

**NOVA SOUTHEASTERN UNIVERSITY**  
**Office of Institutional Effectiveness**



**2011 QUALITY ENHANCEMENT PLAN  
REPORT CARD**

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OFFICE OF INSTITUTIONAL EFFECTIVENESS  
NOVA SOUTHEASTERN UNIVERSITY

## Table of Contents

Foreword.....	iii
Acknowledgements.....	iv

### Research and Scholarship

College of Allied Health and Nursing.....	1
College of Pharmacy.....	2
Mailman Segal Center .....	6
Mailman Segal Center QEP Instruments.....	12
Oceanographic Center.....	18

### Dialogue and Exchange

College of Medical Sciences.....	27
College of Osteopathic Medicine.....	37
Farquhar College of Arts and Sciences.....	40
Fischler School of Education.....	45
Graduate School of Computer and Information Science.....	47
Huizenga School of Business and Entrepreneurship.....	48
University School.....	49

### Clinical Experience

Center for Psychological Studies.....	51
College of Dental Medicine.....	55
College of Optometry.....	57
Graduate School of Humanities and Social Sciences.....	58
Shepard Broad Law Center.....	64

### Appendix A

Indirect Assessment Measures.....	67
-----------------------------------	----

### Appendix B

QEP Matrixes.....	71
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## Foreword

NSU has currently completed four years of implementation of the Quality Enhancement Plan (QEP) designed to enhance student learning. The NSU QEP centers on “Enhancing Student Engagement” using three distinct strategies:

- Research and Scholarship
- Academic Dialogue and Exchange
- Clinical Experiences

Our university community integrates engagement activities throughout the curriculum and holds that an engaged faculty supports engaged students, who become more motivated and enthusiastic learners by virtue of their engagement. This engagement is manifested in student-faculty interactions via didactic activities, in pursuit of research and scholarship, and in a variety of clinical experiences.

Each of NSU’s 16 diverse academic units elected to pursue one of the strategies listed above to engage its learners. A strong assessment plan with clearly defined learning outcomes with direct as well as indirect assessment tolls was devised to measure results. Annually, each unit completes the individual assessment activities tied to specific goals and objectives. Additionally, on an annual basis, Nova Southeastern University Office of Institutional and Community Engagement surveys the perceptions of all students registered during each Fall semester. This centrally administered assessment tool provides valuable information shared with all academic units.

The QEP at NSU has served the additional function of creating dialogue and networking opportunities for faculty at diverse academic units. These facilitated discussions have provided rich networking opportunities and a place to share best practices in enhancing student engagement at Nova Southeastern University. It is clear that the QEP is one vehicle at NSU to allow NSU’s mission and values to flourish.

The following presentations of implementation and assessment capture a rich array of information from each academic school/center. This third year volume of the QEP Report Card reflects NSU’s substantial commitment to continuous quality enhancement.



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QEP Director and  
Executive Director, Office of Quality Assessment of  
Institutional and Community Engagement

## Acknowledgments

I would like to acknowledge the efforts of Nova Southeastern University's (NSU's) Quality Enhancement Plan (QEP) Committee members and alternates, listed below, in sustaining momentum and enthusiasm for our QEP initiatives throughout this academic year.

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I extend my thanks and appreciation and look forward to another productive year ahead.



Barbara Packer-Muti, EdD

QEP Assessment Director

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## Research and Scholarship

### COLLEGE OF ALLIED HEALTH AND NURSING

*(Development of an Online Resource Center for Research and Publication)*

Guy Nehrenz, EdD, Executive Associate Dean, QEP Director

Sandrine Gaillard Kennedy, EdD, Alternate Director

#### **Stage of implementation:**

The online resource center has been in operation since January 2008. The center continues to evolve and was transferred to the Blackboard platform from WebCT in 2010.

#### **Assessment Data:**

Over 100 publications, including textbooks and chapters, from students, faculty, and alumni have been added to the center. Increases in scholarship are not necessarily a result of the center, but the sharing of this information has increased, which allows new students and faculty to view the accomplishments of their peers in a centralized location.

#### **Challenges:**

The continuing challenge is introducing a new item into the daily routine of both students and faculty, compounded now by the continued use of WebCT by faculty and students for coursework, and the use of Blackboard for the center. The college made the decision to transfer the center up front in order to use the better features of Blackboard and attempt to work out any problems with the center prior to full implementation of the new center.

The QEP center is a topic at most all chairs meetings and is continually promoted at the quarterly faculty meetings. In addition, reminders to visit the center are sent via list serve. This is an ongoing challenge.

#### **Future:**

It is anticipated that as courses and students are transferred to Blackboard, there will be an increase in use by the 2000 students in the college. The number of students will be reduced as Nursing moves to their own college.

#### **Additional Comments:**

Though not heavily used by students and faculty, the center is an excellent spot to advertise the research and publications of both faculty and students. Each time a publication is added to the center, a mass announcement is sent to all members of the faculty / student research center.

## COLLEGE OF PHARMACY

### *Student Engagement in Pharmacy Scholarship (SEPS)*

Lisa Deziel-Evans, Pharm.D., Ph.D., Unit Director

Silvia Rabionet, EdD, Alternate Director

#### **Stage of Implementation:**

Information for the Student Engagement in Pharmacy Scholarship (SEPS) QEP continues to be gathered. Current status updates for the project include:

- SEPS QEP Surveys were administered for the second time in September 2011 to the 2011 entering students (Class of 2015 Entry-Level and Class of 2014 International). Measures included in the online survey include:
  - Research Self-Efficacy Scale (RSES)
  - Research Outcome Expectations Questionnaire (ROEQ)
  - Interest in Research Questionnaire (IRQ)
  - Personal and Demographic Characteristics (full form)
    - Information about previous and current participation in formal research activities
    - Information about satisfaction with activities
- 110 Entry-Level Students and 19 International Advanced Standing Students responded to the survey in Fall 2011 for a total of 129 students.
- Preliminary results are available although a more detailed examination is ongoing and will require additional data collection.
- Research opportunities for students have been listed and provided to the students via a link on SharkLink. This includes Required Courses, Independent Study, Research APPEs, Research Elective Courses, Academic APPEs, and faculty led research projects.
- All first year students will be required to attend HPD Research Day – February 10, 2012.
- A second group of students (N=12) was accepted into the research-based Ph.D. program starting Fall semester 2011.
- A follow-up survey will be done with the second year entry-level students (Class of 2014) in January.

#### **Interventions in Place:**

Several interventions have been or are in the process of being put into place to support the project.

These interventions include:

- P2 Informational Session (during the orientation week)
- P3 Seminar Course (Poster Project)
- Mandatory attendance at HPD Research Day and related educational session
- Drug Information Resources course
- Drug Literature Evaluation course
- Research Design and Statistics course
- Direct Research Involvement (elective course or APPE or paid experience)
- Academic Experience (elective APPE)

#### **Outcome Measures:**

1. *Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their knowledge of scientific research and methodologies.*
2. *Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.*



Achievement of the stated outcomes are measured by student and faculty rubrics, course grades, and student self-assessments. Rubrics are being developed to assess students involved in direct research opportunities. Baseline educational outcome self-assessment has been completed by our entering first year students. Students completing research related activities are expected to complete reflection exercises. In addition, quantitative data is collected related to student career decisions through both the alumni and graduating student surveys.

**Assessment Data:**

• **ACCP Surveys**

An update on survey data originally reported in the 2008 report is provided in Tables 1 and 2.

**Table 1. ACCP Graduating Student Survey Results**

<b>Education upon graduation</b>	<b>2008 N=208</b>	<b>2009 N=41</b>	<b>2010 N=217</b>	<b>2011 N=217</b>
Pharmacy Residency Program	36 (6)*	11 (28)*	45 (21)*	48 (30)*
Dual Pharmacy Residency - Master's Program	0	0	5	0
Pharmacy Master's Program	2	0	2	1
Pharmacy PhD Program	3	3	6	1
MBA Program	23	3	20	21
JD or Other Law Program	5	0	5	3
Other Health Professions (MD, DDS, DVM, etc.)	2	1	3	6
Other Non-Pharmacy Master's Program	5	1	3	4
Non-Pharmacy PhD Program	1	1	2	0
Fellowship	1	1	4	5
No Plans for Further Education in the coming year	120	18	109	91

*\*(Total Number of students who matched or were accepted into residencies)*

**Table 2. AACP Alumni Survey Results**

Postgraduate education/training in addition to Pharm.D. degree.	2008 Response Total N=57	2009 Response Total N=25	2011 Response Total N=21
No postgraduate education/training	33	14	13
MBA	4	2	3
Master's (other than MBA)	5	0	2
Other Professional Doctorate (JD, MD, DDS)	0	0	1
PhD	3	0	0
Residency in Pharmacy Practice (any type)	12	8	1
Specialty Residency (e.g., Drug Information, Pediatric, Primary care)	4	4	0
Fellowship	3	1	1
Other	4	1	1

*\*(This survey will be administered every other year)*

**• Preliminary Results from Research Surveys (Entering Class 2010)**

Results from the Expectations Survey component (Table 3) indicate students have high expectations for the effect research could have on their future practice. Interestingly, the percentage of students who expect that research will enhance their future practice, opportunities, and satisfaction has increased significantly over the past year.

**Table 3. Expectations Survey Results (N = 167)**

Survey Statement	Students Answering Agree or Strongly Agree (4 or 5 on Scale) (%) 2010 N=167	Students Answering Agree or Strongly Agree (4 or 5 on Scale) (%) 2011 N=128
Involvement in research will enhance my job/career opportunities.	84 (50%)	99 (77%)
Research involvement will lead to a sense of satisfaction.	70 (42%)	93 (73%)
My analytical skills will become more developed if I am involved in research activities.	83 (50%)	97 (76%)
My involvement in research will lead to meaningful contributions to the field of pharmacy.	83 (50%)	97 (76%)
I believe that research involvement will lead to becoming well-known and respected in the field.	80 (48%)	93 (73%)
Research involvement will lead to increased financial opportunities.	62 (37%)	70 (55%)

- **Preliminary analysis of the Self-Efficacy study**

Results from the Self-Efficacy component of the survey continued to show higher scores in items related to early stages of research and presenting results. As expected at this point in their pharmacy academics, students were less sure of their ability to conceptualize and implement research.

