PEER REVIEW OF ASSESSMENT (2022)

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 2022 Peer Review of Assessment met on November 4th and included 40 participants, representing 31 academic programs, 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. After conducting the meeting via Zoom for two years due to the Covid-19 pandemic, feedback demonstrated that the meeting works better virtually. Therefore, despite a decrease in concerns over Covid, we held the meeting on Zoom.

This report presents details about the implementation of the 2022 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." Since then departments have been working with Institutional Effectiveness to develop improved reporting forms coaching faculty on how to report student learning outcomes. Specifically, many departments discussed their assessments of student learning in terms of the domain name (Content, Critical Thinking, ect.) for student learning outcomes (SLOs) as presented in an Academic Learning Compact (ALC) or Academic Learning Plan (ALP). This began to change in 2019 and has since improved consistently.

From 2019 through 2021 and into 2022 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. The Office of Institutional Effectiveness also provided workshops and one on one appoints to help faculty 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, 2021, and 2022 described their SLOs in great detail, along with very clear and data, only referencing the domain name in parentheses at the end. Assessment reporting has improved exponentially in the past three years. The goal moving forward is ensuring departments/programs close the loop and work more on implementing curriculum changes based upon assessment findings.

Peer Review of Assessment Report (2022)

Improving Peer Review of Assessment

In response to feedback from 2018 through 2021 Peer Review meetings, in addition to the obstacles presented by the still concerning 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 instead of being preoccupied with preparing for a larger group presentation. Participants this year continued to be pleased at the simplified format.

The location for the event this year was again virtual, on Zoom. While Covid-19 restrictions had decreased significantly by November 2022, we decided to plan for a virtual meeting in case of new variants and as a result of the feedback from two years of virtual meetings. Participants clearly preferred the virtual environment allowing for flexible attendance, ease of sharing presentations, and lack of distractions. We were also comfortable hosting the meeting in a virtual environment due to the success we observed during the 2020 and 2021 meetings that had to be held via Zoom. We plan to hold all future Peer Review of Assessment meetings virtually.

This year we piloted a Canvas page/course for all the Peer Review materials instead of the Google site used in previous years. We worked with the Center for Teaching, Learning, and Technology to create the Canvas course and to help enroll the participants. We then uploaded all program documents into modules representing each "table" or breakout room. Feedback for the new meeting website was very good, though we did encounter a few hang ups which will be addressed in 2023.

As in 2019, 2020, and 2021 Peer Reviews this year's event did not include discussions for General Education as they met separately on October 14th 2022 in the fourth annual Making Sense meeting. As in 2021, departments who participated in the Making Sense meeting still had to attend the larger Peer Review of Assessment. Additionally, IE continued to work to identify new or recent programs created by restructuring or expanding departments, that had been overlooked by previous Peer Reviews. This resulted in a much larger list of programs to be assessed/to participate, and hence we have had to select only 1-2 programs per department each year. 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 and to ensure that all programs are assessed and reviewed every few years. This will keep the review fresh and ensure that all programs are conducting meaningful assessments of SLOs.

As in previous years, we held a pre-event training for facilitators and scribes. The meeting helped to prepare and/or refresh scribes and facilitators (we did have a few new scribes this year, but still largely veterans). In addition, this year's meeting served as a rehearsal for organizers to divide up attendees into break out rooms and to figure out how to change participants names (key to efficiently send participants the correct Zoom break out room).

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, we did ask each breakout room's facilitator and scribe to engage in a debrief at the end of the meeting with Dr. Stone and Dr. Bryan. This provided us with quick feedback on key themes covered during the meeting along with the positives of meeting virtually, a common theme amongst both facilitators and scribes.

This was the second Peer Review meeting held since Claudia Stanny's retirement, and we were able to fix our mistakes from 2021, in particular we sent out the Qualtrics survey to all participants the Monday following the meeting. We did not ask the tables to discuss bigger issues/questions, but will consider adding this in 2023.

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 (2022)

The 2022 Peer Review of Assessment represents the twelfth 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 34 departments/programs were invited to participate and nearly all were able to send a representative, with the exception of some who were not at the correct time in their programs for assessment as they were/are in the middle of rebuilding. Per a policy introduced in 2019, 31 departments with only one curriculum to assess (graduate or undergraduate for example) or with many programs did not attend this year to avoid departments having to discuss the same data two years in a row or to have to discuss multiple programs. This gives departments a break to innovate and make changes from assessment in between meetings and to focus on the programs under discussion.

As with previous Peer Reviews, each department participated in a group comprised of representatives from 4-6 other programs. 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 40 individuals participated in the Peer Review (coordinators, facilitators, scribes, and department representatives). Stone and Sandra Taylor remained in the original, larger Zoom meeting room on standby in case any discussion rooms and/or facilitators needed assistance. Bryan visited each room to answer questions as needed and to participate in each group's discussion for a few minutes.

The office of Institutional Effectiveness evaluated the Peer Review process through a post-event debriefing featuring discussion with facilitators and scribes and a post-event survey of participants distributed on November 7th that closed on December 1st. 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 Stone and Bryan welcomed all to the meeting and gave general instructions. Sandra Taylor 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 Bryan and Stone to give a short report. As with the 2020 and 2021 meetings, feedback was very good, and most groups found their discussions to be very productive. Additionally, participants commented on the excellent acoustics, helpful technology, the shorter "commute," and being able to join the meeting in sweatpants. 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 are discussed at the end of the report.

STRATEGIES FOR EACH DEPARTMENT

Certificates and Stand-Alone Minors

Aerospace Studies
SLOs assessed:
1) Apply effective military verbal and written communication skills in both traditional and technology-based formats.
2) Articulate the Air Force core values and their impact on personal, professional, and organizational growth, especially relating to managing diversity and understanding in the effects of discrimination and sexual harassment. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:
1) SLO 1 Assessed: At least 70% of students will demonstrate the ability to draft memorandums in accordance with AF Tongue and Quill. Additionally, all cadets will demonstrate the ability to correspond with cadre (staff) members via email in the format provided during orientation to include proper greeting, body and proper closing. All cadets must provide a formal or informal brief at least once in the school year
2) SLO 2 Assessed: At least 70% of students will demonstrate the AF Core Values of Integrity, Service and Excellence. This happens during all engagements with cadre as well as other cadets during contact hours, ROTC sanctioned events and in their daily lives. Any violation of these core values brought to the attention (or witnessed by) cadre will be documented with counseling and may lead to removal from the program. There is no grading rubric for this SLO; it is based solely on actions and words of the individuals.

Summary of assessment findings, including a description of the sample used:
Sample description
1) The sample population covered the entire population of participants in the UWF AFROTC program. This includes Freshman, Sophomores, Juniors, and Seniors. Additionally, the population includes students/cadets from a variety of majors/departments offered by UWF- including sciences, business, engineering, and fine arts. Finally, the population is a mix of males, females, students that transferred to UWF, and students with prior military service. All classroom instruction is completed face-2-face as the primary method of instruction. Based on the way the program is structured, SLO 1 "Apply effective military verbal and written communication skills in both traditional and technology-based formats" is present in all aspects of the course and interactions with staff members. There are many informal opportunities (absence requests, extracurricular activities, emails, etc) to demonstrate competency in this area and we have standardized methods for formal assessment.

2) SLO 2 "Articulate the Air Force core values and their impact on personal, professional, and organizational growth, especially relating to managing diversity and understanding in the effects of discrimination and sexual harassment" is a little more difficult to measure in terms of academic standards. The are briefs and lessons across all four years of the program that deal very directly with the application of the AF Core Values. The biggest measurements are done through demonstration at Leadership Lab. Violations of core values are documented in WINGS through counseling that cadets sign and acknowledge. If the violation is severe enough, the cadet will be removed from the program. In previous years, some of the issues were also violations of University policies and program removal was done at the behest of the University. All cadets are briefed on these standards at the start of every term and if an incident happens, there is a back-brief provided to use as a lesson to the rest. Cadets also have the ability to report anonymously on this or speak openly with staff and some have used this which makes the process better.

Summary of findings

1) SLO 1: 100% met benchmark (35/35). Benchmark is 60%. Grading rubrics for all verbal and written communication, as well as templates, are provided to cadets. From a proficiency perspective, we are very confident in our students' ability to exceed this SLO upon completion of our program. We do see differences throughout the 4 years cadets spend in the program as to their ability to effectively use AF writing and communication. They are provided templates (via the AF Tongue and Quill) to use and feedback if it is given as a class assignment vice Cadet Wing requirement. Each year, the verbal and written communication requirements increase and some are easily tracked based on leadership positions assigned (certain written communication is provided to all staff and cadets on a routine basis). As military writing and briefing standards rarely change, these are constant items and skills each will use after leaving the program and earning a commission. Previous assessments mentioned a lack of guidance on grading rubrics from headquarters but those are available and provided via Canvas to the cadets. Previous years indicated a 100% satisfaction rate with this SLO. The one thing that has changed/improved is providing the grading rubric for reference

2) SLO 2: 97% met benchmark (34/35). Benchmark is 60%. Newly commissioned 2LTs have been vetted and held to high standards and in cases where they don't meet the mark, we remove them from the program, even after graduation but prior to completing all commissioning requirements. In cases where the individual is under contract with the USAF, we have a full investigation that is ultimately removed by ROTC HQ before an individual is disenrolled. In cases where the cadet is not under contact, it is the Commander's determination. Each time investigations are completed by higher headquarters and the situation is used for future cadets as lessons to learn from. I did not find any report with this item showing as assessed so this serves as a baseline year.

Summary of use of assessment findings for improvement:

All of the Faculty in this department are AF personnel. The materials used for classroom instruction as well as grading rubrics are developed by ROTC headquarters located at Maxwell AFB in Montgomery, AL. We discuss mostly processing status for those cadets in the program which varies depending on where they are at in the overall ROTC program. We also discuss discipline issues that arise. Once a year, headquarters does solicit feedback on course material but that is done independently and anonymously through a different program.

Peer Review of Assessment Report (2022)

Feedback from the discussion (strengths and weaknesses of program's assessment work):
SLOs have multiple components which can make them difficult to assess. For example, consider breaking up "Apply effective military verbal and written communication skills in both traditional and technology-based formats" into multiple SLOs (Apply effective military verbal communication and Apply written communication skills, for example). Breaking them up may make them easier to assess (for instance, one-on-one interviews with Cadets).

The SLOs may not be clear to all Cadets. For instance, "Articulate the Air Force core values" - do they all know what core values are? If they are assessed earlier in their careers, perhaps include that information in the report.

Acquisition and Contract Administration Graduate Certificate

SLOs assessed:
Defend the government's position in example contract law situations. (Critical Thinking)
Direct/Indirect measure(s) used for assessment:
At least 80% of students will score 90% or better on the final examinations in PAD 6053, Government Contract Law.
Summary of assessment findings, including a description of the sample used:
    Sample description
Online, asynchronous (except for occasional project-related meetings, which are offered on a voluntary basis) The 9-credit hour certificate program is offered completely online and may be applied to the certificate requirement of the MSA -Public Administration degree program. The certificate is also available to those students wishing to expand their knowledge and skills in relation to government acquisitions and contract administration without completing the full Master of Science in Administration degree program. Many of the students are mid-career and are well established in this field.
The government contract law course was originally developed by Dr. Alibasic with some modifications by Dr. Atkinson (keeping the same general approach). This is perhaps the 'core' course of the program, with the other two certificate courses focusing on application of law and process to major contracting phases, from contract formulation, to award and administration to close-out. The courses seem to be meeting with student needs in revised form, and faculty continue to monitor the certificate program's implementation to ensure that the courses are meeting university and student goals.
    Summary of findings
95% met benchmark (19/20). The final examination in this course involves students assessing government's role in responding to contract compliance scenarios. In order to respond appropriately to the questions, students must consider the full range of problematic issues included in the cases, and respond with not only solutions, but also reference appropriate regulations and case law. That students perform well on this examination shows good understanding of the material, and that they can use it in practice. Students perform very well on this item, which is not necessarily a problem, as competence in handling this material is expected and this point is not rote memorization. It may be possible to create additional complexity in the questions, but the questions are already quite difficult, with students answering in a variety of ways. There is more than one 'correct' way to respond to this examination.
Summary of use of assessment findings for improvement:

Each group of students in the contracting program is different and we have not yet settled on a typical group. Also, we have made extensive modifications to the program's other two courses (there are three courses in total) - so this may also affect the students that are attracted to the program, their career goals, and their capacities (whether they are already in government contracting careers, for example, or new to the field). We will monitor this assessment item going forward and potentially shift it if we feel it is appropriate to provide greater (or different) challenge to students depending on their needs

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Some wondered if an "example" be needed of what it is to "Defend the government's position in contract law"? All courses are taught by full-time instructors which helps maintain consistency. Goal is to eventually be accredited, but that requires 3 faculty members. Currently at about 60 students - need 100 students for critical mass.

<h2 style="text-align:center">Graduate Business Foundations</h2>

SLOs assessed:
1) Analyze basic microeconomic managerial challenges, including demand relationships, cost structures, strategies towards pricing goods (and services) and some basic market structures in an economy.
2) Demonstrate and apply knowledge of concepts and principles of management and marketing.
3) Demonstrate knowledge of the principles of e-Business systems planning, development, and implementation.
4) Use time value of money concepts to evaluate alternative financial decisions including risk and return.
5) Evaluate corporate performance via financial ratios using financial statement information.

Direct/Indirect measure(s) used for assessment:
While new assessment questions were recommended by the MBA Faculty, it was also suggested to move to a new assessment method. This new method is an exit examination not required for students completing the Graduate Business Foundations Certificate. All outcomes were assessed using this method. Canvas outcomes were used to gather this data.
1) SLO 1: At least 80% of students will be able to demonstrate knowledge of aggregate economic activity including national income, price level determination, and economic growth.
2) SLO 2: At least 80% of students will be able to demonstrate and apply knowledge of concepts and principles of management and marketing.
3) SLO 3: At least 80% of students will be able to demonstrate knowledge of the principles of e-Business systems planning, development.
4) SLO 4: At least 80% of students will use time value of money concepts to evaluate alternative financial decisions including risk and return
5) SLO 5: At least 80% of students will be able to distinguish the primary financial statements and their purposes in an annual report including evaluation of performance via financial ratios.

