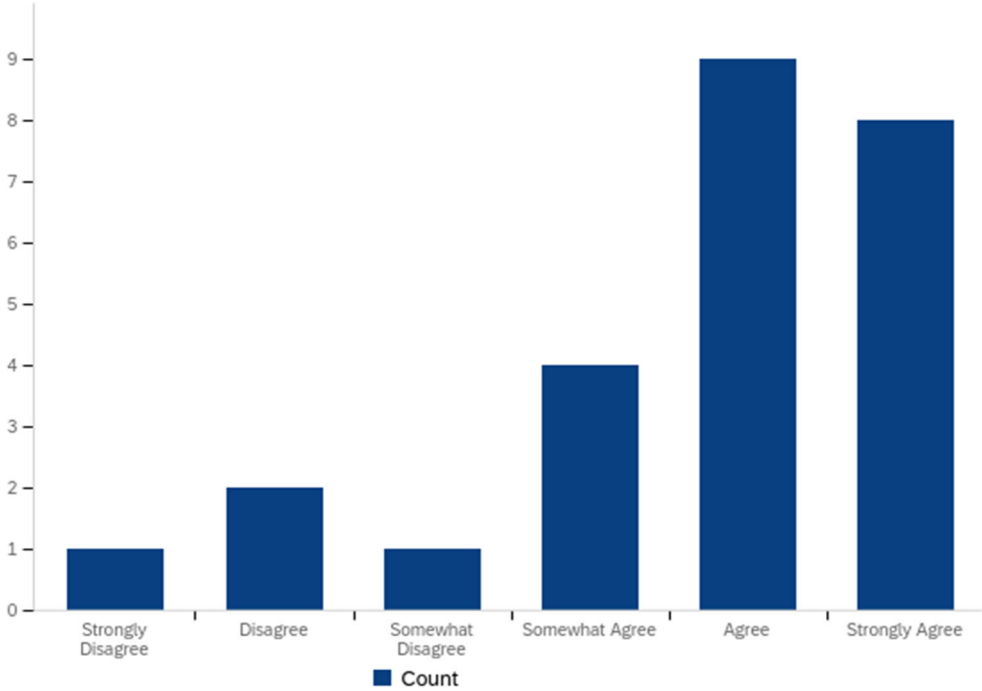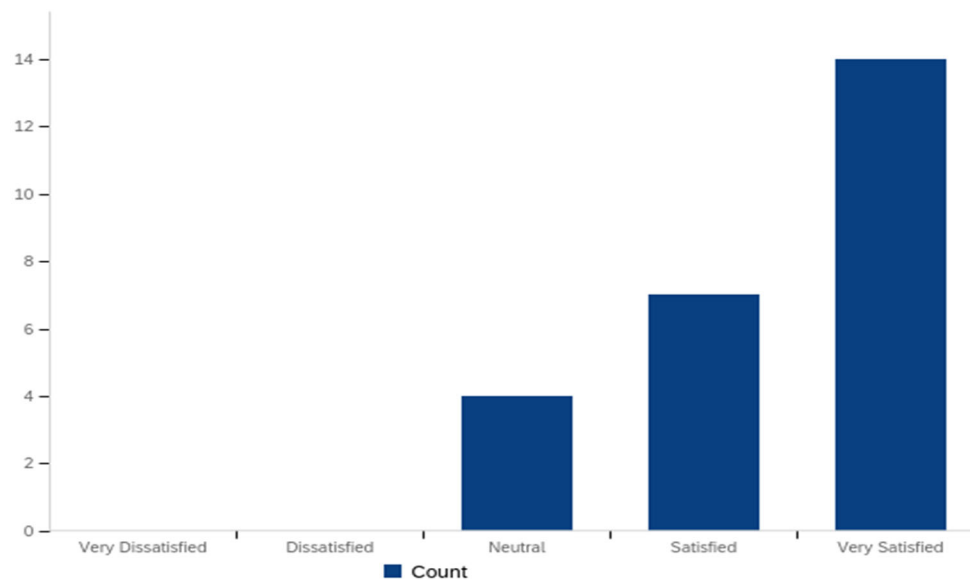

Q7 - Discussion in my breakout room generated useful strategies that might improve student learning in my department.
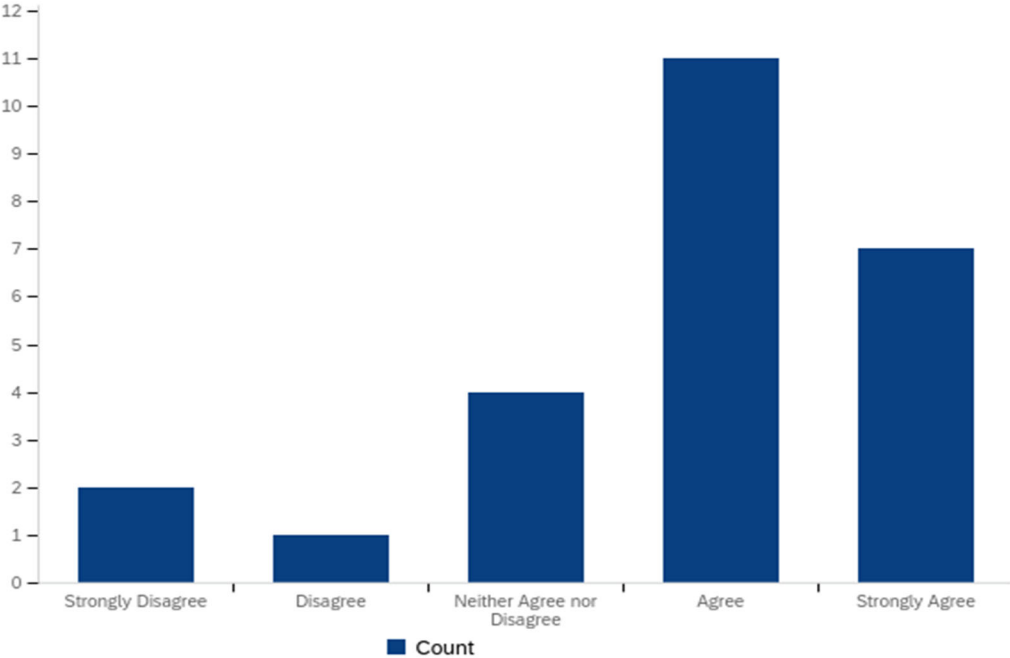
Q9 - Would you be interested in participating in a future Peer Review of Assessment?

Q12 - Describe your satisfaction with the strategies used to make materials available to reviewers (e.g., the Google site).

Q10 - What was the most useful component of the Peer Review of Assessment for you and/or your department?

Feedback and connecting with colleagues.

Hearing comparators from other departments

This was my first time participating in a peer review of the assessment. Melissa Brode did a masterful job of providing advice from her years of experience, as well as gently gathering input from everyone in the meeting to help improve the assessments of each certificate that was being critiqued.

Sharing of techniques and methods related to the assessment process.

Reviewing other department's assessment rubrics.

Suggestions from the group to "think outside the box" and create an "advisory board" of faculty from like disciplines to discuss how they've met assessment challenges.

The selection of faculty and participants within my breakout room aligned with my area/discipline and this made the discussions much closer to relevancy for me and my colleagues. Although several of the participants within my breakout room are close friends, we rarely get to see one another now due to the pandemic and this experience was not only scholarly and congenial, the discussion was uplifting and extremely worthwhile on several levels-- thank you for whomever established the configuration of room participants!

As always, it was seeing how other departments assess and what strategies seem to work, or not.

So much can always be learned from looking at how other people solve the same problem. Seeing the assessment reports and processes of other departments is a great way to "think up" new ideas without having to think