**Challenges:**

The disconnect that exists between the project and the mission of the college continues to be a major challenge. However, the implementation of the Ph.D. program within the College of Pharmacy and the presence of those students in the Pharm.D. courses provide role-models to the entry-level students and exposure to research opportunities. In addition, a much tighter job market for pharmacists is forcing the entry-level students to find ways to make themselves more competitive. Knowing that they must be competent consumers of research and that residency and fellowship programs look favorably on research experience is encouraging more students to pursue research opportunities.

**Additional Comments:**

Data for the project continues to be collected. More substantial information will be available once we have more students completing both the online surveys and the exit surveys. Future plans are to continue collecting data longitudinally for at least five years, with the hope that the interventions improve students' interest in research activities and future careers. It is expected that the recent implementation of the college's Ph.D. program (Fall 2010) will help encourage pharmacy students to consider Ph.D. programs and other research intensive options. Regardless of the outcomes, there is great potential for this information to be published within the pharmacy education literature.

Plans are in place to administer the follow-up survey to our second year students in the spring semester and annually thereafter until the students graduate.

Rubric data will be collected for analysis and to help support data found on the online surveys. Bivariate analysis will be used to establish the relationship between variables related to demographic characteristics and experience with research-related variables. Logistic regression analysis will be used to identify those variables that better predict research interest and research self-efficacy. Path analysis will be conducted to assess the relationship of the variables with the level of research interest as proposed by the theoretical model.

## **MAILMAN SEGAL CENTER**

*(Enhancing student engagement through their participation in research activities at the Mailman Segal Institute for Early Childhood Studies)*

Nurit Sheinberg, EdD, Director

### **Stage of Implementation:**

Mailman Segal Center's (MSC's) QEP is part of Objective Area I, Enhancing Student Engagement in Scholarship and Research. Research is at the core of MSC's mission, thus, engaging students in this process is a priority. MSC's administration has created the foundation and support systems for this to occur and the results of the QEP will be essential in assessing this process. As a response to the past results, regular research meetings are being conducted where upcoming research projects are presented, ongoing projects are reviewed, and opportunities for presentation and funding are discussed. Students are invited and encouraged to attend these meetings. In addition, the research director meets with practicum students to discuss ongoing and future research activities and opportunities for participation.

MSC's QEP was developed during the 2007-2008 academic year with the following three outcomes in mind:

- Students will demonstrate enhanced academic engagement in their scholarship and research by improving participation in staff research projects.
- Students will demonstrate enhanced academic engagement in their scholarship and research by increasing presentation of cases and research projects.
- Students will demonstrate enhanced academic scholarship and research by improving the quality and quantity of research proposal submission for grant funding.

MSC began implementation in January 2008 by creating the necessary mechanisms to support and evaluate students' participation in research, research presentations and proposal writing. This included the following:

- Identifying the different research projects that students could participate in as well as enhancing participation opportunities in current and new projects.
- Identifying supervisors for the different research projects.
- Presenting the different research projects to potential students.
- Developing the instruments used for evaluating MSC's QEP progress and success.

### **Assessment Data:**

Data was collected during the Fall semester of 2008; Winter, Summer, and Fall semesters of 2009, Winter, Summer and Fall semesters of 2010, and Winter, Summer and Fall semesters of 2011. Following are the results for data collected over the Winter, Summer and Fall semesters of 2011.

*Outcome #1: Students will demonstrate enhanced academic engagement in their scholarship and research by improving participation in staff research projects.*

Data to assess this outcome was collected through two instruments, a locally developed rubric that tracks students' research accomplishments (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their perception of factors that facilitated or prevented them from participating in the research process (indirect measure).

Rubric results:

- A total of 18 students participated in research activities at MSC during the Winter, Summer, and Fall semesters of 2011.
- Students participating in research were enrolled in the following academic programs:

**Winter Semester 2011**

<i>Academic Program</i>	<i>Number of Students</i>
CPS, clinical psychology	6
ABA	2

**Summer Semester 2011**

<i>Academic Program</i>	<i>Number of Students</i>
CPS, clinical psychology	4
ABA	2

**Fall Semester 2011**

<i>Academic Program</i>	<i>Number of Students</i>
CPS, clinical psychology	3
CPS, school psychology	5
ABA	2

- Students participated in different components of the research project.

<i>Component of research</i>	<i>Percentage of students that participated in this component</i>	<i>Academic program</i>
Literature review	15 %	ABA
Development of research design	15 %	CPS
Data collection	100 %	ABA CPS
Coding	60 %	ABA CPS
Presentation of findings	37.5%	CPS ABA

<i>Questions related to research participation</i>	<i>Answered Yes</i>
Ability to participate in research projects	81%
Received support to participate in research projects	87.5%
Satisfaction with research experience at MSC	100%
MSC provided with a range of opportunities to engage in research	87.5%
Ability to participate on difference components of the research process	50%

As the results suggest, the majority of students who completed the questionnaire were satisfied with their ability to participate in research projects during their practicum experience at MSC. Moreover, they stated that MSC provided them with a range of opportunities and that they received support from

their supervisor and other staff members at MSC to participate in research experiences. However, some students mentioned that they felt their roles were limited and they would have liked to learn more about the implications of some of the studies. In addition, those students that completed their practicum during the 2010-2011 academic year stated that they would like to receive more information about the different ongoing studies at MSC. These comments were similar to what students have stated in the previous year. To address this, students who began their practicum during the 2011-2012 academic year, were presented with a list of all the ongoing research opportunities at MSC and were asked to choose a research project with which they were interested. In addition, the Director of Research met with students wanting to pursue their own projects at MSC. A common concern across the questionnaires was a perception of not having enough time to participate in a variety of research projects while being able to complete all the required practicum clinical responsibilities. In response to this, the director of research has met with the students' clinical supervisors to devise a plan that ensures that the students are able to complete their clinical hours while being able to participate in research opportunities.

*Outcome #2: Students will demonstrate enhanced academic engagement in their scholarship and research by increasing presentation of cases and research projects.*

Data to assess this outcome was collected through two instruments, a form that tracks frequency of submission and acceptance (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their perception of factors that facilitated or prevented them from submitting and presenting their work at conferences (indirect measure).

Results from tracking form:

- Five students submitted their work to conferences
- Students from the Center of Psychological Studies (CPS) submitted their work to a conference for a presentation

<b>Submissions</b>	<b>Academic Program</b>	<b>Conference Submission</b>	<b>Type of Submission</b>	<b>Status</b>
Submission #1	CPS	National Association of School Psychologists	Research	Presented
Submission #2	CPS	Florida Association for School Psychologist	Research	Presented
Submission #3	CPS	National Association of School Psychologists	Research	Presented
Submission #4 Submitted by two students	CPS	American Psychological Association (APA)	Research	Presented

Student questionnaire results:

<b>Questions related to conference submissions</b>	<b>Answered Yes</b>
Did you submit or were part of a team that submitted a presentation?	27.7%
Did you receive support to submit a presentation?	18%

As the results suggest, five of the 18 (27.7%) students submitted a presentation for a conference. This represents a decrease from last year since 35% students had submitted presentations for conferences. All submissions were accepted for presentation. The students who submitted presentation stated that they received support in the submission process. A number of students stated that they would have liked to received support and guidance on this process. Based on these responses, more opportunities will be presented to students to be part of the conference submission process.

*Outcome #3: Students will demonstrate enhanced academic scholarship and research by improving the quality and quantity of research proposal submission for grant funding.*

Data to assess this outcome was collected through two instruments, a form that tracks frequency of submission and acceptance of proposals for grant funding (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their perception of factors that facilitated or prevented their ability to write and submit proposals for grant funding (indirect measure).

Results from tracking form:

- During the Winter, Summer, and Fall semesters of 2011, no students participated in this process.

Student questionnaire results:

<b>Questions related to submission of proposals for grant funding</b>	<b>Answered Yes</b>
Did you submit or were part of a team that submitted a proposal for funding?	No one

No practicum students participated in the process of writing a proposal for grant funding. None of the students provided recommendations of factors that would have supported their ability to submit a proposal for funding. However, other students not completing their practicum experience at MSC did participate in the proposals writing process, including a Chancellors Faculty Research Development Grant and a grant submitted to the A.D. Henderson Foundation.

**Challenges:**

MSC’s QEP began implementation in the Winter semester of 2008; data collection began in the Fall semester of 2008, and continued during the Winter, Summer, and Fall semesters of 2009, 2010, and 2011. There has been some variation in terms of the number of students participating in research projects at MSC since the inception of the QEP.

For the purpose of MSC’s QEP we are including only students participating in research activities as part of their practicum experience. This poses some limitations in terms of the number of available students who can participate in research activities since the number is dependent on the number of students completing a practicum experience at MSC. In addition, students at MSC are pursuing clinical practicum experiences that have specific requirements that need to be completed, thus, limiting the time they have available to engage in research related activities. However, the systems that have been put in place as a result of the QEP to facilitate students’ access and participation to research activities at MSC have also benefitted students not completing a practicum at MSC. Several

additional students have participated in a range of studies. For example, over 60 graduate students at the Center of Psychological Studies have been involved in the evaluation of the Early Reading First Project, a group of 15 graduate students from CPS and SHSS have been involved in conducting child assessments as part of the Palm Beach County Child Outcome Study. Four students participated as research assistants as part of a Chancellors Faculty Research Development Grant, and another student completing her Psy.D. became a research assistant as part of a project funded by the A.D. Henderson Foundation.

Based on the feedback received by students, mechanisms currently in place to engage students in research activities seem to be working since all of the students that completed a practicum during 2011 were able to participate in research activities. Moreover, the data suggests that over half of the students were able to participate in different components of the research process and that they felt supported in the research activities they participated.

Also, for students interested in submitting a proposal for presentation at a conference, they were able to do it successfully. However, the number of students submitting for conference presentations continues to remain small, with no student participating in the process of writing and submitting proposals for funding during 2011. Thus, a priority for the upcoming year will be to increase the number of students participating in these two areas.

**Additional Comments:**

In order to ensure the continuous success of MSC's QEP the following will take place:

- Meetings with students will continue, additional meetings for specific groups will be held as well based on students' interests and experience conducting research.
  - Research meeting will be set up based on their supervision meetings so that they can be better informed about different research activities and opportunities.
- Students will continue to be required to participate in a research related activity as part of their practicum experience at MSC. Also, they will be encouraged to develop their own original research project.
  - This was successfully implemented during the 2011 year and will continue during in the future.
  - Students will meet with the research director prior to beginning their practicum and will commit to participate in a research study (either ongoing or student generated) and will ensure that their practicum schedule includes the time needed to participate in research activities.
  - Students will be expected and required to actively participate in research; this will be included as part of their practicum responsibilities.
- Review the mechanisms in place to increase student participation in both presentation proposal and funding proposal writing and submission.
  - Upcoming conference and funding opportunities will be identified and students will be invited to participate in the writing and submission process. This information will be disseminated at supervision sessions.
  - Based on their interests and available opportunities, students will be invited to join different writing teams.