Summary of assessment findings, including a description of the sample used.
>   ***Sample description***
The Graduate Business Foundations Certificate is 12 semester hours and includes eight 1.5 credit hour courses across the functional areas of business. The certificate is designed for students who

need prerequisite work for the MBA Program or who are looking for post-bachelor degree education in business. Courses in this curriculum are also part of several non-College of Business programs include the Master of Public Administration and Master of Science in Geographic Information Systems. This certificate is only offered online. MBA Faculty represented through the MBA Task Force worked with discipline faculty to identify the best assessment location and tool to measure student learning success related to the outcome.

Summary of findings
1) SLO 1: Analyze basic microeconomic managerial challenges, including demand relationships, cost structures, strategies towards pricing goods (and services) and some basic market structures in an economy: 100% met benchmark (2/2)
2) SLO 2: Demonstrate and apply knowledge of concepts and principles of management and marketing: 50% met benchmark (1/2)
3) SLO 3: Demonstrate knowledge of the principles of e-Business systems planning, development, and implementation: 50% met benchmark (1/2)
4) SLO 4: Use time value of money concepts to evaluate alternative financial decisions including risk and return: 0% met benchmark (0/2)
5) SLO 5: Evaluate corporate performance via financial ratios using financial statement information: 0% met benchmark (0/2)

Closing the loop from 2020-2021. The MBA Task Force recommended the change to an exit examination to assess the certificate SLOSs. Faculty created multiple choice questions for the SLO which were added into a Canvas Exam and the data aggregated using Canvas Outcomes. The initial pilot of the exam was not required for students to complete the certificate. The results are a very low number of participants which makes the data unreliable. The certificate examination will be voluntary for one more assessment cycle before making any changes and reassessed in 2022-2023

Summary of use of assessment findings for improvement:
Faculty gather at the COB Day of Assessment each fall to discuss program student learning outcomes and student performance under these SLOs. Details of results and recommendations from this meeting are documented and provided to the MBA Program Director who works with faculty to ensure actionization of these items. The Graduate Programs Curriculum and Assurance of Learning Committee and the MBA Taskforce subsequently provide additional analysis and recommendations for improving student performance during the spring semester.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Had previous discussions about limiting the number of SLOs, but realized that they were necessary for the Graduate level. Worked with faculty to make the assessment more manageable and determined to focus on an exit exam. Hard to enforce the exit exam requirement. Current SLOs have multiple foci; would a strategy SLO better encompass the learning? That is, now that you have all of this information, what do you do with it? Would mini-case(s) work to demonstrate mastery of the SLOs?

Human Resources Management Certificate (UG)
SLOs assessed:

1) Describe the relationship of HRM and organizational strategy. (Content)
2) Evaluate the bases of pay, including incentives and pay for performance.

Direct/Indirect measure(s) used for assessment:

1) Describe the relationship of HRM and organizational strategy; Assessed: Standard 5-7 MC questions included in the exam. Score of 80 or higher is considered exemplary, 60-79 were acceptable.
2) Evaluate the bases of pay, including incentives and pay for performance; Assessed: 5 MC questions. Score of 80 or higher is considered exemplary, 60-79 were acceptable.

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

All online
> ***Summary of findings***
> 1) SLO 1 Findings: 99% met benchmark (120/121). Previous assessment indicated that this SLO was met at an acceptable level. Current assessment shows an increase from that already acceptable level.
> 2) SLO 2 Findings: 93% met benchmark (37/40). Previous assessment indicated that this SLO was met at an acceptable level. Current assessment shows an increase from that already acceptable level.

Summary of use of assessment findings for improvement:
Results were discussed with faculty members, faculty provided plans for improvement and implementation.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
A standard set of multiple choice (MC) test questions are used for assessment. Other questions are project based. Faculty cannot be forced to do the same project. Would a rubric help to provide some standardization? The certificate does have rubrics, but they are extremely class specific. The rubrics should reference the SLOs while being flexible enough to apply to various projects and classes. Perhaps incorporate some communication elements. MC questions may not be the best way to assess critical thinking; MC questions may focus more on content than on transferable skills. Textbooks may not cover all of the content for SLOs. Can be hard to determine if students didn't meet the benchmark because they didn't understand the information or if they just didn't try.

Supply Chain Logistics

SLOs assessed:
1) Describe the role of logistics in marketing and corporate strategy (Content)
2) Analyze and evaluate supply chain logistics data to support decision-making (Critical Thinking)
3) Write, produce, and present the results of logistics research and analysis (Communication)

Direct/Indirect measure(s) used for assessment:
1. SLO 1: The assessment for the SLO 1.1 (Content) included one exam 1. Grade on essay exam - students received higher than a 90 on the exam.
2. SLO 2: For this period, the assessment for the SLO 2.1 (Critical Thinking) included exam 2 and project. Grade on project and exam above a 90.
3. SLO 3: Assessed: For this period, the assessment for the SLO 3.1 (Communication) included one semester project. Grade on project and exam above a 90.

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

Face-to-face and on-line (synchronous and asynchronous). The Supply Chain Logistics Certificate is a small program (only 2 students in a class conducting assessment this period: TRA3234 and TRA3390 both in Fall 2021).

Summary of findings

100% met benchmark (2/2). The results are good for the two students AOL. However, faculty are scheduled to evaluate the metrics for evaluation of the assessment in the fall meeting 2022. It is necessary to compare the data collection method to a more efficient method (same findings for all SLOs)

Summary of use of assessment findings for improvement:

Faculty are discussing the validity of the certificate at the undergraduate level since the launch of demand. The assessment was specific to the two students. In comparison to prior term assessment, the method of measuring SLO and AOL seemed to work better this period. However, it was not as efficiently administered and analyzed as with prior format.

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

Numbers are small, but there is hope and vision that they will increase. The major essentially replaced the previous certificate.

Public, Technical, and Workplace Writing

SLOs assessed:
1) Present information using appropriate digital tools (Content)
2) Design communication strategies that link audience and a text's message (Critical Thinking)

Direct/Indirect measure(s) used for assessment:
1. SLO 1: At least 70% of students will present an interactive virtual discussion or project or create a discussion board to discuss weekly progress. Students are assessed by scoring at least 75% on a rubric
2. SLO 2: At least 70% of students will submit either a multimodal script submission, proposal, PowerPoint, or other similar written assignment. Students must score at least a 75% or above on the rubric use to grade this submission.

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

Sample description

All courses were offered online. All students who took ENC 3213, ENC 3455, ENC 3416, ENC 4940, and LIN 3673 in Fall 2021 were assessed. Students can take these courses in any order and at any time as they progress through the Certificate, so we capture data from students who are at every stage of their progression. While ENC 3455 and LIN 3673 are not required courses for students, I invited the instructors to capture assessment data if they wanted, and all instructors participated in this gathering. Since these courses are open to all students (not just those in the Certificate), the data reflect the results from students both inside and outside the Certificate.

Summary of findings
1) SLO 1: 87% met benchmark (142/164). The most common responses regarding changes we might implement to improve student learning include incorporating more reminders about assignments, creating help sheets, explaining how to use specific digital tools, providing support both individually (through discussion board responses and peer views) as well as to the class through additional video lectures on the material.
2) SLO 2: 84% met benchmark (152/181). The most common responses regarding changes we might implement to improve student learning include peer reviews, reader analysis

chart, and reflections/evaluation form. Based upon feedback from the instructor who teaches ENC 4940, in the future, we plan to ask students to research a specific audience related to a specific class assignment.

Summary of use of assessment findings for improvement:

1) SLO 1: Based on our discussion, we recognized that we need to better define "digital tools" to ensure we're looking at similar elements. We came up with a list of tools we may want to incorporate in ENC 3213 and decided that some type of presentation software will best align with the goals of ENC 3213. For ENC 4940, we felt the development and refinement of a digital portfolio will best meet the learning objective. When we reassess this SLO in two years, we will focus on these specific digital elements.

2) SLO 2: The last time we assessed this SLO, we focused on documents that spoke to a specific audience. Some ideas we had to help students meet this outcome were to provide an analysis of who the audience is for a text and/or have students design a text that speaks to two different audiences. A number of instructors noted that they add a reflection where students must explain how they appeal to a specific audience, and those reflections work well. One instructor provided examples of evidence and asked students to analyze how well that evidence might appeal to a reader. This exercise had mixed results. The instructor of ENC 4940 noted that she changed to having students focus on a specific audience in writing portfolios, and that this change has resulted in much more focused portfolios. Based on her input, we plan to incorporate some type of research assignment so that students can support the decisions they make in addressing a specific audience

Four out of seven faculty members who teach courses in the Certificate participated in our assessment discussion that occurred on March 25, 2022. The minutes of the meeting - which include our discussion and plan for the next year - were shared with all instructors in the program along with the Chair and Composition director on April 18, 2022. We looked at two SLOs this year: text or projects presents information using appropriate digital tools and Text or project employs strategies that speak to a specific audience.

For the future, we might try:

- incorporating more reminders about assignments
- creating help sheets
- providing stronger explanations on how to use specific digital tools
- providing support both individually (through discussion board responses and peer views) as well as to the class through additional video lectures on the material
- incorporating more peer reviews
- Adding new measures to better capture students' knowledge (reader analysis chart and reflections/evaluation form)

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Consider assessing how the writing skills of graduates from this Certificate differ from those who do not take the Certificate.

Undergraduate Programs

Chemistry

SLOs assessed:

1) Demonstrate competence in practical aspects of chemistry, including: Laboratory skills, Selection and proper use of modern instruments, Proper calibration practices, and/or Computer-based data acquisition. (Content)

2) Communicate professionally about chemistry through writing in an accepted scientific format and orally in a public venue. (Communication)
3) Design and execute projects reasonably for available time constraints. (Project Management) *First time assessing this SLO.
4) Handle hazardous materials safely. (Hazard/Risk Management)

Direct/Indirect measure(s) used for assessment:
1) To assess the Content SLO, students in one course completed a ten-question Excel graphing skills test. Scores of 75% or better were considered satisfactory. In another course, students developed an experimental method and through an oral presentation discussed and justified their method. The presentations were scored with a rubric and ratings of 75% or better in the experiment category were considered satisfactory. The skills test and the rubric were developed by the faculty who taught the courses.
2) To assess the Communication SLO, students in two courses gave research presentations on topics related to the respective course. The department presentation rubric developed by department faculty was used to assess the presentations. Ratings of three or better were deemed satisfactory.
3) To assess the Project Management SLO, students in two courses completed self-reflections guided by prompts related to their time management surrounding a course project. The prompts were developed by the faculty who taught the courses and responses were analyzed for themes related to time management such as recognizing time management as a crucial component of project management and the self-reporting of reasonable time management in the course. Students take on the "champion" role and develop and implement a protocol.
4) To assess the Hazard/Risk Management SLO, students in two courses completed chemical safety quizzes. A bank of questions was developed by the department faculty and the faculty teaching the classes selected and used the questions most appropriate to their respective laboratory course. At least 75% of students responding correctly to a given question was considered satisfactory.

Summary of assessment findings, including a description of the sample used:
Sample description
All data collection occurred in junior and senior level courses. Assessment of particular SLOs is distributed across the upper-level curriculum such that all courses are represented. Except for a special topics elective course, all of the courses in which data collection occurred are required courses for the B.S. and/or B.A. program. Most of the courses are offered once per academic year and all students enrolled in the courses are assessed. The students who enroll in these courses are typically juniors or seniors in the chemistry program. All results are included in this assessment report.
Summary of findings
1) 100% (20 out of 20 students) of CHM 3741L students scored a 90% or better on both the pre- and post-Excel graphing skills test, far exceeding the benchmark. All CHM 3400C students also demonstrated a satisfactory level or higher ability to select the required parameters for their experiment by its conclusion. It was noted, however, that all groups had difficulty initially selecting/determining appropriate solution concentrations and required further consultation with the instructor to proceed.
2) 97% (28 out of 29 students) of students demonstrated satisfactory ability to communicate professionally about chemistry in an oral venue. In particular, an itemized breakdown of

the presentation scores showed that 97% of students also received satisfactory marks for their presentation slides.

3) In their reflections, 86% of CHM 4130L students recognized time management as a crucial component of project management while 83% of CHM 3741L students reported reasonably managing their time in the course. An issue remains of students turning things in at the last minute. (Both of these results exceed the 70% benchmark. (16 out of 19 students overall)

4) The results of the post-tests for the two classes demonstrate that 100% (26 out of 26 students) of students assessed were able to recognize the appropriate protocols for the safe handling of hazardous materials at the conclusion of the courses. All questions were correctly answered by at least 88% of students on the post-test. This exceeds the established benchmark. On the pre-test, however, only 82% of the questions were answered satisfactorily. One of the most missed questions was related to whose responsibility it is to be aware of chemical hazards (everyone working in the lab), while the other was related to when cleaning glassware can be a safety issue (always). This suggests upon beginning the lab courses students were less aware of the universal responsibility for lab safety and the inherent hazards of laboratory work than at the end of the course.

Summary of use of assessment findings for improvement:

1) Students relied heavily on the instructor, so in future semesters, students will complete a similar assignment first to get practice. To improve students' ability to connect the theories and principles of an experiment to the underlying methods earlier in the curriculum, faculty agreed an activity requiring students to fully generate a calibration curve will be re-implemented in Analytical Chemistry Lab (CHM 3120L) during the 2022-2023 academic year and the impact will be assessed during the following assessment cycle.

2) Previous semesters, students succeeded in the 70% range, so getting to 97% is a large improvement. In an effort to help students more effectively develop presentation materials, as part of the seminars in chemistry course they were required to evaluate department seminars using the department presentation rubric and they completed a presentation assignment focused on appropriate presentation of content rather than on delivery of the presentation. As a result of implementing these new assignments, scores for presentation slides demonstrated a marked improvement.

3) To empower students to improve in this regard, beginning in the 2022-2023 academic year students will be required to create and submit their projected timeline for the "champions" assignment at the start of the project. Impact data will be collected during the 2023-2024 academic year.

4) In order to cultivate an improved safety culture mindset earlier in the program, similar questions will be incorporated into the general chemistry (CHM 2045L and 2046L) and organic chemistry (CHM 2210L and CHM 2211L) laboratory safety quizzes and the department will reassess for improvement in two assessment cycles.

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

The department is very well-tuned in looking at what students struggled with and developing a plan to help students improve on their assignments. They assess multiple SLOs in various courses at different levels. Even in the hard sciences like Chemistry, students still need to know how to communicate things at conferences, to the public, etc. The department also uses feedback

from employers/internship liaisons to help students improve their communication skills. The department follows their 3-year rolling assessment plan—collect data, implement changes, reassess and then move on to other SLOs.