Learning how other departments approached their assessments.

I think hearing a particular theme show up across multiple departments was a good illustration of assessment practices, even if they're approached differently

Enhance student-instructor and student-student communication by adding a video introduction to Discussion 1 in my online courses.

The presentation by the individual programs that allow for feedback for ways to improve the assessment is so very helpful. We exchanged ideas and immediately following the assessment, as is the case so often, I received emails with resources that I can use to implement the suggestions provided in the discussion.

Learning about other program assessment tools or processes (and how they work or needed adjustment after implementation) was very helpful.

Suggestions on how to frame discussion with students about synthesizing interdisciplinary sources in a research project.

Listening to others describe their assessments

Hearing how other departments address the process of assessment

James Arruda was a wonderful facilitator and I strongly recommend having him lead future sessions. Each group should have someone with a background of the relevant concepts in academic assessment/measurement.

Clarification of expectations.

discussion of improving rubrics.

Q11 - What was the least useful component of the Peer Review of Assessment for you and/or your department?

Nothing

It was all somewhat useful

The first large group meeting was not as good a use of time as the smaller breakout meeting.

None.

As the scribe, it was frustrating that some did not fill out the excel spreadsheet at all, or list the SLOs, but made it much harder for me to translate their data into the same format.

Some of the paperwork shared was extremely boring, however, the discussions were exhilarating and therefore, the boring part was overshadowed by the rich discussions.

Being online. It was not as easy to have a free-flowing discussion.