- Students will be encouraged to look for additional opportunities and will be supported in their attempts to write their own proposals for funding and for presentation at conferences.

**Comparison of data collected during 2008, 2009, 2010 regarding student participation in research related activities.**

	Fall	Winter	Summer
<b>2008</b>	14		
<b>2009</b>	6	2	10
<b>2010</b>	11	7	4
<b>2011</b>	10	8	6

Component of research	Percentage of students that participated in this component			
	2008	2009	2010	2011
Literature review	21.4%	5.5%	16.6%	15 %
Development of research design	21.4%	5.5%	5.5 %	15 %
Data collection	100%	100%	100 %	100 %
Coding	50%	33%	35 %	60 %
Presentation of findings	7.1%	11.1%	22.2%	37.5%

Responses to the Student Questionnaire	2008	2009	2010	2011
<i>Questions related to research participation</i>	<i>Answered Yes</i>			
Ability to participate in research projects	100%	94%	100%	81%
Received support to participate in research projects	100%	100%	84%	87.5%
Satisfaction with research experience at MSC	100%	89%	88%	100%
MSC provided with a range of opportunities to engage in research	100%	89%	58%	87.5%
Ability to participate on different components of the research process	100%	72%	52%	50%
<i>Questions related to conference submissions</i>				
Did you submit or were part of a team that submitted a presentation?	35.7%	11.1%	11.1%	25%
Did you receive support to submit a presentation?	35.7%	11.1%	0.58%	18%
<i>Questions related to submission of proposals for grant funding</i>				
Did you submit or were part of a team that submitted a proposal for funding?	0%	0%	.58 %	0%

Year	Students presenting their research at conferences
2008	3
2009	2
2010	6
2011	5

**Mailman Segal Center  
QEP Instruments**

**Student Presentations**

Mailman Segal Institute for Early Childhood Studies  
Semester \_\_\_\_\_

Student Name	Program	Conference Submission	Type of Conference	Status

**Student Research Participation**

Mailman Segal Institute for Early Childhood Studies  
Semester \_\_\_\_\_

Student Name	Program	Research Project	Type of Participation	Time commitment

Student name \_\_\_\_\_  
 Program \_\_\_\_\_  
 Semester \_\_\_\_\_  
 Research Project \_\_\_\_\_

<i>Type of activity</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Literature review Description:												
Developing instruments Description:												
Administrative support Description:												
<i>Type of activity</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Data collection Description:												
Data entry Description:												
Data analysis Description:												
<i>Type of activity</i>	<i>Aug</i>	<i>Sep</i>	<i>Oct</i>	<i>Nov</i>	<i>Dec</i>	<i>Jan</i>	<i>Feb</i>	<i>Mar</i>	<i>Apr</i>	<i>May</i>	<i>Jun</i>	<i>Jul</i>
Report writing Description:												
Dissemination Description:												

**Student research proposal submissions**

Mailman Segal Institute for Early Childhood Studies

Semester \_\_\_\_\_

Student Name	Program	Proposal	Funding Source	Status

Name of Student \_\_\_\_\_  
Degree \_\_\_\_\_

Program \_\_\_\_\_  
Length of practicum \_\_\_\_\_

Where you able to participate in a research project as part of your practicum experience at MSI?  
 Yes  No

What project/s did you participate in? \_\_\_\_\_

Please describe what was your participation in the research project/s? \_\_\_\_\_

Did you receive support from your practicum site to participate in research projects?  
 Yes  No

If yes, what supports did you received? \_\_\_\_\_

If not, what supports would have helped you participate in research projects? \_\_\_\_\_

Where you satisfied with your research experience at MSI?  
 Yes  No

If yes, why was this a positive experience? \_\_\_\_\_

If not, why? \_\_\_\_\_

Do you think that MSI provided you with a range of opportunities to engage in research?  
 Yes  No

Comments: \_\_\_\_\_

Do you think that you were able to participate and gain experience on the different components of the research process?  
 Yes  No

Comments: \_\_\_\_\_

What recommendations do you have to MSI to support student participation in research projects?  
\_\_\_\_\_

Did you submit a presentation or were you part of a team that submitted a presentation as part of your research experience?  
 Yes  No

If yes, to what conference? \_\_\_\_\_

Did you receive support to be able to submit a presentation as part of your research experience?  
 Yes  No

If yes, what factors facilitated your ability to submit a presentation? \_\_\_\_\_

If not, what factors would have supported your ability to submit a presentation? \_\_\_\_\_

Did you submit a proposal or were you part of a team that submitted a proposal for funding as part of your research experience?

Yes

No

If yes, what was the project and what was the funding source? \_\_\_\_\_

What factors supported your ability to submit a proposal for funding? \_\_\_\_\_

What factors would have supported your ability to submit a proposal for funding? \_\_\_\_\_

## OCEANOGRAPHIC CENTER

*(Distinguished Marine Scientist Seminar)*

Charles Messing, PhD, Director

Richard Spieler, PhD, Alternate Director

### **Stage of Implementation:**

We have so far offered eight seminars. Scheduling difficulties prevented us from offering a seminar in the Fall of 2009, but we were able to offer two in the Winter/Spring of 2010 to get back on schedule. However, our Fall 2011 presenter, Dr. Roberto Iglesias-Prieto (Universidad Nacional Autónoma de México), was unable to attend at the eleventh hour due to a hurricane, and we were unable to reschedule. We have invited him to present in Spring 2012. Presenters have included faculty and scientists from among the most prestigious oceanographic and marine biological facilities in the country, including Scripps Institute of Oceanography (University of California San Diego) and the Marine Biological Laboratory, Woods Hole, MA.

Nov 2007: Edith Widder, *Applications of Bioluminescence in Ocean Monitoring and Ecosystem Conservation*

Apr 2008: Nick Funicelli, *Bringing Science and Technology into Ecology: Marine Protected Areas from the Tortugas to the Kennedy Space Center*

Nov 2008: Shirley Pomponi, *Ocean and Human Health: Threats, Benefits, Challenges, & Choices.*

Apr 2009: Greg Rouse, *Queens of Decay and their Dwarf Male Harems.*

Feb 2010: Doug Wartzok, *Effects of Anthropogenic Sound on Marine Mammals*

Apr 2010: Roger Hanlon, *Mechanisms and principles of dynamic camouflage in cephalopods and fishes.*

Oct 2010: Nick Holland, *Molecules and morphology connect up tapeworms, amphioxus, stingrays, and razor clams.*

Feb 2011: Heinrich Hühnerfuss, *Crude Oil in the Marine Environment – chemical aspects, their detection by airborne surveying systems, their fate and toxicological implications*

### **Assessment Data:**

Assessment depends on data collected chiefly over a substantially longer period of time than the program has run, e.g., measures of learning outcomes rubrics recorded when students defend their theses, proportions of students completing thesis versus capstone tracks, and numbers of thesis-derived peer-reviewed publications. As a result, because we have offered seminars for three and a half years so far and typically have relatively low numbers of graduates per year, we do not yet expect to be able to identify any changes in measures. Also, it remains uncertain how much of this information will serve as a practical baseline against which to gauge future changes if only because numbers of graduates vary so widely on a yearly basis; wide inter-year variance may preclude identification of significant trends except perhaps over decadal spans.

### **Challenges:**

Seminar scheduling remains an ongoing problem as the stature of desirable invitees makes scheduling difficult, as indicated above.

We have formalized learning outcomes rubrics, although precise differentiation among superior, adequate and marginal responses to questions posed by faculty to students in advance of their thesis defenses remains difficult to assess. Students now must respond to questions referencing the five core courses and five elective courses (selected by the students) after completion of their coursework and in advance of their master's oral defense. To address the problem of faculty advisors not uniformly



assessing responses to questions focused on different curricular requirements, instructors in each course have now provided a list of questions and answers, which are accessible to advisors in a secure location on WebCT. Since there are extensive multi-year variations that existed between students who take the courses on which the outcomes assessments are based and when they graduate (sometimes as much as five years), it is recommended that the outcome assessments now be given shortly after course work has been completed. This avoids the situation in which students are far more focused on completing their research and preparing for their defense presentation than on reviewing their general understanding of information that will have no bearing on whether they graduate or not. Nevertheless, regardless of requirements, the primary currency in assessing the success of a graduate from the Oceanographic Center remains a combination of successful publication of research results in peer-reviewed journals (and, to a lesser extent, presentation at scientific conferences) and either acceptance into a more advanced academic program (i.e., Ph.D. in the case of M.S. graduates, or post-doc for Ph.D. graduates) or in-field employment. All of these and their changes over time are also being recorded.

Additional challenges are offered by our goal of increasing the proportion of research theses relative to capstone (literature review) theses. Although many students entering our programs seek to carry out field- or laboratory-based research, all are matriculated as capstone students. Strict limits exist on the number of research students a faculty member can accept at a time due to combinations of, for example, available funding, laboratory space, practical projects, and teaching responsibilities. Any major increase in the number of research thesis students, however desirable, will require a concomitant increase in the number of faculty who can supervise such projects. Additional space and facilities for new faculty and their students would also be necessary.