Communication

SLOs assessed:
1) Present written messages clearly and effectively for different audiences. (Communication)
2) Demonstrate professionalism by applying field-appropriate ethical standards to work product and taking responsibility for actions/outcomes. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:
1) Each instructor teaching COM2713: Writing for the Communication Professions was given a 4-category rubric to complete for a writing assignment of their choosing, in Fall and Spring semesters. The assessment rubric was developed from an AACU writing rubric, and modified by our faculty to fit the needs of our program.
2) Faculty teaching a capstone: (1) assessed the students' final projects (2) using a rubric written specifically to assess the SLO.

Summary of assessment findings, including a description of the sample used:
   Sample description
1) COM2713 is a required, core course for our major, so all of our students must take it. Students are introduced to writing conventions central to careers in communication, including press releases, blogs, and news articles. This makes it an ideal course in which to assess SLO4. We gathered data from all sections of the course offered this year, including both in-person and online, so that we could measure any difference in performance within modalities.
2) Gathered data across three different capstone courses, representing three different areas of concentration within the major (Film Production, Public Relations, and Journalism).
   Summary of findings
1) 81% (65 out of 80) of students overall met or exceeded expectations. Disaggregated, this was 90% (27 out of 30) for F2F and 76% (38 out of 50) for online students. Faculty discussions yielded two issues: first, intercoder reliability. One instructor comprised 2/3 of our online students, and that instructor scored more stringently than the other course instructors. The department is not sure how much of the difference reflects student learning in the online setting, and how much reflects differences in scoring among instructors. Second, we saw lower scores in 2 categories of the rubric: content development and disciplinary conventions.
2) 91% (29 out of 32) of students met or exceeded expectations. The Capstone courses evaluated included F2F only. Overall, faculty were pleased with assessment results, as averages fell well above the threshold. One of the three rubric categories fell just below the threshold in 2 of the 3 classes assessed, however: "taking responsibility for actions and outcomes." Faculty decided that this is in part a function of the difficulty of assessing such a concept. But all capstones require lots of independent decision-making and group work, both of which rely on taking responsibility.

Summary of use of assessment findings for improvement:
1) The department plans to make disciplinary conventions more explicit in their teaching of COM 2713 next year, ideally by offering more content about the professions and

motivations for the writing styles (the "why") before they begin learning the mechanics of each writing convention. The department also plans to work on interrater reliability to ensure instructors are evaluating similarly / reconciling their evaluations.

2) The department discussed implementing individual work journals, as well as mid-project peer assessment, to better capture this measure and to increase performance in it, based on the expectation that awareness and self-reflection of one's own actions and outcomes would increase performance.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
In the past, the department has over-relied on one course for assessment. They are now being explicit about assessing SLOs in multiple courses, specifically the four core courses of the program. The department has had much success using peer review for group projects. In Leadership Communication, students choose their group and decide on specific goals. Then, mid-point in the semester, students complete a survey on each one of their group members. Students get points for filling them out and the feedback is aggregated and communicated to them. At the end of the project, students complete another evaluation, which is tied to their grade. This practice has had a positive impact on group dynamics and created a better experience. All in our breakout session agreed that this seems like a very effective practice and are interested in implementing something similar.

Computer Science
Software Design & Development, B.S.

SLOs assessed:
Create a deliver effective oral presentations and written reports with appropriate tools and technologies.

Direct/Indirect measure(s) used for assessment:
Rubric points associated with a report, with the benchmark that at least 70% of students will reach 70% or more of the rubric points.

Summary of assessment findings, including a description of the sample used:
Sample description
All students in the capstone (17 students).
Summary of findings
100% of the students met the benchmark of 70%.

Summary of use of assessment findings for improvement:
While students met the benchmark, it seems that many students struggled with time management and the assignments could be improved. Another assignment will be required earlier in the semester so that students may receive feedback before the main report is due.

There is a lot of report writing, so the faculty rely heavily on rubrics; however, sometimes the rubrics aren't as useful and reflective as they could be. Faculty will reorganize the rubric so that problematic areas receive more credit. They also wondered if their criteria was too weak since 100% of their students met the benchmark. An assessment committee will come up with their thoughts and then revise the rubric and benchmark to be implemented in the next year.

The faculty would like to give more feedback throughout the program but is overall pleased with student performance on this SLO this year.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The group wondered if the assessment was embedded across multiple assignments in the classroom or if it was a separate assessment, noting that it might be easier to gather assessment

via the usual grading process. It was stated that the department makes an assessment plan for the academic year and chooses an instrument to include in the project or report while an assessment team coordinator ensures that faculty assess that outcome. The assessment team and faculty meet to decide how they are going to conduct the assessment and map it to the department's various programs. Unfortunately, sometimes faculty forget, and this is where the assessment team comes in and ensures they conduct the assessment. The group discussed making assessment meaningful to faculty so that they would find it important to include. Everyone agreed because if a course is only taught once a year, the department loses all the data for that year. Two strategies other departments use or have considered to combat this issue were including the assessments on the syllabi themselves so that faculty cannot forget and conducting periodic syllabus audit, as well as using the tools in Canvas to their full abilities so that assessments are automatically tracked in the grading process.

Construction Management

SLOs assessed:
Communicate effectively with a wide range of stakeholders using appropriate modalities (oral, written, visual) (Communication)

Direct/Indirect measure(s) used for assessment:
Three direct measures of assessment are used to evaluate performance on this SLO.
BCN3590 – Sustainable Construction assignment: Video Recording of Home Audit Assignment; Rubric used to evaluate student performance on this assignment. The rubric consists of 8 criteria and four levels of performance (1-4) for each criterion.
BCN4773 – Construction Finance assignment: Conduct a Life Cycle Costing assignment that includes a written and oral presentation; Rubrics are used to evaluate student performance on both the written and oral presentation. The Research Report Rubric consists of six criteria and four levels of performance (1-4) for each criterion. The oral presentation rubric consists of 16 criteria with for levels of performance (1-4) for each criterion.
BCN3731 – Construction Safety assignment: Group, oral presentation (recorded) assignment/toolbox talk presentation that require incisive communications and a synthesis of the 5 or 6 most important points. The rubric consists of 17 criteria with four levels of performance (1-4) for each criterion.

Summary of assessment findings, including a description of the sample used:
    Sample description
BCN3590 – 28 face-to-face students
BCN4773 – 12 students face-to-face
BCN3731 – report not legible for a sample description for this course; however, based on the total number of students for all three courses, it can be assumed that there were 27 students assessed in this course.
Total sample for all three courses used to evaluate performance on SLO3.1 – 67 students
    Summary of findings
BCN3590 – 20/28 (71%) achieved high levels of proficiency
BCN4773 – 10/12 (83%) achieved high levels of proficiency
BCN3731 – not legible on report – one can deduce that 22 out of the 27 students achieved high levels of proficiency based on what is already known about the other two courses and the total sample.
Total number and percentage of students that met or exceeded the expectation is 52 (out of 67) or 78%.

Summary of use of assessment findings for improvement:
Students are provided open access to the instructor and his feedback prior to final submission on these assignments. Also, students teach their incomplete work to the rest of the class in order for them to have an opportunity to answer questions and further clarify expectations. However, the faculty believe it would be nice to see a greater variety of scores across the various rubrics and grading criteria. Perhaps there are differences in performance the assignment rubrics do not ably measure. In the interest of improvement, future assessment period may include observations of criteria not listed in the rubric, and not solely based on a letter grade basis.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
One professor teaches the three courses that were used in the annual assessment report. The department tries to get a face-to-face, online, and hybrid course each cycle of assessment. The faculty are trying to establish a lab to help students fully understand the required elements of the program. They have decided to focus on critical and analytical thinking because these are the important skills students will need when they go into the workforce. The faculty are planning to possibly update some of the program SLOs because they want to focus more on this type of thinking. The faculty met as a group with the Dept. Chair to discuss the assessment results and changes. Then, the faculty met with their advisory board to get input from those members about the changes that the department plans to make. Faculty are planning on making some curricular changes based on industry needs but they are not planning to modify the assessment process itself.

Criminology and Criminal Justice

SLO assessed:
Identify and describe the central principals and components of the American Criminal Justice System.

Direct/Indirect measure(s) used for assessment:
Students were assessed through course embedded measures (five exam questions vetted by the entire faculty) in CJC 4010 Corrections and CJL 3510 Courts.

Summary of assessment findings, including a description of the sample used:
Sample description
The assessment was conducted in two core courses of the program. The students have to take these courses to receive their degrees. Only F2F sections assessed.
Summary of findings
85% of students met or exceeded expectations (47 out of 55). Benchmark was 70% or better.

Summary of use of assessment findings for improvement:
[Improvement of assessment] Faculty will further discuss improving the curriculum especially towards strengthening the impact of introductory courses (CCJ 3024 and CCJ 2002).
The department will review to see if any changes are needed to the questions, if questions need to be swapped out, or if they want to adjust the benchmark.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The department uses common exam questions to avoid infringing upon academic freedom of faculty but also to maintain consistency. The specific exam questions are fairly new; this is the second time they have been used. Previously, students had continually exceeded the benchmark, so the department moved on to something else. The target for this SLO is to ensure students have the basic knowledge required for the major.

Economics, B.S.B.A. (Department of Commerce)

SLOs assessed:
Most of the SLOs are common to the B.S.B.A Core, but SLO 1.2 is specific to Economics.

      1.1 Develop facility in the use of terminology and concepts in the major areas of business: information technology, management, accounting, marketing, economics, and finance.

      1.2 Recognize the impact of external economic environmental context and forces on the operation of the firm in domestic and global markets.

      2.1 Identify and analyze key elements that comprise business problems/opportunities.

      2.2 Select and apply appropriate discipline frameworks to address business problems/opportunities.

      3.1 Create and deliver effective oral presentations

      3.2 Develop effective written presentations

Direct/Indirect measure(s) used for assessment:

      1.1 The COB Core Knowledge Exam was conducted GEB4361: International Business

      1.2 A multiple-choice exam provided to students within the microeconomics course thatis taken primarily by economics majors is used. A total of 20 questions are provided to assess students in the core areas of the SLOs.

      2.1 An individual case study assignment in MAN4720: Measurement & Reporting was given in 4 sections of the course. The case study was analyzed using a rubric.

      2.2 An individual case study assignment in MAN4720: Measurement & Reporting was given in 4 sections of the course. The case study was analyzed using a rubric. (Same as above.)

      3.1 An oral communication skills analytic rubric was used to assess a business presentation. The benchmark is that at least 80% of students will be able to deliver business communications.

      3.2 A written communication skills analytic rubric was used to assess business papers. The benchmark is that at least 80% of students will effectively write for business communications.

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

      Sample description

In summary, the BSBA Core Assessment uses sampled populations in GEB4362, MAN4720, GEB3453, and GEB 3213, and uses other courses to gather instructional-level data.

1.1 82 students in GEB4361, International Business

1.2 A sample of 21 students enrolled in the microeconomics course in Fall 2021

2.1 19 students in MAN4720. This sample was very small and may not be representative of overall student body of seniors. This was also the first in semester back after COVID. Students seemed distracted and informal polling indicated many were overloaded with class/work/family matters. This contributed to many students struggling in the class.

2.2 19 students in MAN4720

3.1 100 students in GEB3213

3.2 97 students in GEB3213.

      Summary of findings

1.1 66% of students met or exceeded expectations

1.2 Students scored exceptional on 7 of the 20 questions, above average on 3 questions, and acceptable on 7 questions.

2.1 58% of students met or exceeded expectations. Students have slid backwards in their ability to analyze the financial standing of companies and their lack of preparation on the theory portion of the class showed.

2.2 63% of students met or exceeded expectations. Overall, students performed worse on this SLO. The low sample size may nullify any generalizations, but the inability to make salient recommendations is an ongoing challenge. Over the years, the department has reduced the emphasis on recommendations given that skillset is really the realm of consultants. However, they are given material to assist them in making recommendations which students fail to integrate/synthesize

3.1 61% of students met or exceeded expectations. The change from the QEP has impacted the numbers and has been a large topic of the curriculum committee.

3.2 88% of students met or exceeded expectations.

Summary of use of assessment findings for improvement:

For individual SLOs:

1.1 Faculty have not discussed yet and will discuss in Fall/November 2022, the National Day of Assessment.

1.2 Faculty identified 3 questions that require further revision or replacement for future assessment periods. Faculty have also expressed the need to evaluate the use of multiple-choice questions for assessing more difficult economics concepts. It is possible there is a lagging of COVID-19 that is affecting student performance, but the department still wants to migrate to using a better tool to capture complex concepts. More will be discussed in the November 2022 meeting.

2.1 It was decided to keep the same assignment and method to see if Fall 2022 produces better results since this was such a small sample and this was an atypical year.

2.2. An increased focus on Chapter 10-12 (implementation) will be needed and discussed November 2022.

3.1 The College of Business originally took this SLO out of the assessment via the CCR process. However, due to policy issues, it is being revisited for 2022-2023. A task force led by Dr. Morgan has been formed. It is clear to the COB and the stakeholders that communication is valued and needs to be better. In 2021-2022 there were changes made to GEB3213 by the faculty members. This will be discussed in November 2022.

3.2 The course has been looked at by the discipline faculty who teach it, and they decided to change the flow of the course to make it accessible to all for different learning styles etc. Faculty worked on the course in Canvas. More will be discussed in November 2022.

Overall:

This has been a robust year to discuss, change, and update some of the BSBA core SLOs. In 2021 Fall, we added the course, ISM 3116 to the Core. Since adding this to the core this year, we did not assess it, or put in our program domain SLOs. However, this is on the list to discuss in the 2022-2023 year. The large area in which was discussed was the GEB 3213 class, this is where the SLOs for communication are collected. This has been discussed for years, and this year the curriculum committee was able to change the SLOs to have written communication only be assessed, and move oral communication out of the course. However, due to an internal policy, it was pulled from the CCR process in April 2022, and will be revisited by the faculty in 2022-2023. There now is a focused task force headed by Dr. Morgan from the Commerce Department who will investigate how best to proceed in the area of oral communications. For business students, this is an essential skill when they graduate and is important to our

stakeholders. After several meetings with our advisory board, it was stated that students must have skills of how to communicate, on a daily basis, and that presentations have changed over the years. The task force will start looking into this, closing the loop, and then creating a rubric/instrument to collect the data.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The faculty representative explained how time-consuming and all-encompassing assessment work can be and wondered if the department could create by-laws that allowed faculty to get credit in the teaching portion of their evaluations for assessment work since they are creating better teaching and learning. The department wants to make assessment a more meaningful and integrated part of what they do and not have it so separated from the classroom. The department is going to create a task force to integrate assessment better into the curriculum so that closing the loop becomes more seamless. Another challenge is that in their department, there are multiple programs and different types of courses to assess (e.g., certificate programs, online vs. face-to-face courses).