Our department was unprepared, so we were not able to get meaningful feedback on our process

The review is pretty efficient. I don't know that there really is anything that is not helpful.

I did not find anything to be "least" useful.

Q14 - Please comment on the strengths of conducting the Peer Review of Assessment as a Zoom session.

Easy to fit it in during your workday.

Completely satisfactory. The ability of the hosts to share information on the screen made it better than face to face.

No travel time.

It worked great for our table, really no different than being together physically.

I like the Zoom session. We could share the screen and view the Google folder at the same time. Save time and resources.

I think it was easier to stay on track and keep to the schedule.

I liked the format with Claudia providing a short overview and the breakout rooms providing a huge collegial opportunity for discussion. Excellent format and timing allowed for each part of the review.

Convenient, without having to go somewhere and sit in a room

Sweatpants

Worked well. Quieter environment, so you weren't competing with other tables/outside noise. Think some people hesitated to speak at times.

It likely makes it easier for some to attend

I liked zoom better than the last 2 years that were in large opened rooms. The small zoom 'tables' made listening easier; and, the shared screen helped everyone follow along.

I think Zoom is the way to go in the future. You can share screens and have access to resources so much faster than I think in the face to face environment.

Cut out travel time, so was less disruptive to a busy work day. Having all materials online in advance allowed everyone to review materials early but also access them easily during the discussions. Recommend doing this remotely even post-Covid 19.

Zoom's breakout room features have proven very helpful in holding meetings like this. If we can't do face-to-face, this is definitely the next best thing.

The Zoom session allowed participants to focus on the discussion at hand. It also made the whole event less time consuming for the participant.

Attendance was strong

No ambient noise of other groups.

we are able to conduct this, even at this time.

Q12 - Please comment on any problems you encountered related to hosting Peer Review of Assessment as a Zoom meeting.

Some problems with signing in.

A few glitches in getting people properly placed in breakout rooms. Otherwise fine.

None.

None.

no.

One participant lost her internet connection and lost a few minutes of discussion.

None

Nothing major. It was a bit awkward having to share a screen and sometimes it didn't work well or it was difficult to get to another screen.

I had some slight connectivity issues at one point and missed a minute or two of the discussion. It is hard to work with a group of people I've ever met and be able to remember who said what in order to address questions and concerns

None.

The group discussions and feedback of each department's assessment was notably less than in previous years. Even though everyone had their cameras on, it seemed like people overall didn't feel as pressured to provide comments as you do in a F2F environment. So there wasn't a ton of actual peer review, but the bit that did occur was good. At least 3 people remarked that they had learned something or gotten an idea they could implement in their own departments.

N/A the event ran smoothly both in the 'big' room, and in the break-out rooms.

Now that we are all used to zoom, really not any problems. Lags in broadcast or interrupting when people are trying to talk but nothing that isn't easily overcome, especially in small groups.

None - no technical glitches at all.

None.

None

trouble signing in

No problems.

none- it worked great!

Q13 - Describe changes to future Peer Reviews of Assessment that you believe would improve the value of this activity for you and/or your department.

Was told that new participants were not really clear about what to expect. Also, it may also be helpful for faculty within a breakout group but put into a room with a facilitator that is not from the same department.

The activity seemed well designed.

The zoom session is a great idea. I also recommend grouping similar programs in the same college in one group.

I liked the zoom format, however, there were no opportunities for the summative overview Claudia sometimes provides for the full group at the end.

None that I can think of.

Perhaps it is a suggestion for the entire process, but it would be very helpful if all of the materials followed the same report process so that no time is wasted in trying to figure out what is where

There was a comment made that more uniformity among reporting documents would help - but there's a template everyone is supposed to use, so that structure is already in place.

I enjoyed the peer review from other disciplines across campus.

There are always so many assessments to look at per program. It would be nice to have say one assessment, one artifact to bring up to critique perhaps as a team. Ultimately, we talk over those anyhow, but typically when I see several links for a program I don't fully understand it's almost too much information to properly give them feedback on.

Set up a Google drive or space for people to share instruments or materials during or immediately after the assessments.

One of our group members commented on how beneficial it is to have a group facilitator with a background in assessment/measurement, and I would agree! Our session went very smoothly due to the participants' level of preparation but also due to our facilitator being able to guide the discussion and provide meaningful suggestions.

Nothing - I thought the process was smooth and effective.

hopefully face to face in the future

It would be good to have a blend of chairs and faculty. I believe chairs used to be more involved in assessment---we now seem to be moving to the other extreme, with lots of junior faculty tasked with handling this work for the department. It would be good to see a more balanced representation.

Zoom meeting in the future, regardless of considerations pertaining to the pandemic status.