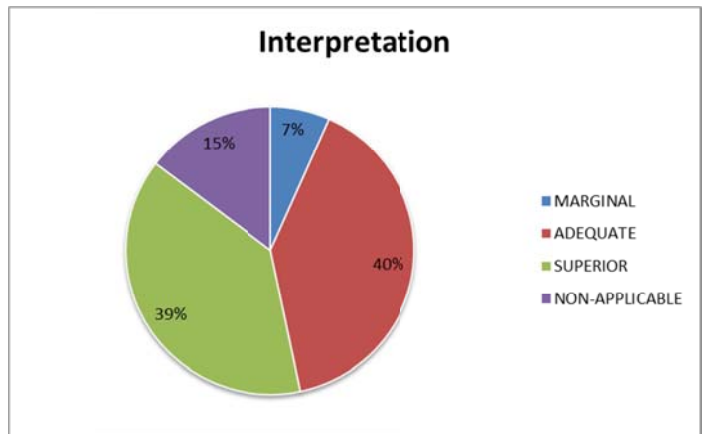
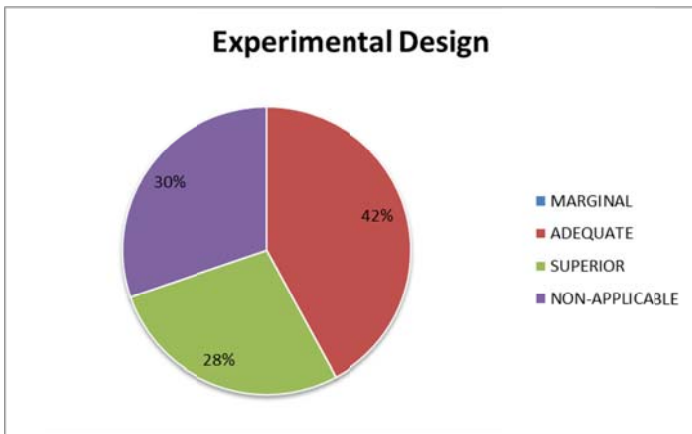
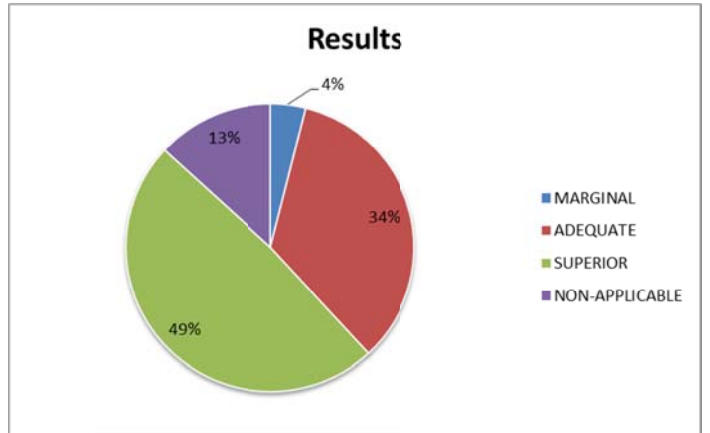
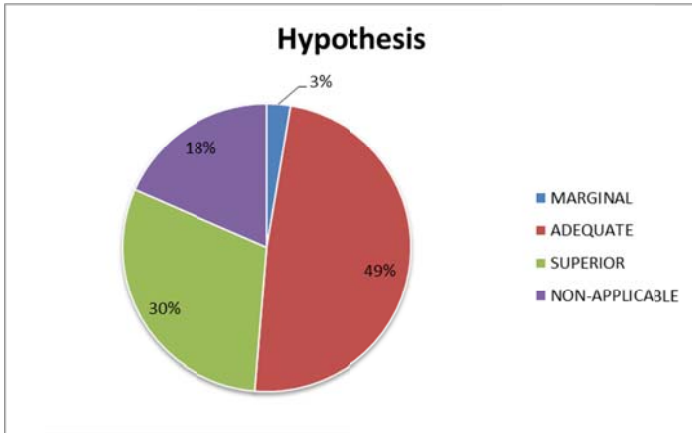
A final challenge that has become apparent over the last few semesters is the general decline in the proportion of students returning post-seminar questionnaires (recognizable in the numbers of attending vs. replying students listed at the bottom of each questionnaire summary below). We are discussing alternative solutions, including offering the responsibility of circulating and collecting questionnaires to our graduate student organization.

**Update:**

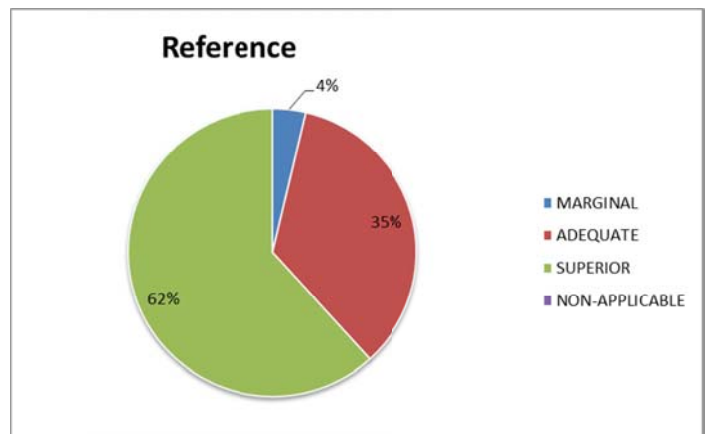
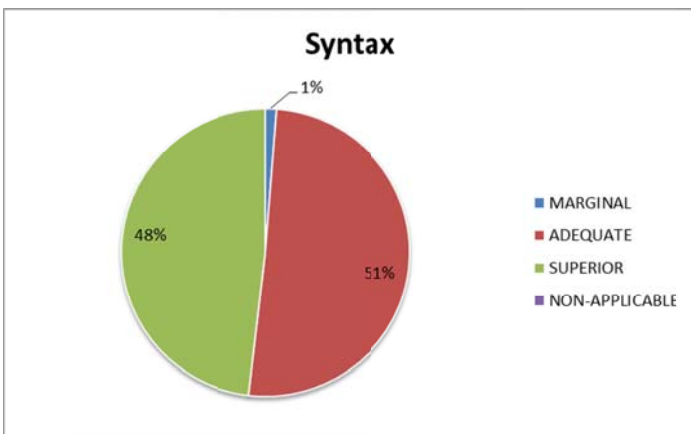
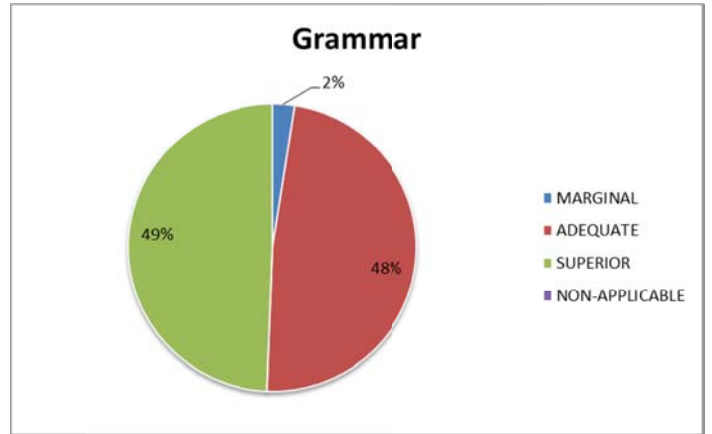
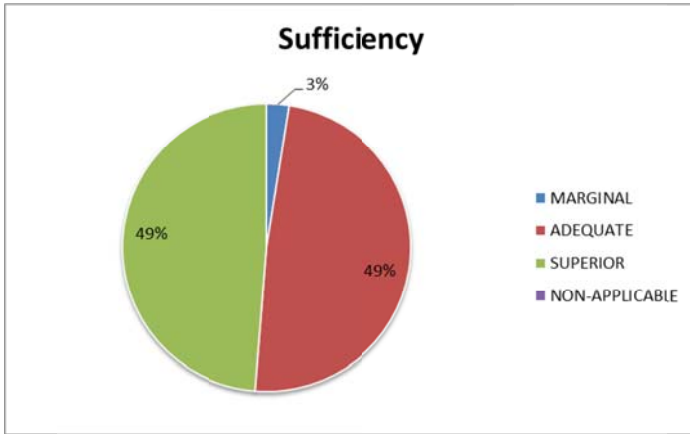
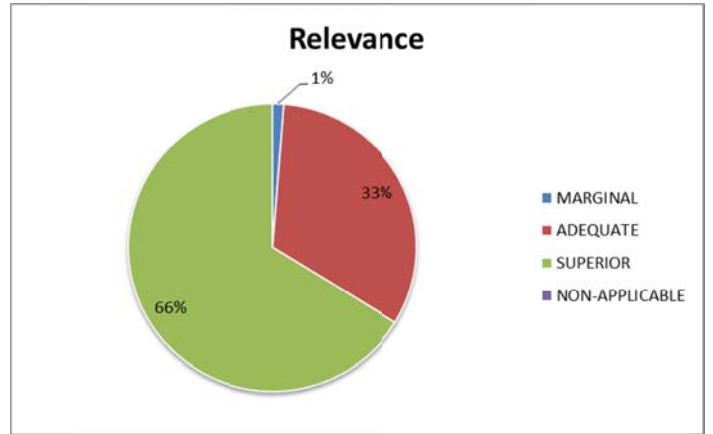
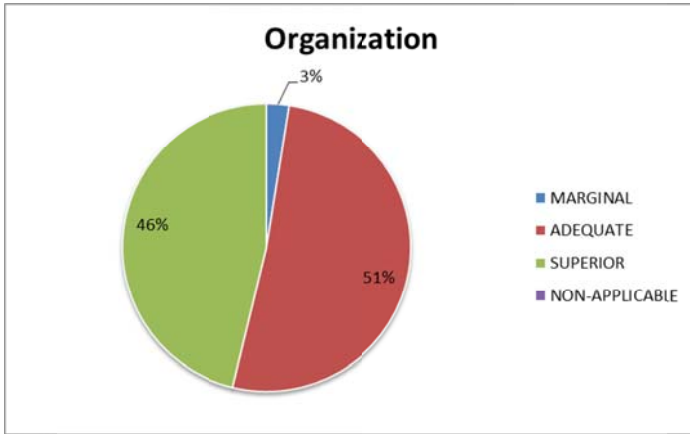
The following pages include most of the available assessment data. We have omitted the Oceanographic Center Defense rubrics as they remain the same as in the January 2009 QEP Report Card. We have also omitted the Lounsbury Sense of Community Survey, as this has not been updated since 2009. Items are as follows:

- 1) Oceanographic Center QEP Student Learning Outcomes and Assessment Measures Matrix
- 2) Results of Thesis Presentation Rubrics (pie charts)
  - Scientific Method
  - Scientific Writing
  - Oral Presentation
- 3) Thesis versus Capstone Proposals 2001-2012
- 4) QEP Distinguished Marine Scientist Seminar Follow-up Questionnaires