The group discussed possible solutions to this problem:
- One faculty member described how their department moved away from a centralized assessment and a big exam for their program accreditor, which was separate from SACS. Decentralizing it helped them get adjuncts involved and to create a 3-year assessment plan for a course. They were also sure to streamline processes so that faculty could cross-link back to both accreditations in the same spreadsheet and show how they were closing the loop. Before, they were doing that but it was found in different places.
- Make assessment part of the departmental by-laws and seek course releases for faculty, where applicable.
- Align outcomes within the programs with the certificates. Then, the assessments you gather for the program can be used to improve student learning at the course-level.

In November, on the department's National Day of Assessment, the economics faculty will be discussion in particular how to create a better, more useful tool than a multiple-choice exam for evaluating students on complex concepts. The group agreed that multiple choice exams are often more useful for lower-level learning while more multi-step assignments may show higher-order thinking.

The group broadly discussed faculty retreats for assessment work in order to give ideas. One department makes the meeting mandatory the Monday before classes and the chair pays for lunch at an off-campus location. The meeting includes agenda items beyond assessment, including highlighting departmental accomplishments, reviewing goals, and discussing curriculum revisions. The assessment portion of the meeting takes around 2 hours and notes are taken and turned in. One department doesn't do retreats, per se, but had a consultant and went to a conference room in the Commons for about a half-day. One department held a retreat but it didn't include closing the loop so they hope it can in the future.

Everyone agreed that there is more buy-in with faculty when they feel invested in the SLOs, know how they are developed or help develop them. Sometimes there is resistance in the reporting aspect, but all faculty are invested in improving student learning so when they see how it is tied to the classroom everyone benefits.

General Studies

SLOs assessed:

1) Synthesize key concepts across disciplines through the completion of a capstone research. (Critical Thinking)
2) Exhibit professional behavior appropriate for a community leader. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:
1) Critical thinking assignment, specifically the gathering of evidence across disciplines to support an argument on a chosen community problem.
2) Critical thinking assignment, specifically a mock letter to a government official arguing in favor of a solution to a relevant problem.

A rubric was developed for each SLO adapted from AAC&U's VALUE Rubrics.

The Critical Thinking assignment comprises two parts. First, students use an interdisciplinary approach to argue a position on a relevant community or social problem chosen from a list of provided options. The purpose is for students to effectively present and explain evidence on two or more sides of an issue. They essentially gather all of the evidence as if writing a research paper but don't complete the paper portion. Students need to demonstrate critical and thoughtful analysis by reviewing evidence that supports at least two sides of the issue in order to arrive at a particular position. Second, students draft a letter to a government or agency official making the case for their strongest argument. They are limited to one page, which requires clarity and succinctness. Students are encouraged but not required to send their letter to the chosen official. The department also utilized an exit survey, embedded in the Senior Capstone course, as an indirect measure of the course as well as the program as a whole.

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

Sample description

Reviewers evaluated all submissions from the Fall 2021 and Spring 2022 sections of IDS 4890 Senior Capstone, a course offered online only. All General Studies majors must complete this course at the end of the program, so the sample includes all graduating students from the two semesters. This year, the department evaluated the submissions of 16 students.

Summary of findings

75% (12 out of 16) students met or exceeded expectations. Students struggled in different areas, including misunderstanding what a "supporting quote" from a source means, what a qualifier is, and making connections across the evidence they collected. 88% (14 out of 16) students met or exceeded expectations. Reviewers noticed a couple issues in how students approached the mock letter to a government official: not supporting their request/argument with evidence and being off topic. In the exit survey, multiple students pointed out having trouble finding courses to take.

Summary of use of assessment findings for improvement:
1) In order to address the areas in which students struggled—understanding what "supporting quote" means and what a qualifier is—we added more information about each topic to the pre-assignment modules as well as to the assignment instructions and rubric.
2) Students will be reminded to use the first part of the assignment to support the second. This should help keep them on topic and utilize the evidence they collected to support their request/argument.

Since most students complete the program online, adjustments have been made to core course offerings to include more online options, and the program has been submitted for online program designation that should open up course options restricted to online-only students.

Adding a cornerstone course—ENC 3213 Professional and Technical Writing—so that we can assess the program at the point students declare it as well as at the end to see if students are improving over the course of the degree.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The assignment itself encourages students to look at things from multiple perspectives, which is helpful for an interdisciplinary program. The amount of detail provided in the instructions has evolved over the years based on the feedback the department has received from students via an exit survey and from identifying the areas in which students need improvement.

What is the best way to assess integrity/values? Each discipline is so different so the assessments will vary widely. For General Studies, the initial plan was to implement an internship, which proved to be difficult due to the large proportion of non-traditional students in the major. Internship requirements can be very effective for assessing integrity/values when it is possible. Nursing has experienced success in this area, especially since they receive feedback on students from multiple sites. This information can be passed along to the student for improvement and allows the department to assess students on professionalism, ethics, and leadership.

The department then tried to evaluate citation requirements and avoiding plagiarism, but that didn't really speak to the specific SLO. The department has found that using the mock letter to a governmental official advocating a specific argument regarding a community problem allows students to role-play being a leader and better fits with the SLO.

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Movement Science & Health – No Show
Health & Physical Education, B.S.

Nursing
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SLOs assessed:
1) Demonstrate the ability to utilize healthcare technology and information management to inform practice decisions. (Communication)
2) Use professional communication as a member of a healthcare team to improve patient/client outcomes. (Communication)

Direct/Indirect measure(s) used for assessment:
1) Discussion on pathologic issue scored by rubric.
2) Action Plan Memo scored by rubric.

Note: Faculty are using rubrics of their own for the discussion because of the various needs/goals of each course.

<u>Indirect Measures</u>: Anonymous course survey about content, navigation of courses, as well as the communication and interaction, are completed in each course. Two other surveys are conducted by a third party: an exit survey for graduating seniors and another for students one-year after graduation.

Summary of assessment findings, including a description of the sample used:
 Sample description
Online asynchronous for all courses.
 Summary of findings
1) 89% (67 out of 75) of students met or exceeded the benchmark.
2) 95% (77 out of 81) of students met or exceeded the benchmark.

Benchmark is 85%, so students met this goal for both SLOs. Students need to aim high because they have to complete a licensure exam.

<u>Survey results</u>: Students can bring to your attention little changes that can clarify instructions or course policies, e.g. some students didn't realize they could take quizzes late (with a penalty) so the department is making this policy more prominent. They also began admitting students and offering more classes in the summer.

Summary of use of assessment findings for improvement:
1) No changes noted. For those 8 students who did not meet the benchmark, they either did not complete the discussion at all or failed to respond to a peer which is a required part of the threaded discussion rubric.
2) More instruction is needed on the use of the template and there is a need to improve the rubric with more details. Overall, the assignment seems to be a great fit for this course and demonstrates student achievement of several competencies while meeting the needs of working nurses.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Nursing has pre-licensure students as well as RN-to-BSN students, and the assessment looks at these students together. The department is currently utilizing a four-year assessment program that began in 2020. They implemented changes in 2021 and are now assessing how those changes impacted student learning.

The Nursing programs are accountable to the Commission of Collegiate Nursing Education (CCNE), which has nine separate essential learning outcomes, which are in addition to the four SLOs necessary for SACSCOC accreditation. CCNE has released new essential goals, and the department will be working on incorporating them into their assessment plan. In order to respond to these new requirements, the department implemented a new record-keeping protocol to ensure accuracy and consistency. All assessment meeting notes will flow through one person who will be in charge of organizing and finalizing documentation.

Regarding the indirect assessment, survey results can oftentimes be difficult to interpret because some students will really like something while others really don't. In some cases, a middle ground can be found, but it might require multiple semesters of data to identify the most important issues that require attention.

<p align="center">Physics</p>

SLOs assessed:
> 1.1 State and explain the basic laws of the different branches of physics.
> 2.1 Analyze a problem or situation and apply logical thinking, along with mathematical analysis, to the solution of the problem.
> 3.1 Express the knowledge gained from the program in discussion, through written reports, and through presentations.
> 4.1 Maintain a strict code of conduct in presentation of results and by providing appropriate references for works cited and used.

Direct/Indirect measure(s) used for assessment:
Every course has a rubric that assesses SLOs in a few key assignments.
> 1.1 Lab reports and oral presentations in PHY3802L/PHY4822L; Final exam questions in PHY4323; quiz and final exam questions in PHY4604.
> 2.1 This SLO is measured the same as 1.1 and in the same courses, with the addition of key questions being assessed from each test given in PHZ4113.
> 3.1 In PHZ3018L, students will prepare for a job posting with a resume and cover letter, summarize a research article in writing, and present a research paper orally. In

PHY3802:/PHY4822L, students will be measured on written lab reports and an oral presentation of one lab.

4.1 In PHZ3018L, an ethics presentation is measured. In PHY3802L/PHY4822L, TurnItIn is ued on lab reports and data is ensured to be collected with integrity.

For all SLOs, rubrics are used, and the benchmark is that 70% or more of students will have a normalized score of 66.7%

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

Sample description

Because of the small nature of the department, they are able to track every single student in the undergraduate program and how they improve across SLOs.

1.1: 17 students in the above courses listed in the direct measures.

2.1: 21 students in the above courses.

3.1: 16 students in the above courses.

4.1: 16 students in the above courses.

Summary of findings

1.1 65% of students met or exceeded expectations.

2.1 67% of students met or exceeded expectations

3.1 88% of students met or exceeded expectations

4.1: 94% of students met or exceeded expectations.

Summary of use of assessment findings for improvement:

1.1 Faculty determined that early practice and feedback is needed for some courses, particularly the first upper division courses in the curriculum. Faculty will introduce "Exam Autopsies" into more courses to allow students to reflect and grow on their work. Faculty will add more interactive engagement with scaffolded activities to courses.

2.1 The faculty drew the same conclusions as the findings for SLO 1.1. Faculty also observed that Mechanical Engineering students who take junior-level courses have drastically reduced outcomes by comparison. Direct intervention may be needed for students in that program.

3.1 Since the results were quite good, faculty cannot determine if the students in this cohort are naturally gifted with communication or if the current approaches are strong. The current approach does allow for early and often feedback on communication assignments. Written work was not found to be as strong as oral presentations, so this will be a continued point of emphasis. If finding are consistent, it might be a good idea to raise this benchmark to see if students could perform even better.

4.1 Results were strong because early feedback was provided on ethical standards in writing. Students needed early interventions as they would not properly source quotes or would provide insufficient paraphrasing to put work in their own words. This early feedback and intervention strategy will be maintained, with some increased emphasis on appropriate standards so less intervention is needed.

Faculty noted that many students are lagging behind in math skills due to Covid. Upper-division courses may need on-the-fly adjustments to account for missing expected knowledge due to changed experiences caused by the pandemic.

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

The faculty representative showed a detailed spreadsheet of how students are tracked across SLOs and across courses. The group found that a strength in this assessment work and student learning was the granularity allowed faculty to provide individualized support to students on

SLOs they were struggling with. The granularity seemed to also allow for scaffolding to see how students improved on certain SLOs over time. A downside of tracking every single student across SLOs is that the assessment data is almost too robust to apply easily and generally, though overall the group was impressed with the one Google Sheet that displayed data in a consistent format. While the program is small and lends well to individualized student support, the faculty are also small in number and poorly-equipped to handle student issues related to working, family, and mental health. More faculty are needed.

One challenge the program has is that the non-majors in the earlier courses are performing much lower. The group said a possible solution to that problem is to take the non-majors out of their assessment report since the program does not need to be assessed by the program's SLOs. The issue with doing that appeared to be that the faculty don't know who the majors and non-majors are until well after the assessments take place. It was suggested that the assessments be tracked on a standardized spreadsheet so that faculty could reflect quickly on what is happening in their courses as it is happening. The group did feel like that would show a better representation of their majors and that then they could track both groups separately to improve student learning in different ways among each group. Perhaps some early interventions could be in place for the non-majors, and that this could all be to chart their improvement.

Another challenge the department faces is that they cannot have a seminal course to measure content and critical thinking SLOs because physics is such a diverse field and the content learned in one course is not necessarily built upon in a subsequent course in an obvious way. So, while content was measured in different courses, it was not necessarily scaffolded. A faculty member suggested a possible solution would be to collect content data in a better course or to make it a self-contained measurement in just one course.

With such a small program, it was advised that the faculty not react to quickly to numbers that seem out of the norm since it may be an anomaly. However, if they do see a pattern, they may want to revisit their prerequisites for the program and the courses themselves, in the case of the nonmajors, to see what could be revised going forward.

The department must give a lot of attention to the general education courses where there are more students, so it does make giving attention to higher-level classes a struggle. A faculty member suggested not addressing too many issues in the gen ed courses but just work on improving them a bit at a time so as not to get overwhelmed.

The group discussed how often Physics meets to intentionally talk about assessment. The department meets once a semester about assessment but not often as the full department. Melanie shared that Public Health meets once a year at their retreat but one-on-one meetings with faculty and adjuncts have helped empower them to change their courses. They also plan to send calendar invitations to faculty and adjuncts that includes all their prior assessment data on it and set small meetings since it is hard to get everyone together, so that might work for other departments as well. It also helps in preventing adjuncts and course coordinators from forgetting to assess and collect data.

Public Health

SLOs assessed:
>1.1 Explain concepts and theoretical constructs in public health, including health promotion and disease prevention, using appropriate technical language.
>3.1 Communicate public health information, in both oral and written forms and through a variety of media, to diverse audiences.

Direct/Indirect measure(s) used for assessment:

    1.1 The course, PHC4101: Essentials of Public Health, used the Community Health Improvement matrix assignment. The course, HSC3032: Foundations of Health Education, used the Behavioral Theory Discussion Assignment. Goals for both assignments were that 70% of students would score an 80% or above.

    3.1 The course, HSA3111: Understanding U.S. Healthcare, used the final project and a video presentation discussion assignment with rubric elements for written and oral communication. The course, HSC4581: Health Promotion and Planning, used the Program Presentation Assignment. Goals for both assignments were that 70% of students would score an 80% or above.