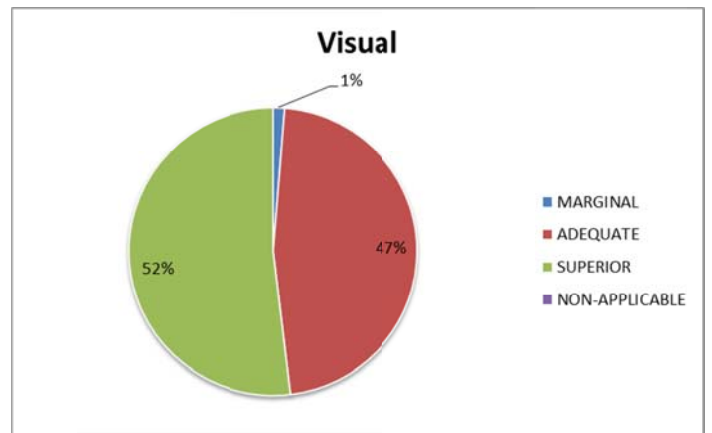
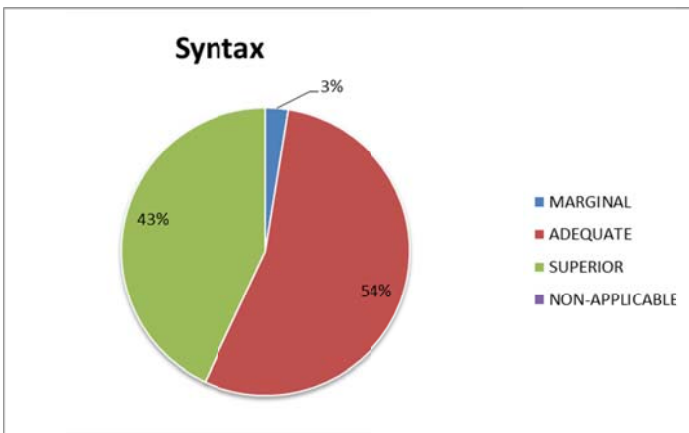
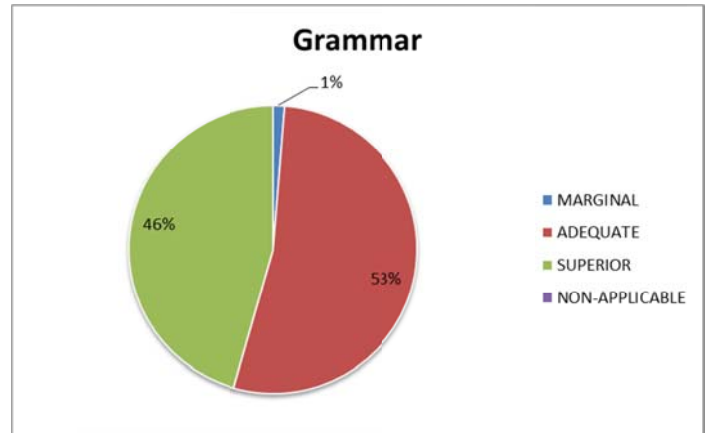
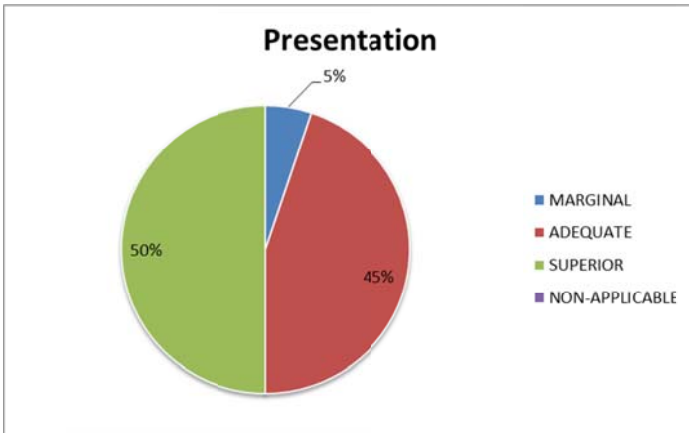
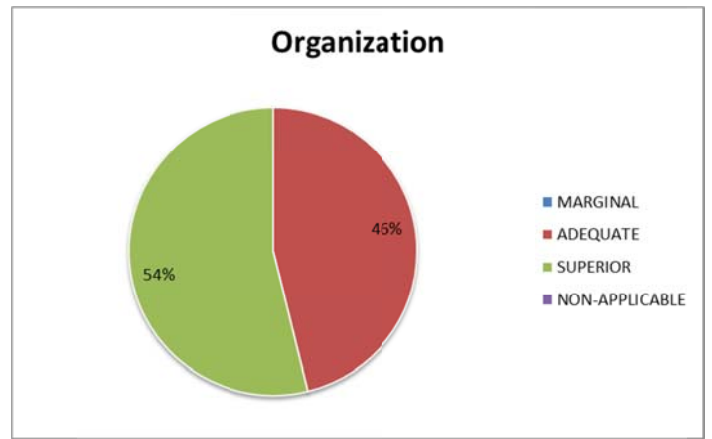
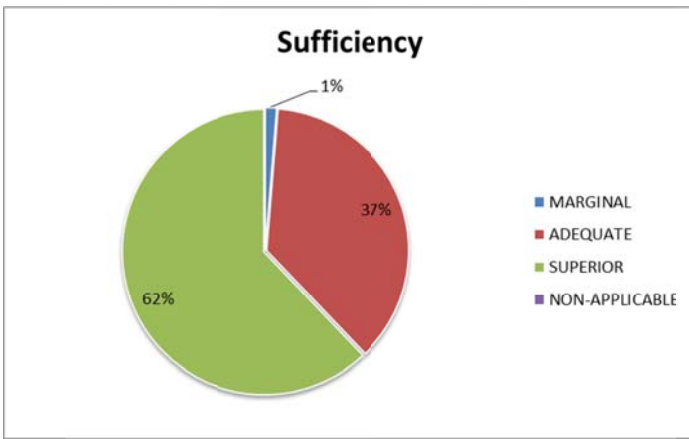
## Scientific Method

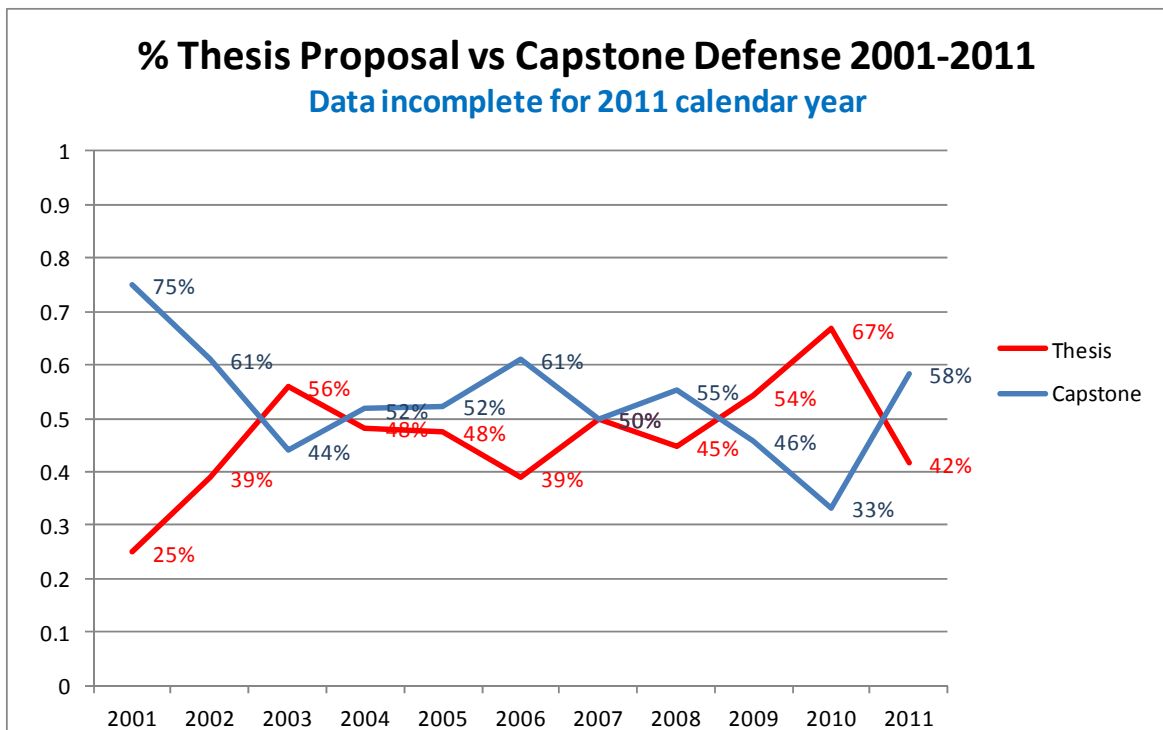
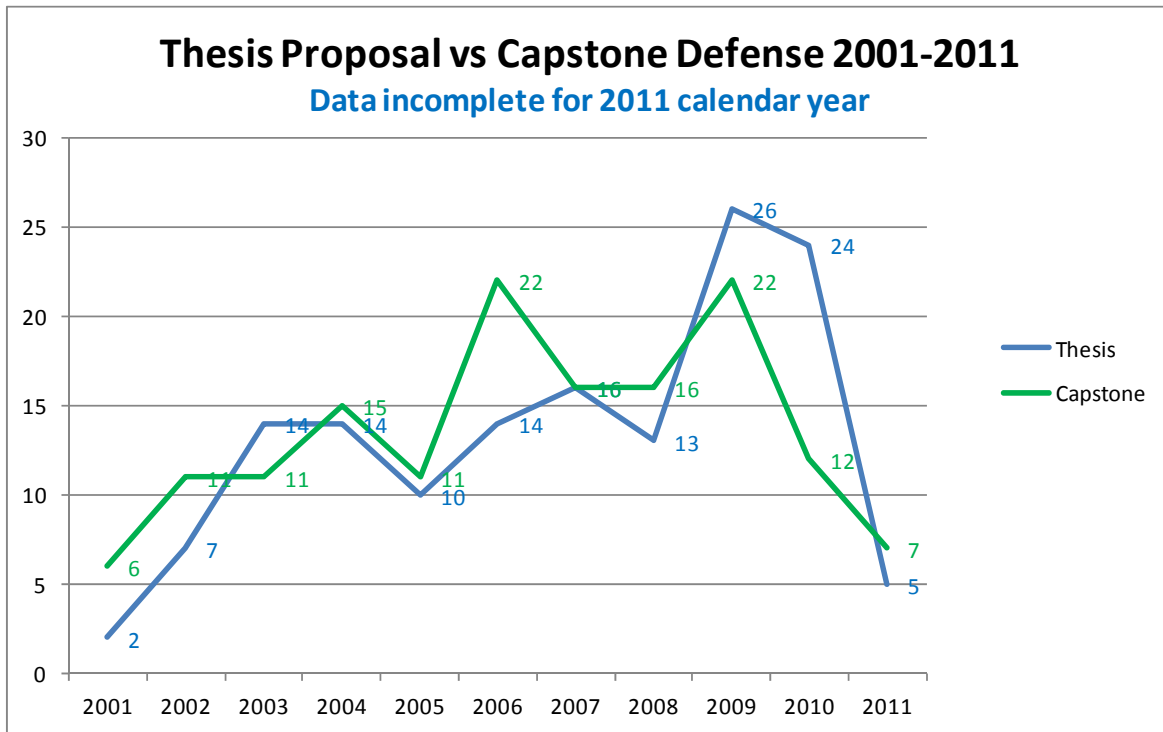


## Scientific Writing



## Oral Presentation





**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Edith Widder, Fall 2007**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	18	1				
2 The seminar represented a solid learning experience outside the classroom.	17	2				
3 The seminar sparked an interest in me in bioluminescence, the deep-sea, or remote ocean instrumentation.	8	10	1			
4 The seminar made me think about pursuing a capstone project in bioluminescence, the deep-sea, or remote ocean instrumentation.	1	1	7*	7*		3
5 I enjoyed the seminar.	19					
*One responder noted that bioluminescence may be part of her/his thesis; the other disagreed "only because I already have a topic."						

Student attendance 24; questionnaire returns 19

**Follow-up Questionnaire - Nick Funicelli, Spring 2008**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	6	4				
2 The seminar represented a solid learning experience outside the classroom.	6	4				
3 The seminar sparked an interest in me in marine protected areas.	6	4				
4 The seminar made me think about pursuing a capstone project in marine protected areas.		1	3	4	2	
5 I enjoyed the seminar.	8	2				

Student attendance 22; questionnaire returns 10

**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Shirley Pomponi, Fall 2008**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	5	9	1	1		
2 The seminar represented a solid learning experience outside the classroom.	3	9	3	1		
3 The seminar sparked an interest in me in ocean health, ocean policy or marine biopharmaceuticals.	4	7	3	2		
4 The seminar made me think about pursuing a capstone project in ocean health, ocean policy or marine biopharmaceuticals.		1	4	7		4*
5 I enjoyed the seminar.	7	7	1	1		
*Noted that they already had projects						

Student attendance 49; questionnaire returns 16

**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Greg Rouse, Spring 2009**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	5	2				
2 The seminar represented a solid learning experience outside the classroom.	6	1				
3 The seminar sparked an interest in me in polychaete or hydrothermal vent biology, or invertebrate reproduction.						
4 The seminar made me think about pursuing a capstone project in polychaete or hydrothermal vent biology, or invertebrate reproduction.						
5 I enjoyed the seminar.	7					

Student attendance 55; questionnaire returns 7

**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Douglas Wartzok, Winter (Feb) 2010**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	4	3		2		
2 The seminar represented a solid learning experience outside the classroom.	6	1	1	1		
3 The seminar sparked an interest in me in polychaete or hydrothermal vent biology, or invertebrate reproduction.	3	2	4	1	1	
4 The seminar made me think about pursuing a capstone project in anthropogenic marine sound, marine mammals, or submarine acoustics in general.			1	4	2	2
5 I enjoyed the seminar.	5	2	2			

Student attendance 30; questionnaire returns 9

**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Roger Hanlon, Spring (Apr) 2010**

	Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1 The seminar was presented in a clear, organized fashion.	21					
2 The seminar represented a solid learning experience outside the classroom.	21					
3 The seminar sparked an interest in me cephalopod and fish camouflage, its function and control.	15	5	1			
4 The seminar made me think about pursuing a capstone project in cephalopod and fish camouflage, its function and control.	4	1	5	7	2	2
5 I enjoyed the seminar.	21					

Student attendance 47; questionnaire returns 21

**Quality Enhancement Program Distinguished Marine Scientist Seminar Series  
Follow-up Questionnaire - Nicholas Holland, Fall (Oct) 2010**

		Strongly agree	Agree	Not sure	Disagree	Strongly disagree	N/A
1	The seminar was presented in a clear, organized fashion.	1	5				
2	The seminar represented a solid learning experience outside the classroom.	2	4				
3	The seminar sparked an interest in me in predator/prey/parasite interactions, marine parasites, amphioxus, or developmental genetics.	1	2	1	2		
4	The seminar made me think about pursuing a capstone project in predator/prey/parasite interactions, marine parasites, amphioxus, or developmental genetics.				5	1	
5	I enjoyed the seminar.	3	3				

Student attendance 30; questionnaire returns: 6



## Dialogue and Exchange

### COLLEGE OF MEDICAL SCIENCES

*(Enhancing Learning through Engagement)*

Almos Bela Trif, MD, PhD, Director

KV Venkatachalam, PhD, Alternate Director

**Stage of Implementation:** Year 5

#### **Assessment Data:**

*Summary of Student Progress:*

##### **I. Year 2 students**

A. Tract:

###### **1. Dental**

a. Number of students: 0

###### **2. Medical**

a. Number of students: 2

b. Outcome: both passed all courses; matriculated College of Medicine

##### **II. Year 1 students**

A. Tract

###### **1. Dental**

a. Number of students: 8

b. Outcome: 7 students passed and matriculated College of Dental Medicine,  
1 student on probation elected to take year 2

###### **2. Medical**

a. Number of students: 17

b. Outcome: 1 student was dismissed, 2 of 2 students on probation elected to take year 2,  
14 students passed and matriculated College of Medicine

*Summary of Student/Instructor Interactions:*

I. Mandatory session's time spent (all departments): 112.75 hours

II. Student-requested time spent (all departments): 141.2 hours

*Summaries of Departmental Activities, Fall, 2010-Winter, 2011:*

#### **Anatomy Department**

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2010:**

##### **1. Medical Histology: (17 students) (2 instructors)**

a. Number of students with averages below 80% after:

1. Exam 1: 1

2. Exam 2: 1

b. Time spent:

1. Mandatory sessions (average <80%):

3.5 hours

2. Student-requested:

No report

- c. Final Outcome:
- |   |           |
|---|-----------|
| 1. Number of students with final average $\geq 90\%$ :              | No report |
| 2. Number of students with final average $\geq 80\%$ and $< 90\%$ : | No report |
| 3. Number of students with final average $\geq 80\%$ :              | 16        |
| 4. Number of students with final average $< 70\%$ :                 | 0         |
| 5. 1 student withdrew from the College prior to end of the semester |           |
2. **Dental Histology:** (8 students) (2 instructors)
- a. Number of students with averages below 80% after:
1. Exam 1: 1
  2. Exam 2: 0
- b. Time spent:
1. Mandatory sessions (average  $< 80\%$ ): 6 hours
  2. Student-requested: No report
- c. Final Outcome:
- |   |           |
|---|-----------|
| 1. Number of students with final average $\geq 90\%$ :              | No report |
| 2. Number of students with final average $\geq 80\%$ and $< 90\%$ : | No report |
| 3. Number of students with final average $\geq 80\%$ :              | 8         |
| 4. Number of students with final average $< 70\%$ :                 | 0         |
3. **Medical Gross Anatomy:** (17 student) (3 instructors)
- a. Number of students with averages below 80% after:
1. Exam 1: 1
  2. Exam 2: 0
  3. Exam 3: 0
- b. Time spent:
1. Mandatory sessions (average  $< 80\%$ ): Estimated 26-30
  2. Student-requested: Estimated 24-28 h
- c. Final Outcome:
- |   |           |
|---|-----------|
| 1. Number of students with final average $\geq 90\%$ :              | No report |
| 2. Number of students with final average $\geq 80\%$ and $< 90\%$ : | No report |
| 3. Number of students with final average $\geq 80\%$ :              | 17        |
| 4. Number of students with final average $< 70\%$ :                 | 0         |
| 5. 1 student withdrew from the College prior to end of the semester |           |
4. **Dental Gross Anatomy:** (8 students) (3 instructors)
- a. Number of students with averages below 80% after:
1. Exam 1: 1
  2. Exam 2: 0
  3. Exam 3: 0
- b. Time spent:
1. Mandatory sessions (average  $< 80\%$ ): 0
  2. Student-requested: 8-10 hours
- c. Final Outcome:
- |   |           |
|---|-----------|
| 1. Number of students with final average $\geq 90\%$ :              | No report |
| 2. Number of students with final average $\geq 80\%$ and $< 90\%$ : | No report |
| 3. Number of students with final average $\geq 80\%$ :              | 8         |
| 4. Number of students with final average $< 70\%$ :                 | 0         |

**B. Winter, 2011**

**1. Medical Neuroanatomy: (16 student) (2 instructors)**

- a. Number of students with averages below 80% after:
  - 1. Exam 1: 3
  - 2. Exam 2: 0
- b. Time spent:
  - 1. Mandatory sessions (average <80%): 5 hours
  - 2. Student-requested hours: 3 hours
- c. Final Outcome:
  - 1. Number of students with final average  $\geq$  90%: No report
  - 2. Number of students with final average  $\geq$  80%: 16
  - 3. Number of students with final average < 70%: 0

**2. Dental Neuroanatomy: (8 students) (2 instructors)**

- a. Number of students with averages below 80% after:
  - 1. Exam 1: 3
  - 2. Exam 2: 0
- b. Time spent:
  - 1. Mandatory sessions (average <80%): 3 hours
  - 2. Student-requested: 4 hours
- c. Final Outcome:
  - 1. Number of students with final average  $\geq$  90%: No report
  - 2. Number of students with final average  $\geq$  80%: 8
- 3. Number of students with final average < 70%: 0

**II. Students will report improved faculty/student interactions:**

**A. Fall 2010**

**1. Medical Histology:**

- a. Instructor evaluations: No report
- b. Course evaluations: 3.92/4
- c. Prevalent comments: very satisfied; the cardio section was difficult

**2. Dental Histology:**

- a. Instructor evaluations: No report
- b. Course evaluations: 3.49/4
- c. Prevalent comments: the tooth was most interesting; blood cells were most difficult

**3. Medical Gross Anatomy:**

- a. Instructor evaluations: No report
- b. Course evaluations: 3.27/4
- c. Prevalent comment: Request for additional lab time, particularly the pelvis

**4. Dental Gross Anatomy:**

- a. Instructor evaluations: No report
- b. Course evaluations: 3.61/4
- c. Prevalent comment: More time is needed for the study of body cavities.