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

    Sample description

1.1 All students in PHC4101 and HSC3032 were assessed (51 students).

3.1. 26 students were assessed on written communication in HSA3111, while 22 were assessed on verbal communication. 35 students were assessed in HSC4581.

    Summary of findings

1.1 85% and 88% of students in each course, respectively, met or exceeded the benchmark set for the assignments.

3.1 In HSA3111, 92% of students met or exceeded expectations for written communication while 100% met or exceeded expectations for verbal communication. In HSC4581, 83% of students met or exceeded expectations (scored 80% or above).

Summary of use of assessment findings for improvement:

    1.1 For PHC4101, students will add an additional section to the assignment that further explains how each preventative strategy will be implemented. For HSC3032, faculty will continue to give examples of how theory is applied throughout week 5, as students tend to perform higher after seeing an example of planning models being utilized.

    3.1 In HSC3111, faculty added live face-to-face synchronous orientation session and tell the students they will have to present synchronously for the course project either face-to-face or virtually, adding it for the video presentation discussion assignment of the course project. The quality of written communication improved by 4% from last year. In HSC4581, faculty are working towards successfully condensing the course from a 16-week to 8-week course.

The department is going through the accreditation process so the department was working on all the spreadsheets to cross-reference them between accreditors.

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

The group wondered how many students showed up to do synchronous face-to-face presentations and agreed it was a nice addition to support student engagement. It wasn't everyone, but the students did enjoy it and it seemed to add more engagement with the course and the program. The group broadly discussed assessment data collected for SACS vs. other external program accreditors. It was suggested to all departments to set up the assessment data collecting according to the strictest accrediting agency first, if they have not already, and then cross-reference it. One department is seeking to match the outcomes identically, if possible, so that double collection does not need to take place at all. If a program accreditor is stricter, should it be able to supersede what we do for SACS? Departments may want to check with Institutional Effectiveness.

Peer Review of Assessment Report (2022)

As mentioned in feedback for other departments, a strength of this programmatic assessment work is that it has become decentralized and more one-on-one in order to include adjunct faculty. In order to account for faculty and adjunct faculty's busy schedules, a calendar invitation is sent with the prior assessment data within the invitation so that faculty may re-review it prior to the meeting and be empowered to make changes in their courses. It was suggested that they could also consider adding a link to the new assessment form to be filled out at the same time. One thing the department is striving to do is to get the data before the end of faculty's 9-month contracts and not wait until after the summer so that the course is fresh in faculty's minds.

Social Work

SLOs assessed:
1) Examine social work theories as they pertain to working with individuals, families, groups, communities, and organizations. (Content)
2) Describe social and economic justice issues and the ingredients that constitute human rights. (Content)
3) Evaluate interventions, program processes, and outcomes to improve practice in individuals, families, groups, communities and organizations at all levels. (Critical Thinking)
4) Apply cultural, gender, and other special life circumstances to social work practice. (Critical Thinking)
5) Communicate effectively in oral and written case management. (Communication)
6) Describe ethical controversies or dilemmas. (Integrity/Values)
7) Demonstrate professional behavior in accordance with NASW standards. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:
The programmatic assessment form does not include a description of the direct and/or direct measure. However, the Executive Summary indicates that the BSW program assesses SLOs through two instruments, the Field Evaluation Instrument and the Foundation Curriculum Assessment Instrument (FCAI). Both measures are administered through the field office in the students' last semester. The FCAI was developed by the Social Work Education Assessment Project to measure how well the curriculum prepares a student for social work practice. The field instrument was developed by the Council on Social Work Education and is completed by the student's internship instructor who rates the student on the program SLOs.

Summary of assessment findings, including a description of the sample used:
Sample description
A total of 51 students (22 face-to-face and 29 online) were assessed on these instruments. It is unclear if they were all assessed on both instruments or if they were only assessed using the FCAI due to data collection issues with Exxat.

Summary of findings
The results are the same across all SLOs.
22 of 22 (100%) face-to-face met or exceeded the expectations.
29 of 29 (100%) online students met or exceeded the expectations.
51 out of 51 (100%) met or exceeded expectations.
It should be noted that students are not permitted to pass the field course if they do not meet satisfaction on the summative assessments used to evaluate performance during the field course.

Summary of use of assessment findings for improvement:

Peer Review of Assessment Report (2022)

Faculty note there are significant data collection challenges which are being addressed in monthly assessment committee meetings with the Office of Assessment, Accreditation and Strategic Planning (OAASP). A more formalized approach to data will be developed over the next year to ensure the appropriate data are collected in a timely manner. The data presented show the majority of all students at, or above, COMPETENT PERFORMANCE, in all competencies.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The bachelor's degree is primarily face-to-face. It is also externally accredited so the department is guided by those accrediting standards. This can cause confusion when working with program SLOs and the external accrediting agency's requirements. OAASP is helping with re-accreditation right now. The program has to address nine competencies required by the Council on Social Work Education. They have an alignment map (competencies aligned to the program SLOs). They assess performance on the competencies and then go back and align those data to the program SLOs.

Field course is the culminating course in which students put into practice what they've learned throughout their program. The department then collects data on how well students are meeting their competencies. The Learning Contract is the national instrument that is used. It allows students to create their own experiences that align to the competencies and they can demonstrate their competence on these competencies. Success completion of the Learning Contract is required for graduation. The students create their activities that they then perform in their practicum course. Students must receive at least a 3 out of 5 on their scoring rubric in order to be successful on the Learning Contract. 100% of students met that expectation. Competency 6 had the highest rating and Competency 9 had the lowest rating. The student's field practicum supervisor assigns the score on the Learning Contract. No students failed the course in our most recent round of data. We discussed the need for some sort of inter-rater reliability check on the Learning Contract. There are 15-20 raters of BSW students each semester. Each rater has an accredited social work degree which helps with fidelity. Also, we talked about the possibility of implementing a training for the raters prior to allowing them to rate the students. This may help with fidelity.

The Foundation Curriculum Assessment Instruction (FCAI) had been used in the past, as a national benchmark for competency learning. But, due to faculty changes, it appears that the department does not have data from the past two years. Moving forward, the faculty plan to ensure the FCAI is used and data are collected, analyzed, and used for programmatic improvements.

Studio Art

SLOs assessed:
1) Communicate complex ideas in spoken, written, visual, and relevant creative forms from the humanities. (Communication)
2) Develop unique work based upon individual ideas, processes, or analysis, which communicates honestly and respectfully with the work of other artists, designers, scholars, and peers. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:
Both SLOs are assessed using one assignment in ART2821. The directions for the assignment include, "Take the topics of Creativity, History and the Self and create a PowerPoint or Video presentation with Voiceover of approximately 10 minutes in length and discuss the topics and how they affect you, your future, and the future of Humanity." (The assessment report did not

include detailed assignment descriptions or a rubric that is used to evaluate student performance on this assignment.) The student is evaluated during an individual meeting with the course instructor. The student discusses their project and their thoughts concerning Communication and Integrity/Values with their instructor. The instructor is able to evaluate if the student is able to verbally articulate their thoughts, feelings and beliefs regarding Communication and Integrity/Values.

Summary of assessment findings, including a description of the sample used:
 Sample description
25 face-to-face students completed the course (ART2821) during spring 2021.
 Summary of findings
Of the 25 assessed, 20 students (80%) met or exceeded the expectations.

Summary of use of assessment findings for improvement:
According to the course instructor, much improvement has more to do with the students taking the responsibility for their work, time management skills and concern for deadlines and taking control of their education. This is discussed at length, throughout the course and will continue to be a focus of all of the instructor's courses because many of the students have not yet taken control of themselves or their education at this point of the University career.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
There are differences of opinions among faculty about what needs to be done for assessment (assignments, rubrics, etc.). The discipline itself has historically been very subjective so it may be that some of the faculty aren't in agreement with having more objective grading. This past year, they focused on communication and integrity/values for the annual assessment report. The instructor did create additional benchmarks for students which has seemed to have helped the students.

The group discussed different ways that the faculty may come together about assessment. They could look at the 7-year review and the annual assessment report peer-review and use those as a guide about how to move forward with improving program assessment. Another suggestion for the department was to try to get a variety of types of students that complete a course (e.g., seniors and underclassman). There is a lot of variety in the programs in the department so it is difficult to determine which course(s) are best for assessment data collection. Perhaps a course that is later in the program may be used to assess the program SLOs. The group also suggested that the department considers having a faculty retreat or workshop in which they just discuss the issue of subjectivity and get ideas from the faculty as a whole on how to address the subjectivity in their assessments and evaluation practices.

Teacher Education (Elementary Education)

SLOs assessed:
1) Teacher candidates manage an inclusive learning environment which facilitates positive social interactions and makes content accessible and developmentally appropriate for all students so that they can meet high academic standards (FEAPs 2a, 2b, 2c, ,2d, 2f, 2h, 2i, 3g, 3h). (Content)
2) Teacher candidates plan instruction which sets rigorous learning goals, reflects knowledge of content area curriculum and pedagogy, and facilitates critical thinking and problem solving through relevant and challenging learning experiences (FEAPs 1a, 1b, 1c, 1f, 3a -h). (Content)

3) Teacher candidates critically evaluate their instruction using multiple methods of assessment to monitor student growth progress and guide decision making and problem-solving (FEAPs 1d, 1e, 3h, 3i, 2j, 4a – f). (Critical Thinking)
4) Teacher candidates model clear and acceptable oral and written communication (FEAPs 2e). (Communication)
5) Teacher candidates communicate relevant information using a variety of technologies during the learning process (FEAP 2g). (Communication)
6) Teacher candidates will take initiative to create professional learning opportunities and to proactively seek feedback to improve professional practices (FEAPs 5a, 5b, 5d, 5e). (Integrity/Values)
7) Teacher candidates will collaborate with colleagues, families, and community members to provide effective instruction for students from diverse backgrounds. (Integrity/Values)
8) Teacher candidates demonstrate ethical and professional practices according to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. (Integrity/Values)

Direct/Indirect measure(s) used for assessment:

Candidates' performance is measured during their field work (Field Experience II and then again during their final experience (either student teaching or internship). The Danielson Framework for Teaching is the assessment that is used for all students completing an education program that leads to Florida teacher certification. The Danielson Framework includes four Domains (Planning and Preparation, The Classroom Environment, Professional Responsibilities, and Instruction) with a total of 22 indicators for which students must demonstrate competency. Recently, the faculty have split two of the indicators to better assess candidates. Thus, there are now 24 indicators for which students are evaluated. The domains and indicators are cross walked to the Elementary Education program SLOs so various indicators (elements of the Danielson Framework) are reported for each program SLO.

The assessment is a culminating score of the candidate's artifacts and observation throughout the course(s). The final scores/ratings are provided to the student based on the input of both the K-12 supervising teacher as well as the university instructor of the course. Students provide documentation and are observed by the supervising teacher and the university coordinator throughout the semester or year and a culminating score is given for each criterion on the Danielson Framework for Teaching.

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

Sample description

19 face-to-face students completed the Student Teaching/Internship course.

25 face-to-face students completed the Field Experience II course.

Summary of findings

19 out of 19 (100%) Student Teaching/Internship students met or exceeded the expectations on the Danielson Framework indicates that align to the program SLOs included on this year's report. It should be noted that students may not pass the Student Teaching or Internship course if they do not meet expectations on the Danielson Framework indicators.

25 students were evaluated during FEII. These data are presented for comparison and to show candidate growth in the program; however, these data are not considered when evaluating the program SLO. Of those, the data are different for each indicator on the Danielson Framework which is aligned to various program SLOs. Thus, the data will be presented by SLO.

SLO 1.1 (1) – FEII	Danielson 1b: 25/25 (100%) met or exceeded expectations
	Danielson 2b: 24/25 (96%) met or exceeded expectations
SLO 1.2 (2) - FEII	Danielson 1a.1: 18/25 (72%) met or exceeded expectations
	Danielson 1a.2: 16/24 (67%) met or exceeded expectations
	Danielson 1c: 21/25 (84%) met or exceeded expectations
	Danielson 3c: 20/25 (80%) met or exceeded expectations
SLO 2.1 (3)– FEII	Danielson 1f: 22/25 (88%) met or exceeded expectations
	Danielson 3d: 21/25 (84%) met or exceeded expectations
SLO 3.1 (4)– FEII	Danielson 3a.1: 24/25 (96%) met or exceeded expectations
	Danielson 3a.2: 17/24 (71%) met or exceeded expectations
SLO 3.2 (5)– FEII	Danielson 2.e: 24/24 (100%) met or exceeded expectations
SLO 4.1 (6)– FEII	Danielson 4a: 23/25 (92%) met or exceeded expectations
	Danielson 4e: 25/25 (100%) met or exceeded expectations
SLO 4.2 (7)– FEII	Danielson 4c: 25/25 (100%) met or exceeded expectations
	Danielson 4d: 25/25 (100%) met or exceeded expectations
SLO 4.3 (8)– FEII	Danielson 4f: 25/25 (100%) met or exceeded expectations

Summary of use of assessment findings for improvement:

The use of assessment findings differs among the Danielson Framework Indicator and its corresponding program SLO. Thus, findings will be reported by program SLO.

SLO 1.1 – none reported

SLO 1.2 – The program will add assignments in the first clinical course to better prepare students. Also, a new remediation system was created for struggling students. Two new online courses were recently designed to assist candidates in their general knowledge and professional knowledge required for educators.

SLO 2.1 – Faculty added additional assessment assignments in content courses and in the early clinical courses. The assessment course was added as a course that candidates may take while in a pending status so that they can begin to build on the basics identified in this course.

SLO 3.1 – Individual support has been provided for those that struggle (remediation, referral to the writing lab, te4ach to avatar experiences and exemplars).

SLO 3.2 – Faculty revamped the Integrated Arts course to include emerging technologies. They also changed the technology assignment in student teaching from a class website to an assignment that requires the use of instructional technologies in the classroom.

SLO 4.1 – no changes; faculty will discuss ways to improve, which will be implemented next year with the data gathered the following year to close the loop.

SLO 4.2 - no changes; faculty will discuss ways to improve, which will be implemented next year with the data gathered the following year to close the loop.

SLO 4.3 - no changes; faculty will discuss ways to improve, which will be implemented next year with the data gathered the following year to close the loop.