**B. Winter 2011**

- 1. Medical/ Dental Neuroanatomy:
  - a. Instructor evaluations: No report
  - b. Course evaluations: No report

c. Prevalent comment: "very satisfied"

III. Faculty will report improved faculty/student interactions:

A. **Fall 2010**

1. Medical/Dental Histology:

a. Prevalent Instructor comments: It was difficult to schedule mandatory sessions with students who withdrew. Students were motivated to do well and improve.

2. Medical Gross Anatomy: None

3. Dental Gross Anatomy:

a. Instructors Comments: Students were well prepared and came with questions.

B. **Winter 2011**

1. Medical /Dental Neuroanatomy:

a. Instructors Comments: Very satisfied.

---

**Biochemistry Department**

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2010:**

1. **Medical Biochemistry I:** (18 students) (4 instructors)

a. Number of students with averages below 80% after:

1. Exam 1: 11
2. Exam 2: 4
3. Exam 3: 0

b. Time spent:

1. Mandatory sessions (average <80%): 10 hours
2. Student-requested: 16 hours

c. Final Outcome:

1. Number of students with final average  $\geq 90\%$ : 10
2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 6
3. Number of students with final average  $< 70\%$ : 0
4. 2 students withdrew from the College prior to end of the semester

2. **Dental Biochemistry:** (8 students) (4 instructors)

a. Number of students with averages <80% after:

1. Exam 1: 1
2. Exam 2: 1
3. Exam 3: 0
4. Exam 4: 0

b. Time spent:

1. Mandatory sessions (average <80%): 10 hours
2. Student-requested: 16 hours

c. Final Outcome:

1. Number of students with final average  $\geq 90\%$ : 5
2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 3
3. Number of students with final average  $< 70\%$ : 0

II. Students will report improved faculty/student interactions:

**A. Fall, 2010:**

1. **Medical Biochemistry I:** (18 students) (4 instructors)
  - a. Instructor evaluations: 3/5
  - b. Course evaluations: 3.1/4
  - c. Prevalent comment: None
  
2. **Dental Biochemistry:** (8 students) (3 instructors)
  - a. Instructor evaluations: 3/5
  - b. Course evaluations: 3/4
  - c. Prevalent comment: none

III. Faculty will report improved faculty/student interactions:

**A. Fall, 2010**

1. Medical Biochemistry I: Prevalent Instructors Comments: "students were in preparation / not prepared for discussion"; Overall Students involvement/performance better than M-1 students
  2. Dental Biochemistry: Prevalent Instructors Comments: "some students were not prepared for discussions"; Overall Students involvement/performance better than M-1
- 

## **Microbiology Department**

Learning Outcome:

I. Students will improve performance in didactic courses.

**A. Fall, 2010**

1. **Dental Microbiology I:** (8 students) (2 instructors)
  - a. Number of students with averages below 80% after:
    1. Exam 1: 0
    2. Exam 2: 0
    3. Exam 3: 1
  - b. Time spent:
    1. Mandatory sessions (average <80%): 0 hours
    2. Student-requested: 3 hours
  - c. Final Outcome:
    1. Number of students with final average  $\geq 90\%$ : 4
    2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 3
    3. Number of students with final average  $< 80\%$ : 1

**B. Winter, 2011**

1. **Medical Microbiology:** (16 students) (3 instructors)
  - a. Number of students with averages below 80% after:
    1. Exam 1: 1
    2. Exam 2: 1
    3. Exam 3: 2
    4. Exam 4: 1
    5. Exam 5: 0
  - b. Time spent:
    1. Mandatory sessions (average <80%): 4.15 hours
    2. Student-requested: 22.2 hours

c. Final Outcome:

1. Number of students with final average  $\geq 90\%$ : 12
2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 4
3. Number of students with final average  $< 80\%$ : 0

2. **Dental Microbiology II:** (8 students) (1 instructor)

a. Number of students with averages below 80% after:

1. Exam 1: 1
2. Exam 2: 1

b. Time spent:

1. Mandatory sessions (average  $<80\%$ ): 2 hours
2. Student-requested: 8 hours

c. Final Outcome:

1. Number of students with final average  $\geq 90\%$ : 0
2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 8
3. Number of students with final average  $< 80\%$ : 0

II. Students will report improved faculty/student interactions:

A. **Fall, 2010:**

1. **Dental Microbiology I:** (8 students) (2 instructors)

a. Instructor evaluations: 5/5

b. Course evaluations: 3.6/4

c. Prevalent comments: Availability to assist students outside of the classroom setting was excellent. Very helpful in explaining the difficult topics that encompassed microbiology; ...need better visual aids or helpful ways to organize the material, lectures need to be more interesting.

B. **Winter, 2011:**

1. **Medical Microbiology:** (16 students) (3 instructors)

a. Instructor evaluations: 4.8/5

b. Course evaluations: 3.25/4

c. Prevalent comment: "very helpful and always available"

2. **Dental Microbiology II:** (8 students) (1 instructor)

a. Instructor evaluations: 3/5

b. Course evaluations: 2.8/4

c. Prevalent comment: "It was difficult to approach the instructor."

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2010**

1. Dental Microbiology I: Prevalent Instructors Comments: "In 2 sessions, 2-3 students were not prepared to discuss the material." "In 2 sessions, 2 students seemed more prepared to discuss material than their classmates."

B. **Winter, 2010**

1. **Medical Microbiology:** Prevalent Instructors Comments: "Some students were not prepared for all the discussion sessions."

2. **Dental Microbiology:** Prevalent Instructor Comments: None

## **Pathology Department**

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2010:**

1. **General Pathology:** (2 students) (2 instructors)
  - a. Results by exam: No information provided
  - b. Time spent:
    1. Mandatory sessions: 4 hours
    2. Student-requested: 0 hours
  - c. Final Outcome: 2 students scored  $\geq 80\%$

B. **Winter, 2011:**

1. **Special Topics in Pathology:** (2 students) (1 instructor)
  - a. Time spent:
    1. Mandatory sessions: 6 hours
  - b. Final Outcome: 2 students scored  $\geq 80\%$

II. Students will report improved faculty/student interactions:

A. **Fall, 2010:**

1. **General Pathology:** (2 students) (2 instructors)
  - a. Instructor evaluations: No report
  - b. Course evaluations: No report
  - c. Prevalent comment: None

B. **Winter, 2011:**

1. **Special Topics in Pathology:** (3 students) (1 instructor)
  - a. Instructor evaluations: 3 student-initiated sessions for 2 students, to help organize their MBS presentations, for two hour each
  - b. Course evaluations: their presentations were great
  - c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2010**

1. **General Pathology:** Prevalent Instructors Comments:
  - a. Good understanding, good questions.
  - b. Students were very perceptive and open to suggestions on study methods.
  - c. The two students had concerns for their performance to other disciplines.

B. **Winter, 2011**

1. **Special Topics in Pathology:** Prevalent Instructors Comments: "excellent presentations"
- 

## **Pharmacology Department**

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2010:**

1. **Pharmacology I:** (2 student) (3 instructors)
  - a. Number of students with averages below 80% after:

1. Exam 1: 2
2. Exam 2: 0
3. Exam 3: 0
- b. Time spent:
  1. Mandatory sessions (average <80%): 3 hours
  2. Student-requested: 2 hours
- c. Final Outcome:
  1. Number of students with final average  $\geq 90\%$ : 0
  2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 2
  3. Number of students with final average  $< 70\%$ : 0

**B. Winter, 2011**

1. **Pharmacology II:** (2 students) (3 instructors)
  - a. Number of students with averages below 80% after:
    1. Exam 1: 0
    2. Exam 2: 0
    3. Exam 3: 0
  - b. Time spent:
    1. Mandatory sessions (average <80%): 0 hours
    2. Student-requested: 0 hours
  - c. Final Outcome:
    1. Number of students with final average  $\geq 90\%$ : 0
    2. Number of students with final average  $\geq 80\%$  and  $< 90\%$ : 2
    3. Number of students with final average  $< 70\%$ : 0

II. Students will report improved faculty/student interactions:

**A. Fall, 2010:**

1. **Pharmacology I:** (6 students) (3 instructors)
  - a. Instructor evaluations: None
  - b. Course evaluations: No report
  - c. Prevalent comment: None

**B. Winter, 2011:**

1. **Pharmacology II:** (2 students) (3 instructors)
  - a. Instructor evaluations: No report
  - b. Course evaluations: 3.9/4
  - c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:

- A. Pharmacology I:** Prevalent Instructors Comments: The students reviewed the course material before each session and therefore, asked good questions during each session, which enabled them to perform well on the exams.

**B. Winter, 2011**

1. **Pharmacology II:** Prevalent Instructors Comments: None



## Physiology Department

### Learning Outcome:

#### I. Students will improve performance in didactic courses.

##### A. Fall, 2010:

###### 1. **Medical Physiology I:** (16 students) (2 instructors)

a. **Summary of student performance and QEP action taken:** After the first of three exams six students were below 80%. Mandatory attendance tutorial sessions were held with those students in addition to the usual student-requested help sessions and voluntary attendance review sessions for the entire group. Before the second exam one of the students withdrew from the program. After the second exam one of the five remaining had a score of 80% or above and was no longer required to attend mandatory sessions but the others continued to attend the sessions. Before the last exam another of the students withdrew.

###### b. Time spent:

1. Mandatory sessions (average <80%): 14 hours
2. Student-requested: 28 hours

c. Final Outcome: Of the three students involved in the mandatory QEP sessions one obtained a grade of 80% or better, the other two scored in the 70's. Nine of the MBS students (50%) scored in the 90's. The MBS students outscored the COM students on every test by an average of seven percentage points.

##### B. Winter, 2011

###### 1. **Medical Physiology II:** (17 students) (3 instructors)

a. **Summary of student performance and QEP action taken:** After the first of three exams six students were below 80%. One of the six students was a second year student. Mandatory attendance tutorial sessions were held with these students in addition to the usual student-requested help sessions and voluntary attendance review sessions for the entire group. After the second exam two of the six had averages  $\geq 80\%$ , the remaining four continued with mandatory sessions.

###### b. Time spent:

1. Mandatory sessions (average <80%): 12 hours
2. Student-requested: 4 hours

c. Final Outcome: At the end of the course five of the original six scored 80% or more, with one of the original six scoring a 91% for the course. The remaining student ended the course with a 77% average. This year's MBS class outscored the COM students on every exam and ended up with a course average that was 9% points better than the COM students before Dean Silvagni increased the grades of the COM students to reduce the number of failing COM students. Eight of the seventeen MBS students scored 90% or better.