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

Teacher Education has a complex process of assessment. The undergraduate elementary education program uses Exxat as a data collection and management tool and the OAASP has office staff to assist with assessment for the elementary education program. The faculty use common rubrics across all sections of courses. Also, the faculty use a master syllabus and lead instructor model to ensure that the program curriculum does not stray from the requirements of CAEP and the FLDOE. Program SLOs are mapped to the FEAPS and the Danielson Framework indicators. Students are evaluated on all indicators twice in their program. In addition, candidates

are evaluated on some of the indicators during their first Field Experience course. Those data are not included in the annual assessment report as the data are used internally to monitor candidate growth over time. The first time is during Field Experience II which is typically taken in the middle or toward the end of the program. The second evaluation is completed during the student's final culminating field experience (either student teaching or internship). The university supervisor works closely with the supervising classroom teacher to rate the student jointly on each of the Danielson Framework indicators. Other forms of assessment are completed throughout a student's journey in the program (dispositions, pass rates on certification exams, and indirect measures such as surveys). These results are monitored by faculty; however, they are not included in the School's annual assessment report.

Graduate Assessment

Accounting, MAcc

SLOs assessed:
> 1.3 Apply knowledge of relevant financial reporting standards and the regulatory environment to solve financial reporting issues. (**Content**)
> 2.1 Gather, interpret, evaluate, and analyze key elements of a complex accounting issue or problem, consider alternatives, and present a well-reasoned recommendation. (**Critical Thinking**)
> 3.1 Develop an effective, professional quality, **written communication** relating to an accounting issue or problem (Communication)
> 3.2 Deliver an effective, professional quality, **oral presentation** pertaining to an accounting issue or problem. (Communication)
> 4.1 Identify ethical issues and apply knowledge of professional codes of conduct or ethical decision models to reach conclusions. (**Integrity/Values**)

Direct/Indirect measure(s) used for assessment:
> 1) Recorded presentations in ACG 6805 evaluated using a rubric (SLOs 1.3, 2.1, 3.2)
> 2) Ethics test related to the AICPA Code of Ethical Conduct in ACG 6856 (SLO 4.1)
> 3) Written case assignment in ACG 6856 (SLO 3.1, 4.1)

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

Program is offered only online
78 students in ACG 6805 (SLOs 1.3, 2.1, 3.2)
36 students in ACG 6856 (SLOs 3.1, 4.1)
> *Summary of findings*

SLO 1.3
87% met or exceeded expectations across all rubric elements (95% last year); Some weaknesses in citing sources
SLO 2.1
86% met or exceeded expectations across all rubric elements (91% last year); No overall weaknesses across both semesters, although spring class did not perform as well as fall class on analyzing pros/cons, identifying solutions, providing support.
SLO 3.1
92% met or exceeded expectations (85% last year)
SLO 3.2

89% met or exceeded expectations across all rubric elements (87% last year); Some weaknesses in reading from notes/slides and providing presentation conclusion

SLO 4.1

74% met or exceeded expectations for multiple choice assessment (75% last year); 92% met or exceeded expectations for the essay ethics case assessment. Across both assessment measures, students performed acceptably, overall.

Summary of use of assessment findings for improvement:

1) Based on assessment findings and anecdotal evidence, the department is in the beginning stages of developing foundational non-credit courses/modules in one or more of the following areas: oral communication, written communication, critical thinking, and ethics.
2) These courses may be required of students before starting the MAcc program, after admission to the MAcc program, as required module is some MAcc courses, or as required modules in all MAcc courses.
3) The purpose of these course will be to level-set the expectations for all MAcc students regarding oral communication (e.g., reading form notes/slides), written communication (e.g., citation), critical thinking (e.g., pros/cons, providing conclusions), and ethics (e.g., multiple choice ethics testing which is also used in professional licensure exams).
4) The department also recently revamped the MAcc curriculum after extensive research:
    a. Benchmarked 25 schools whose students consistently perform in the Top 40 for first-time pass rate on the CPA exam
    b. Incorporated suggestions from the AICPA Model Curriculum
    c. Incorporated content aligned with the forthcoming revision to the CPA Exam (2024)
    d. Surveyed and interviewed external professionals
    e. Surveyed students

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

Benchmarking Top 40 programs is very important, but it is not captured in the assessment reporting. Be more specific about the assessment results and their connection to changes. Excellent minutes related to assessment results and discussion, but the report does not capture the detail and results. The department should add specific assessment items from minutes into report. Angela Bryan said the department can edit the report before the formal peer review.

It was suggested that they continue to highlight curriculum changes even when they are not directly based on assessment results. Develop cornerstone classes to level-set: 1.5 credit hours/course. Perhaps add a portfolio project to the development class (e.g., rubrics, ethical guidelines).

Anthropology

SLOs assessed:

Historical Archaeology Track: 2 SLOs were selected to assess the preparation of students for a specifically applied subfield of archaeological anthropology.

1. Select and prepare for a professional career in a subfield of anthropology.
2. Practice professional ethical standards.

Direct/Indirect Measure(s) used for assessment:

1. SLO 1 was assessed in ANG 6196 (Historic Preservation Policies in Archeology in Fall 2021. A journal assignment with weekly entries was used to assess SLO. The journal recorded students' research on questions pertaining to how historic preservation is

conducted in a US state of their choosing and measured through a nearly weekly collection and grading of the journal entries.
2. SLO 2 was also assessed in ANG 6196 in Fall 2021. The assessment activity was a group exercise involving creating a cost estimate for a mock RFP. Each team researched and discussed (internally) the scope of work/necessary level of effort vis-à-vis state and/or federal.

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

Sample description

22 students enrolled in ANG 6196 in Fall 2021. This was a larger number than usual.

Summary of findings

SLO 1: At least 70% of students met or exceeded expectations. 2020 was data collection year, so in 2021 the instructor studied whether or not the journal was an adequate assessment vehicle. The instructor asked students for their feedback and they reported that they wanted improvements to the assignment, including more directions and deadlines. In the past, new topics were given when the previous topics had been done several times. Faculty responded by moving from self-guided to more structured assignments. In the assignment related to SLO 1, students selected a career opportunity and researched this career path in their chosen US state/territory. Students could find a "dream job" or entry-level position. Students evaluated the education and skill sets related to the job, including the average salary. Informal Assessment included student feedback: Students were surprised with what they found. The salary was one of the areas. Some students went the extra mile to contact people for journal entries. A variety of skill sets are needed for this assignment.

SLO 2: At least 70% met or exceeded expectations. This exercise/assessment seems to lead to uniformly high results as it is a group project. After lectures on the business aspects of compliance archeology, students researched federal and/or state compliance issues, including laws and regulations. Students also develop a cost estimate and justify employee wage rates at different levels. Students also include degree expectations for employees. The cost estimate must cover the cost of the project and the potential to make a profit. In the assessment, we look at questionable business practices in light of professional archaeological standards for research, professional qualifications, and compliance with state and federal regulations. Each team puts in a bid on a project. The instructor also creates a bid that is based on real-world application. Finally, the groups compare and discuss projects. Each team must justify and compete for the contract/project. During this process, we can see if students are lowballing just to win a project and why that can be harmful. The process also introduces students to current standard practices. Students report that the experience was positive. Students like the exercises and would like to continue.

Summary of use of assessment findings for improvement:

SLO 1: A week-by-week schedule of journal assignments is being developed for Spring 2023. This will include several new assignments based on questions the instructor fielded from students AFTER the class was over (ie. during later semesters or courses) suggesting there are still some basic proficiencies not being addressed in current coursework. These include how to find and access a State's archaeological site files.

SLO 2: The exercise accomplishes several goals, some more tangible than others. Conveying the importance of ethical behavior in every aspect of heritage resource management can be hard to measure. Exposing them to both standard practices and regulations as well as podcasts, articles, and discussions of unethical behaviors should continue to be an element of this course.

Peer Review of Assessment Report (2022)

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Question: Consider an individualized assessment instead of a group project. Are stronger students dominating? Are you getting a picture of the weakest students?
Response: Use 2-3 small group projects. Anonymous assessment. In the field, most have to work in teams. It also follows real-world experiences.
Question: How is the journal an assessment? How is the assessment occurring?
Response: Turn in a weekly paper. Ask questions and find information. Reflect on it. Information literacy. Each state hosts information differently. Real-world for them to have to find it instead of telling them exactly where to look. If the journal does not contain the correct information, the journal entry must be done again. Then the grade is averaged across the weeks.

Biology

SLOs assessed:
Communicate biological information in oral and written form during thesis development and defense.

Direct/Indirect measure(s) used for assessment:
Students were assessed in a Professional Develop in Biology course. Data were collected from writing assignments in the course.

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

Sample description

20 students took Professional Development in Biology and were included in the sample, and the sample was representative of student population in the program because every student, thesis and non-thesis, takes the course.

Summary of findings

18 of the 20 students assessed scored 80% or better on the writing assignment used for assessment. The department decided to provide more examples of how to employ the foundation of biological principles and to use additional writing assignments and develop more clear and exact rubrics to help the students practice and improve.

Summary of use of assessment findings for improvement:
The department has established a new five year plan. Where every year they will complete assessment, collect data, and then have a discussion among the faculty about students. In particular they will be focused on what needs to be improved to improve outcomes. They are already looking into what can changed in orientation. Specifically, they are bringing the contemporary lab skills course up to date, which they believe will have positive outcomes on student learning.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
The discussion revolved around weaknesses in the prior year's assessment and what biology's new assessment plan will entail.

1. Thesis and non-thesis track students will be assessed in the same way. They are assessing four SLOs, and will be assessing two per year but only assessed one last year. The assessment for communication will be a writing assignment, which will consist of a scientific literature review, in professional development required graduate course. They will summarize a data set using tools particular for the discipline. In the previous year there was a health emergency for the instructor and so there was no feedback based on rubric they had. It was graded per completion instead of according to rubric. They are still collecting baseline data for practicing writing in scientific style.

2. It was suggested that they could incorporate having students complete city IRB as a part of assessment, but this would be unnecessary for the vast majority of graduate students as they wouldn't use it upon graduation.

3. It was also suggested incorporating the three-minute thesis presentations into the assessment since it has a universal rubric which may be a good fit for assessing communication, but in communication they are more concerned with the writing aspect, which this wouldn't address. Even though written communication is a priority, they also are considering other forms of communication, like posters, which are also important in the discipline. Finally, it was also suggested that there be an advisory board made up of community stakeholders who were shown the five-year plan and could feedback on what they think is necessary to be altered in the program. This was thought to be an idea that could be help.

Data Science

SLOs assessed:
Identify, formulate, and solve complex data problems by selecting and applying appropriate methods.

Direct/Indirect measure(s) used for assessment:
The department used exam questions to assess. In addition, they use a capstone project in STA 6257 that all students must complete as statistics skills are needed for data science. The capstone is assessed via a rubric.

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

Sample Description

All students enrolled in capstone projects were assessed in Fall 2021. This year that was 34 students in total.

Summary of Findings

The threshold for meeting expectations is 70%. Usually students score much higher. Almost everyone has 80% or better, and this year 94% met or exceeded expectations.

Summary of use of assessment findings for improvement:

1) The assessment data showed the department the weak parts for each course and where improvements can be made. For next year, they will focus more on communication. They are considering allowing students analyzing and visualizing data every week and writing a summary paragraph for "management" where they need to communicate the results appropriately.

2) A few students had weak interpretations for the computational results while others analyzed results wonderfully. More emphasis needs to be placed on the written component of the applied parts of the course.

3) More emphasis needs to placed on the interpretations of the models. Students sometimes fail to report on the residuals plots for diagnostics purposes. Students sometimes lack the ability to differentiate between regression for predictions versus understanding/interpretation models.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
No record of group discussion.

Earth & Environmental Sciences

SLOs assessed:

  1.1 Summarize and describe how human activities affect, and are affected by the environment.

  2.1 Synthesize scientific literature to identify gaps in current scientific knowledge for the preparation of original research or a critical review of a scientific concept.

Direct/Indirect measure(s) used for assessment:

  SLO 1.1: student interviews using the same questions for all students (questions developed by the faculty) and evaluated by the faculty immediately after each interview

  SLO 2.1: embedded assignments evaluated using a 4-item rubric

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

  Sample description

Both thesis and non-thesis tracks are offered face-to-face and online, and the non-thesis track is also offered online (synchronous), but only 1 thesis student was included in this assessment data.

<u>SLO 1.1</u>: 13 students (9 face-to-face, 4 online)

<u>SLO 2.1</u>: 11 students (3 face-to-face, 8 online)

  Summary of findings

<u>SLO 1.1</u>: 38% met or exceeded expectations (44% face-to-face, 25% online). Last year, poor results thought to be nervousness, so questions were given to students 24-hous before the interview. Now, the faculty believe the student know the material but "cannot talk about the science off the top of their heads."

<u>SLO 2.1</u>: 82% met or exceeded expectations (100% face-to-face, 75% online). Faculty are satisfied with the overall results but will make improvements (see below)

Summary of use of assessment findings for improvement:

The overall goal is to help students understand the purpose of the interview.

<u>SLO 1.1</u>: Faculty will introduce assignments to develop fluency in unprepared scientific conversations as part of the extra work that graduate students do in cross-listed courses and in Graduate Seminar (GEO 6936), which is a required course for all students.

<u>SLO 2.1</u>: Move assessment method exclusively to required classes (GEO 6118 Research Design and GEO 6936 Graduate Seminar) to capture assessment of all students. Adding data interpretation assignments to their synchronous graduate courses to better assist non-traditional students in this relatively new program.

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

Very good use of an interview process to get "genuine" assessment results. Students demonstrate a good knowledge of how humans affect different spheres (e.g., the hydrosphere), but they do not do as well when expressing knowledge about each sphere, itself. May want to add a question about "what have you learned?" or a journal that align specific courses with what they learned/did not learn in the program. Online students may need more than 24 hours to review the interview questions. Good job implementing changes that are expected to improve learning for all students even though there the sample was not large.

Engineering

SLOs assessed:

Identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

Direct/Indirect measure(s) used for assessment:

Describe the direct measure(s) the department used to gather assessment evidence (e.g., describe the embedded assignment and associated rubric or scoring key, a capstone project, number and types of questions used on a course exam, or other *direct measure*).

At least 80% of students in Engineering 6429 had to meet get a 77% average over the three exams taken in that class. These were problem solving style exams where the students are applying mathematical theories they learn to solve specific problems.

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

 Sample description

13 students took part in the assessed course work. This class was chosen because every student in the program has to take this class.

 Summary of findings

12 of the 13 students assessed met the 77% threshold on the assessed course work, which means they had above a 77% average on the three exams in the class.

Summary of use of assessment findings for improvement:

Faculty added a co-coordinator for each SLO assessment, and they also upped the average that students need to meet to 80% from 77%.

Adding the co-coordinator for each SLO gets additional faculty to think about their methods of teaching to meet assessment. Students are meeting the assessment at such a high level that changes in student learning don't seem to be necessary.

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

Faculty have to assess then meet in the spring. It was suggested that the department could incorporate community stakeholders into a kind of advisory board that could be told me about assessment intentions and then also shown findings. Advisory board could then offer suggestions what needs to change in order for students to do better on the job market.The department talked about having advisory boards for their undergraduate program, but they weren't sure whether that advisory board could similarly serve the graduate program.

A strength in the department that was complimented was the faculty that are assigned to collect data presenting that data to the rest of the department. That is a great way to make sure the entire department is aware of the assessment efforts and what needs to change in order to better collect data and improve student learning.

Health Science & Administration

SLOs assessed:

 1.1 Apply healthcare administration concepts, principles, and practices to the operation of healthcare organizations in order to analyze and optimize quality, financial performance, resource utilization and strategic direction. (**Content**)

 2.1 Evaluate challenges in healthcare administration and propose solutions to improve organizational performance. (**Critical Thinking**)

 3.1 Create professional, cogent administrative reports **written** in a clear, logical, and grammatically correct manner on subjects related to healthcare administration. (**Communication**)

 4.1 Assess ethical and legal theories to generate solutions to healthcare problems. (**Integrity/Values**)

Direct/Indirect measure(s) used for assessment:

 <u>SLO 1.1</u>

 1) National benchmarking assessment organized into 10 competency areas

2) Capstone project presentation evaluated by faculty group on 1 SLO-specific category
   SLO 2.1:
   Capstone project presentation evaluated by faculty group on 3 SLO-specific categories
   SLO 3.1
1) Written report based on an interview with a healthcare CFO in HSA 6175 (Healthcare Finance) assessed using a rubric
2) Capstone project presentation evaluated by faculty group on 1 SLO-specific category
   SLO 4.1: Mock trial project in HSA 6425 (Healthcare Law) assessed using a rubric

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

Sample description

Program is offered only online

SLO 1.1: 10 students for benchmarking exam, and 11 students for capstone project
SLO 2.1: 10 students for capstone project
SLO 3.1: 11 students for capstone project
SLO 4.1: 41 students for mock trial

Summary of findings

SLO 1.1

85% met or exceeded expectations across all competency exam competencies. Since only 50% of students met or exceeded expectations on the Healthcare Systems and Organizations Content, faculty will adjust this area (see below). 82% met or exceeded expectations for the capstone project

SLO 2.1

80% met or exceeded expectations; Faculty are satisfied with the results but will still make improvements (see below)

SLO 3.1

82% met or exceeded expectations on the written report

82% met or exceeded expectations on the capstone project (written)

64% met or exceeded expectations on the capstone project (oral)

SLO 4.1

98% met or exceeded expectations; Faculty are satisfied with the results and will continue to monitor performance

Summary of use of assessment findings for improvement:

SLO 1.1: After a thorough review of topics on the competency exam, faculty added/deleted topics. New topics were Teamwork and Cultural Competency & Diversity. HSA 6106 had already been augmented for Healthcare Systems and Organizations content (50% student success rate), but the current cohort of students being assessed had not taken the revised course. However, Peregrine removed the topic of Healthcare Systems and Organization from their competency exam. Although students met expectations on the capstone project, faculty believe students need more exposure to budget content for the capstone project. Therefore, healthcare budgeting material was added in the HSA 6435, HSA 6947, and HSA 6175.

SLO 2.1: Healthcare budgeting topics were introduced in several courses (HSA 6435, HAS 6947, and HSA 6175), but it is too early to assess their impact.

SLO 3.1: For written reports, students need more "polish," so faculty approved a new rubric. For oral reports, students need more "polish," so faculty will be embedding video reflection exercises in HAS 6103, HAS 6425, HAS 6175, HAS 6435, and HAS 6707.

<u>SLO 4.1</u>: Current results indicate that past changes are working. Continue to monitor.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
It is great that all faculty participate in and are dedicated to improving student learning. Using external measures is an excellent practice, and you do a good job using the results to improve student learning. Adding a separate SLO for oral communication (or broadening the communication SLO).

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Information Technology
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SLOs assessed:
1.1 Select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals. (**Content**)
2.1 Apply principles of computing and other relevant disciplines to create solutions to a complex computing problem. (**Critical Thinking**)
2.2 Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements. (**Critical Thinking**)
3.1 Communicate effectively in a variety of professional contexts. (**Communication**)
4.1 Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (**Integrity/Values**)
5.1 Manage information technology projects. (**Project Management**)

Direct/Indirect measure(s) used for assessment:
<u>SLO 1.1</u>: Module 5 assignment in CET 6882 evaluated using a rubric
<u>SLO 2.1</u>: Class assignment in CIS 6710 evaluated based on assignment grade
<u>SLO 2.2</u>: Course project in CET 6882 evaluated using a rubric
<u>SLO 3.1</u>: Course projects (2) in CTS 5458 evaluated based on assignment grade
<u>SLO 4.1</u>: Course project in CET 6882 evaluated using a rubric
<u>SLO 5.1</u>: Course project in CIS 6950 evaluated using based on assignment grade

Summary of assessment findings, including a description of the sample used:
Sample description
Program is offered face-to-face, hybrid, and online
<u>SLO 1.1</u>: 33 students in CET 6882
<u>SLO 2.1</u>: 36 students in CIS 6710
<u>SLO 2.2</u>: 33 students in CET 6882
<u>SLO 3.1</u>: 37 students in CTS 5458
<u>SLO 4.1</u>: 33 students in CET 6882
<u>SLO 5.1</u>: 14 students in CIS 6950
Summary of findings
<u>SLO 1.1</u>: 100% met or exceeded expectations on assignment
<u>SLO 2.1</u>: 97% met or exceeded expectations on assignment
<u>SLO 2.2</u>: 100% met or exceeded expectations on project
<u>SLO 3.1</u>: 86% met or exceeded expectations on project
<u>SLO 4.1</u>: 100% met or exceeded expectations on project
<u>SLO 5.1</u>: 100% met or exceeded expectations on project

Summary of use of assessment findings for improvement:
<u>SLO 1.1</u>: Continuing need to keep up with technology and threats, so encourage students to develop lifelong learning skills

<u>SLO 2.1</u>: Continuing need to keep up with technology and threats, so encourage students to develop lifelong learning skills

<u>SLO 2.2</u>: Continuing need to keep up with technology and threats, so encourage students to develop lifelong learning skills

<u>SLO 3.1</u>: Add at least two or three assignments to help students communicate in a more comprehensive manner about their analyses. Add a group assignment to the course.

<u>SLO 4.1</u>: Continuing need to keep up with technology and threats, so encourage students to develop lifelong learning skills

<u>SLO 5.1</u>: Continuing need to keep up with technology and threats, so encourage students to develop lifelong learning skills

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Gathering data every year for all SLOs is very good, but it is difficult to determine when the changes are having an effect since students progress through the program at different rates. Since all students are performing at or near 100%…consider assessing students earlier in the program to make sure you help students who might stop out/fail out or…consider whether or not it is time to move to assessing different SLOs. Consider using rubrics for projects that are currently using assignment grades. Rubrics are currently used for grading, so this may not be very difficult. During closing the loop, include the data from one or two prior years to see whether or not you are "moving the needle" and allow you to better "tell your story." Try to collect assessment from online and F2f.

International Affairs

SLOs Assessed:

> 1.1 Compare the organization and exercise of political power both between and within different regimes and political cultures.
> 2.1 Identify relevant theories from the scholarly literature that are helpful for understanding the selected question, problem, or puzzle.
> 3.1 Write coherent, intelligible, systematic, and potentially persuasive papers.
> 3.2 Accurately present findings orally with appropriate visual tools.
> 4.1 Use legitimate scholarship and appropriate citation in keeping with standards of academic integrity.

Direct/Indirect measure(s) used for assessment:
Assessment is based upon a two-part exam; written and oral with a committee of three professors. The rubric breaks down the SLOs. They plan to pull data from that rubric to see if it meets the benchmarks. Will collect feedback in front of the student.

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

None to date
>*Summary of findings:*

Started in the Fall of 2020. Students have yet to graduate. The first graduate will be this semester. In terms of assessment, there is little data.

Summary of use of assessment findings for improvement:
The department will assess in the spring to see what must be done.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Question: Do you plan on any changes?

Response: SLO Communication, ethics, and integrity. Content is more oriented towards international affairs. Whereas political science is more generic and covers more generic topics. They plan to add more specifics for international relations.

Question: Have they considered looking at a specific course.

Response: The program is wide and has a rolling entry. There may be a better reflection of student achievement than on the way out.

Intelligent Systems & Robotics

SLOs Assessed:

1.2 Construct and complete a dissertation project that advances knowledge in a focused area of research related to intelligent systems robotics.

4.1 Demonstrate and apply salient professional ethics to the implementation of research.

5.1 Design and conduct team-based research in the field of intelligent systems and robotics, and draw defensible conclusions from that research.

Direct/Indirect measure(s) used for assessment:

The assessment was based upon the dissertation submitted by the first graduating student completing the program. Successful defense of the thesis meant expectations met. The dissertation process is as follows: 2nd-year students work with the supervisor and committee, and the committee follows the student during the presentation until the final dissertation. Submits 4-6 for comments and reviews. Then the defense is scheduled. Present and defend. Discussion. Questioned results and originality.

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

Sample description

1 student, the first graduate of the program. It began in 2019 and currently has 18 students enrolled, so more data will be forthcoming.

Summary of findings

Defense was successful.

Summary of use of assessment findings for improvement:

Results were discussed with faculty via email and they agreed on the following:

1. Organize groups of ISR faculty and students to volunteer for defense rehearsals
2. Design a template slide for the students to include in their defense presentation to guide their discussion on professional ethics and moral or ethical concerns related to the design and deployment of their work.
3. Prepare a template email to send to students that pass the prospectus and to their supervisors highlighting the importance of emphasizing the collaborative aspects of the research and of explicitly discussing how research conclusions are supported in the thesis.

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

Questions: Have you considered early assessment and late assessment? Will you include ABD? If not, 100% of graduates are successful.

Response: In this program, students can have different reasons for leaving. Students can go into the industry without a Ph.D. I had yet to think about other areas or times to assess.

Questions: As the program grows. Do you think that any assessments will need to be adjusted? Assess one person versus assessing a group of students. Rubric? Include ethics and bias. Wide range of topics. Consider looking at the Ed.S. and Ed.D. assessments.

Response: Good point. Wide topics and focus. Challenging. Qualifying exams. Vetted by research agenda. I would like to look at what other programs are doing.

Physical Education and Sports Performance

SLOs assessed:
1) 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.
2) Examine, evaluate, and apply research on developing skills and learning in physical education, coaching, and physical activity domains.
3) Communicate instructional behavior evaluation results and intervention plan for improvement with professionals observed in physical activity settings.
4) Use technological resources (e.g., internet web-sites, email discussion groups) to interact with other professionals interested in enhancing physical activity participation and performance.

Direct/Indirect measure(s) used for assessment:
1) At least 80% of students in Fall 2021 PET 5805, Analysis and Supervision in Sport and Physical Activity, will score 80% or above on the Intervention Plan.
2) At least 80% of students in Summer 2022 HLP 6535, Research Procedures, will score 80% or above on the Literature Review.
3) At least 80% of students in Fall 2021 PET 5805 Analysis and Supervision in Sport and Physical Activity will score 80% or above on the Intervention Plan.
4) At least 80% of students in Summer 2021 PET 5709, Advanced Physical Activity Program Development, will score 80% or above on the Discussion Board Posts.

Summary of assessment findings, including a description of the sample used:
Sample description
1) 35 students were assessed.
2) 37 students were assessed.
3) 35 students were assessed.
4) 29 students were assessed.

Overall, every student in the department was assessed.
Summary of findings
1) 35 out of 35 students met or exceeded expectations.
2) 31 out of 37 students met or exceeded expectations.
3) 35 out of 35 students met or exceeded expectations.
4) 28 out of 29 students met or exceeded expectations.

Summary of use of assessment findings for improvement:
1) The results of the assessment for this SLO demonstrated that 100% of students were able to demonstrate the ability to develop an intervention to improve performance of an individual in a physical activity setting. The program faculty will continue to use ths assessment activity for this SLO.
2) In response the data, the department has moved the research aims/hypothesis portion of the course to the beginning of the semester. The argument provided for that not being the initial case was that students had previously identified questions that were not supported in the literature. A possible solution identified by faculty was for students to identify existing hypothesis and base their literature reviews on hypothesis.

3) The department discussed adding an additional assignment for this SLO that would include a formal letter addressed to the professional observed in the intervention plan since the score on the rubric might not be the best measurement.
4) Faculty met in April 2022 to discuss the assessments in the MS in Physical Education and Sports Performance. PET 5709 has been changed to Leadership in Physical Activity and Sport. This course will now house this assessment. Program faculty agreed that the nature of the discussion board posts would provide students opportunities to interact with professionals in discussion groups focused on enhancing physical activity participation and performance. The small group discussions will be retained as well as the student generated questions.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
There was no discussion about this program because the assessment leader had an emergency and could not attend the meeting, though he did provide feedback to the other programs.

Psychology

SLOs assessed:
1) Describe major theoretical and empirical contributions of I/O psychology.
2) Use and evaluate psychological research to solve industrial/organizational related questions.
3) Communicate clearly and professionally in oral work.
4) Articulate logical, evidence-based arguments related to counseling psychology in written work.
5) Justify professional decisions based on relevant ethical codes and principles in counseling.
6) Assess through resume and career plan in capstone.

Direct/Indirect measure(s) used for assessment:
Previously all data collection was done through the capstone course. However, this wasn't particularly granular, which is why the department has completely revised their assessment strategy as detailed below.

Summary of assessment findings, including a description of the sample used:
Sample description
All members of the graduating class were assessed. Because the internship or thesis both qualify as "capstone," the department thinks assessing all members who are graduating should provide reasonable insight into what the program can help students achieve. Beyond the data required in the reporting form, the department also conducts an exit interview and a review of first year performance as a formative assessment strategy.
Summary of findings
The takeaway from last year's data was that the current method of assessment was not sufficient to properly assess student learning. In reflecting on the assessment data collected, the department decided to revise how data were being collected and completely change how assessment was being done as is detailed below.

Summary of use of assessment findings for improvement:
In response to the findings the department is radically changing how assessment is done, and you find more detail in their new assessment plan. I offer a brief description below on how they are changing their assessment of each SLO. The numbers correspond to the numbers of the SLO assessed at the top of the page.

1) In 2023-2024 the department will assess this SLO through questions in the capstone that are representative of the questions they would get on their certification exams. They have identified constructs within standardized certification exams, and so they've altered assessment methods to match those constructs. They can test this against whether students actually pass the certification exams at later time in order to determine whether these changes have contributed to student learning.
2) In 2022-2023, the department will assess this SLO through a graduate research methods course using an assignment where students review and critically evaluate research articles. In particular, students will be evaluating the research methodology employed in these articles and professors will use a rubric to assess critical thinking.
3) In 2024-2025, the department will use one of two courses to assess public speaking. The professors will use a rubric to not only assess content but also speaking quality.
4) In 2022-2023 department will assess this SLO through a graduate research methods course using an assignment where students review and critically evaluate research articles. The professors will use a specific rubric to assess writing quality.
5) In 2024-2025, the department will assess this SLO in a legal issues in IO psychology course. They will use responses to particular case studies to assess this SLO.
6) Previously the department had assessed this SLO, but they determined that assessing this SLO was unnecessary as what was assessed in this SLO was wholly captured by the assessment of the other SLOs.

Switching all assessments will allow for more granular evaluations which will help the department identify deficiencies to see where improvements are needed. The new rubrics will produce greater precision in measurements which will produce precise advice to students in areas to improve.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Discussion of strengths and weaknesses for this department was brief because this department had done an excellent job of self-evaluating and identifying weaknesses of their own. Several things were initially mentioned that had already been taken into account by changes that had already been made. These suggestions included not assessing every SLO every year, having the exit interview listed as a part of the assessment, though not clearly factored into the data, and using specific rubrics to assess individual SLOs. All of these things had previously be considered by the department in their own reflection on the data and factored in the changes they made in future assessments.

Special and Alternative Education

SLOs assessed:
1.1 Explain and analyze evidence-based instructional strategies designed to reduce learning barriers and increase engagement and learning for students with diverse learning needs.
2.1 Systematically evaluate research-based approaches and strategies and apply reflective practices to demonstrate commitment to learning from experience.

Direct/Indirect measure(s) used for assessment:
    SLO 1.1: Literature review in EEX 6051 evaluated based on assignment grade
    SLO 2.1: Research proposal in EDG 6918 evaluated based on assignment grade that is based on a rubric?

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

Program is offered only online
SLO 1.1: 3 students in EEX 6051
SLO 2.1: 27 students in EDG 6918
   Summary of findings
SLO 1.1: 100% met or exceeded expectations
SLO 2.1: 100% met or exceeded expectations
Summary of use of assessment findings for improvement:
SLO 1.1: Not enough data to make curriculum decisions (3 students). EEX 6051 is a shared course with C & I, ESE, ABA programs. This data is reflected after the ABA student data is retracted from the C & I and ESE students taking the course. This is the reason why the number of students is small. The ESE and C & I program's 5 year plans and SLOs are currently in the process of undergoing curriculum reviews through the SOE Graduate Committee.
SLO 2.1: The two research courses are currently under review and revision. A team of instructors has been selected to work on the curriculum review process for the two research courses. The focus is to increase the rigor and relevance in the curriculum and application of theory to practice. The research committee team revamping the two courses has started back planning with the end product in mind. After the final research product/ assignment has been redesigned, the team will begin updating course materials, content, and assessment methods to increase and ensure there is a higher level of rigor in the research sequence.
Feedback from the discussion (strengths and weaknesses of program's assessment work):
Consider changing assessment measures from assignment grades to specific measures focused on each SLO. For example, use a rubric specifically targeted for each SLO.

POST-REVIEW EVALUATION OF THE 2021 PEER REVIEW OF ASSESSMENT

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

An evaluation of the Peer Review of Assessment was sent to all department representatives, facilitators, and scribes on November, 7 using the Qualtrics survey software. The survey was open for responses until December 1; 19 individuals completed the survey (48% 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. Bryan and Stone will make adjusts to address some of the more commonly expressed suggestions for Peer Review 2023.

Q2

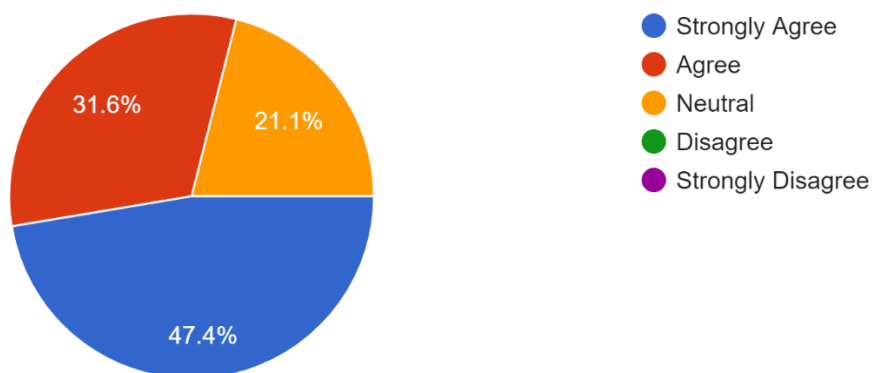Discussions of assessment in your breakout room were collegial.

19 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

94.7%
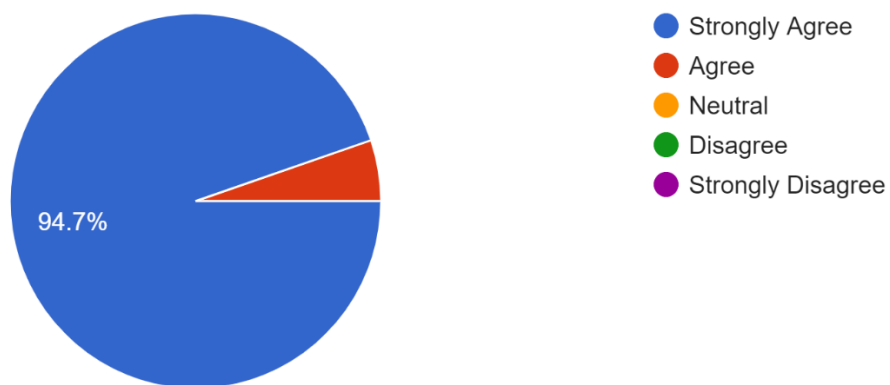
Q3

Discussion of my department's assessment practices by reviewers in my breakout room will help my department improve future assessments of student learning.
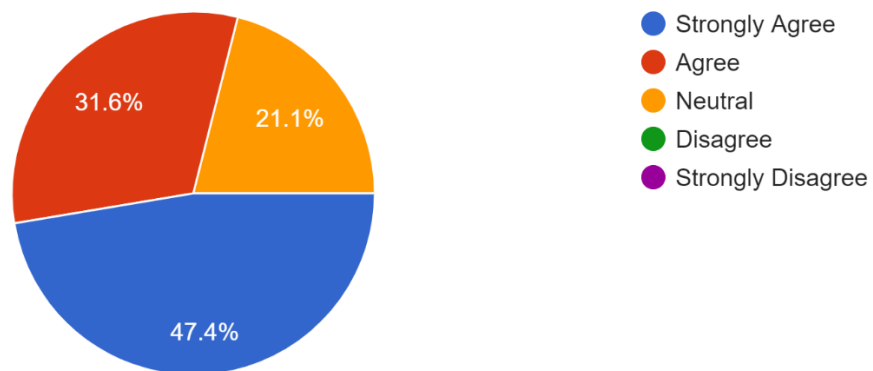
19 responses

- ● Strongly Agree
- ● Agree
- ● Neutral
- ● Disagree
- ● Strongly Disagree

31.6%   21.1%

47.4%

Q4

Discussion in my breakout room generated useful strategies that might improve student learning in my department.

19 responses

- Strongly Agree
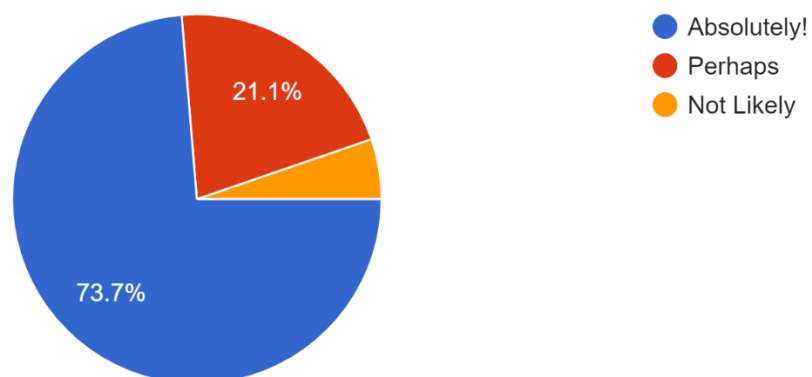- Agree
- Neutral
- Disagree
- Strongly Disagree

31.6% 21.1% 47.4%

Q5

Would you be interested in participating in a future Peer Review of Assessment?

19 responses

- Absolutely!
- Perhaps
- Not Likely

21.1% 73.7%

Q8

Describe your satisfaction with using Canvas to make materials available to reviewers.

19 responses

Legend:
- Very Satisfied
- Satisfied
- Neutral
- Dissatisfied
- Very Dissatisfied

Pie chart values: 63.2%, 26.3%, 10.5%
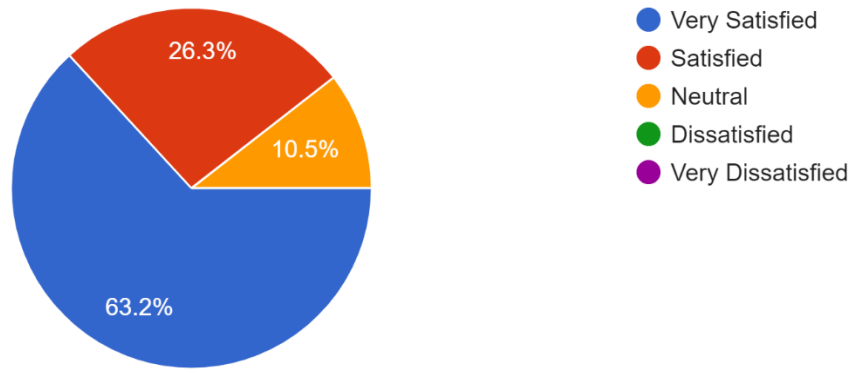
Q6 - What was the most useful component of the Peer Review of Assessment for you and/or your department?

- Cross departmental and disciplinary discussions
- It required me to go through my department's current practices, which will lead to opportunities for improvement.
- Seeing other departments' approaches to assessment
- Outside opinions, input, and meeting new people.
- It's always useful to hear what other departments are doing to get ideas of things to try in the future.
- Our room provided specific feedback on ways to make assessment and student learning stronger
- Able to see how other departments perform the annual assessments.
- Our table broached the topic of advisory groups and that naturally led us to discuss how such external input might impact future assessment efforts.
- Get a perspective on what other colleagues are doing in terms of assessment
- Hearing what other departments use as assessment strategies.
- Different perspectives from different disciplines and backgrounds
- Let students reflect back to us improvements they would like to see in the program
- Seeing what others do and the challenges they face.
- Peer Interactions

Q7 - What was the least useful component of the Peer Review of Assessment for you and/or your department?

Peer Review of Assessment Report (2022)

- Time, Fridays are not ideal.
- Nothing.
- N/A
- Doing it virtually rather than face-to-face.
- Would enjoy some guiding questions for peers to ask.
- None.
- Detailed feedback on our own approach - but that comes in other forms. I wouldn't change the format!
- In my experience (as was the case this year), some members of the group were not extremely familiar with the assessment practices within their department.
- Trying to decipher the poorly developed assessment report forms.

Q9 - Please comment on the strengths of conducting the Peer Review of Assessment as a Zoom session.

- Breakout rooms are quieter and more intimate making it easier to hear than when we were in one big room
- Convenient, reduces need for printing paper, seems to move more efficiently, and you can share your screen to show relevant documents.
- I could hear my group so much better on Zoom, and we could all access our documents digitally instead of shuffling through papers. 10/10 would recommend again
- Utilizing breakout rooms were great.
- It was very effective, we could all talk to each other and did not have to sit in a room for hours together.
- Having the breakout rooms prevented distractions from other "tables." It was convenient.
- Get a lot of people together easily from different locations, convenient
- Zoom allows everyone to be in a comfortable environment and join even at the last minute
- The Zoom meetings are efficient and effective. Also, I appreciate the convenience of the Zoom session
- Ease of sharing.
- Flexible Scheduling, no need to worry about parking
- Convenience and easy access to documents to be able to share.

Q10 - Please comment on any problems you encountered related to hosting Peer Review of Assessment as a Zoom meeting.

- None
- N/A
- No major problems encountered, just minor tech issues (e.g., forgetting one is on mute, screen sharing)
- None

Q11 - **Describe changes to future Peer Reviews of Assessment that you believe would improve the value of this activity for you and/or your department.**

- Peer Review really does work smoothly! The only suggestion I have is perhaps more encouragement for attendees to review other department's materials ahead of time. This might help deepen conversations.
- N/A
- Nothing, it was great!
- None, the committee facilitators were great and directing us with leading and useful questions
- Clear instructions on what should be presented and better assessment reporting forms.
- Grouped with similar departments or those familiar with our curricula.
- None that I can think of. You have this down to a science!
- As stated above, I think representatives should come with a few questions to prompt the discussions. Also, I think it would be helpful for the participants to undergo a brief training on what they will be expected to discuss during the session.
- N/A
- A written schedule of what will be covered and in what order will be helpful.
- It would be great if we could put multiple STEM fields in the same group. It is good to see other disciplines but it will be too many differences between different majors.
- Provide "pre-Training," a list of specific questions, or a rubric for peers to use when listening to their peers' presentations.
- Cannot think of any at this time
- Would it be helpful for departments to provide one or two specific areas on which they want feedback about their assessment activities? This could help the reviewers focus their comments on areas of most importance/helpfulness to each department.
- Can't think of anything else right now.
- I prefer a Face to Face meeting