###### 2. **Dental Physiology:** (8 students) (3 instructors)

a. Number of students with averages below 80% after:

1. Exam 1: 0
2. Exam 2: 0
3. Exam 3: 0
4. Exam 4: 0
5. Exam 5: 0

###### b. Time spent:

1. Mandatory sessions (average <80%): 0 hours
2. Student-requested: 5 hours

c. Final Outcome: no grade breakdown other than all scored  $\geq 80\%$

II. Students will report improved faculty / student interactions:

A. **Fall, 2010:**

1. **Medical Physiology I:** (17 students)

- a. Instructor evaluations: no report
- b. Course evaluations: 3.6/4
- c. Prevalent comment: Students liked the course giving it an overall average of 3.6 out of a 4.0.

B. **Winter, 2011:**

1. **Medical Physiology II:** (17 students)

- a. Instructor evaluations: no report
- b. Course evaluations: 3.44/4
- c. Prevalent comment: The students liked the physiology course and gave it a rating of 3.44 out of 4.0. The only somewhat negative comment was that they wanted one more exam. The elimination of one exam from last year was mandated by the College of Osteopathic Medicine despite protests from the CMS faculty.

2. **Dental Physiology:** (8 students)

- a. Instructor evaluations: no report
- b. Course evaluations: no report
- c. Prevalent comment: None

III. Faculty will report improved faculty / student interactions:

A. **Fall, 2010:**

1. **Medical Physiology I:** Prevalent Instructors Comments

- a. These students were proactive and requested two QEP review sessions for the group before the first exam and two group sessions before each of the second and third exams. Generally, students came to sessions with questions.

B. **Winter, 2011:**

1. **Medical Physiology II:** Prevalent Instructors Comments: Two of the students in mandatory QEP session did not seem well prepared nor did they actively participate. The group as a whole was very focused and came to the exam review QEP session well prepared and with lots of questions. In sessions with individual students, it was obvious that they had been giving the material a lot of thought.

2. **Dental Physiology:** Prevalent Instructors Comments

- a. "All students came prepared for discussions and were motivated."

**Additional Comments:**

QEP program proves to be working well in CMS.

It is our hope that it may be very helpful for the M2 students in the College of Osteopathic Medicine as well, where the curriculum constantly changed during the last 3 years.

No changes were made to the QEP.

## COLLEGE OF OSTEOPATHIC MEDICINE

*(Building a Sense of Community through Academical Societies)*

Albert Whitehead, DMD, QEP Director

### **Stage of implementation:**

The Nova Southeastern University College of Osteopathic Medicine (COM) established Academical Societies in July 2005 to build and grow our sense of academic and community spirit. The community engagement activities that were implemented during the first years served as the platform for the subsequent step in the process. Starting in the 2009-2010 academic year, the Doctor of Osteopathic Medicine (DO) Program expanded the Academical Societies presence throughout the curriculum. Academical Societies served as the organizing structure for assigning students to their small group learning and lab activities; and, engaged students in conducting a series of focus groups designed to assess the quality of courses and instruction beyond the standard assessment processes.

For academic year 2010-2011, the Academical Society Steering Committee reviewed the program and made recommendations designed to enhance faculty engagement and encourage Society participation in Community Service. The Committee developed faculty roles and defined responsibilities and activities that would enhance the student's experience and improve faculty engagement.

At the end of the 2010-2011 academic year, the Steering Committee identified the need to re-tool faculty advisement for medical students at risk. In addition to faculty development workshops, the Office for Medical Education developed a formal structure to ensure tutoring and study groups in each society. Peer-peer tutoring and peer run study groups were implemented in the fall term, 2011-2012, with favorable outcomes. After the first semester, out of 240 students enrolled in the Class of 2015: 1 student is considered at risk of being dismissed from medical school. 6 students will be required to remediate 2 classes, and 11 students will be required to remediate 1 class. Feedback from faculty advisors and students was very positive in regards to the changes in the advisement system.

In addition to establishing a "community" to assist students at risk, the COM implemented a COM Home program for third-year medical students. All third-year students are required to come back to campus once per semester. Two Academical Societies per month return for day long activities which include standardized patient and osteopathic manipulative medicine experiences, career advisement, a "Preparing for Residency" workshop, and they have opportunity to spend time with other members of their society. This program has received positive feedback and supports the continuum of building community.

### *Community Engagement/Wellness*

Academical Societies provide a "home within a home" for the students and serve as the platform from which they launch their many community focused activities. The community engagement/wellness activities are voluntary and they have as much as a 65% participation level from their members. Effective August 2010, the COM implemented a policy mandating that every student complete a total of 40 hours Community Service by the completion of the second year of medical school. To assist the students, the leadership within each Society took an active role in organizing community service projects for their Society.

Following are examples of the community engagement activities and individual student participation in wellness programs that have been organized by the Academical Societies.

#### *Academical Society Activities*

##### Anderson:

- Society Meetings
- Focus Groups
- Individual Tutoring for M1's
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Meditation with Dr. Groseclose
- Peer Mentoring

##### Burns:

- Society Meetings
- Trivia Night
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

##### Klein:

- Society Meetings
- Focus Groups
- Individual Tutoring for M1's
- Flag Football
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

##### Lippman:

- Society Meetings
- Wellness Activities at UCC
- Mr. NSU
- Focus Groups
- Dodge Ball Tournament
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

##### Silvagni:

- Society Meetings
- Focus Groups
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

##### Silverman:

- Society Meetings
- Focus Groups
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

Still:

- Society Meetings
- Focus Groups
- Flag Football
- Mr. NSU
- Wellness Activities at UCC
- Dodge ball tournament
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

Terry:

- Society Meetings
- Focus Groups
- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

Turner:

- Society Meetings
- Wellness Activities at UCC
- Focus Groups
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

Zafonte:

- Society Meetings
- Focus Groups
- Adopt-a-Family Thanksgiving Basket
- Walk-a-Thon
- Peer Mentoring

**Assessment Data:**

Available

**Challenges:**

Funding and restrictions on funding continues to be a challenge.

**Additional Comments:**

None

## **FARQUHAR COLLEGE OF ARTS AND SCIENCES**

*(Assessing Student Perceptions of Classroom Engagement)*

Naomi D'Alessio, Ph.D., Director

### **Stage of Implementation:**

#### *Overview*

The Quality Enhancement Plan is a multi-year program designed to enhance student learning and, by so doing, create an active community of energetically engaged student learners. For purposes of this project, academic engagement was defined as academic dialogue and discussion. During the first two years of the project, no interventions to increase academic dialogue and discussion occurred. Data were collected to establish a baseline by which experimental groups would be compared. Beginning in year three, experimental sections of classes were established to test the hypothesis that an increased student perception of classroom engagement would enhance academic performance. In these classes faculty provided opportunities to increase academic dialogue and discussion in and out of classes and in an online format.

#### *Quality Enhancement Plan*

While faculty currently engage students in discussion during class, there is no consistency in practice and the necessary constraints imposed by fixed class time during ground-based classes may limit the opportunity for students and faculty to engage in meaningful academic dialogue. Additionally, it is not uncommon for class discussion to be dominated by the verbal few. While meeting with faculty during posted office hours, or spontaneously outside of class, may ameliorate the situation to some degree, these are typically one-on-one interactions and do not provide the potential benefits of group involvement and may be limited by students' and faculty members' schedules.

It is hypothesized that the outcome of a consciously directed effort to increase academic discussion among faculty and students would increase the level of educational satisfaction and involvement by all participants. It is expected that as students become more personally involved and intellectually invested in their own education, both their motivation to succeed as well as their mastery of material would follow.

The plan was designed to increase both the quality and quantity of student-student and student-faculty academic interactions by the voluntary use of Web based discussion boards, as well as in-class strategies, for all College of Arts and Sciences classes regardless of subject, location, and/or format of instruction. Web-CT methodology was particularly well suited for this task. With the University's transition to Blackboard, the Blackboard platform has been substituted for Web-CT. The discussions in Web-CT were easily archived and measurable. It is our understanding that the same holds true for the Blackboard platform. Using the online discussion board allows for dialogue that is neither time- nor location-bound. Students are not intimidated by their more loquacious peers. Moreover, instructors of online classes anecdotally report that the quantity and depth of discussion is enhanced in the online environment.

All classes and instructors in the Farquhar College of Arts and Sciences are assessed by students using an online evaluation tool maintained by the Office of Information Technology. Up until the winter semester of 2008, the following evaluation form was used. It was comprised of the following 9 questions:

	Question	1 Strongly agree	2 Agree	3 Disagree	4 Strongly disagree	N	Average	
1.	The instructor clearly expressed expectations for my performance in class.							
2.	The instructor presented the material in a clear and organized manner.							
3.	The instructor created a positive learning experience for me.							
4.	The instructor used materials (texts, handouts, software, exercises, Web sites, etc.) in this course that helped me learn and understand the subject matter.							
5.	The instructor conducted class as scheduled.							
6.	The instructor was available to me outside of class hours (phone, e-mail, or office hours).							
7.	The instructor covered the course material as stated in the course outline.							
8.	The instructor graded and returned my work in a timely fashion.							
9.	The instructor assigned my grades fairly and impartially.							
<b>Note: N = Number of Evaluations Recorded</b>		<b>**Overall Weighted Average**</b>						

Beginning in January, 2008 (Winter 08) three additional questions were added to the nine questions listed above to assess and target students' perceptions of course-related discussion:

10. I was better able to comprehend new material because of course-related discussion. [Discussion is any personal academic interaction which might occur in the classroom or laboratory (if applicable), outside the classroom, in my professor's office, through electronic communications, or telephone discussion with my professor and/or fellow classmates.]

11. I was better able to ask more questions and receive valuable feedback because of course-related discussion.

12. My interactions with other students in the course were enhanced by course-related discussion.

In order to assess the relationship between course-related discussion and student learning, a quasi-correlation technique was used to assess learning based upon students' responses to the three QEP perception questions added to the evaluation form. The plan was to (1) examine those courses with multiple sections (e.g. introductory/survey courses) and (2) determine if there is a relationship between a section's mean score on each QEP-related question and mean grade for that particular section.

Beginning in the Fall semester of 2008, the following classes were identified for the study.

1. PSYC 1020 (Introduction to Psychology)
2. COMP 1500 (College Writing)
3. BIOL 1500 (Biology I)

Data were collected from all sections of these courses offered during Fall 2008, Winter 2009, Fall 2009, Winter 2010, Fall 2010, and Winter 2011. Sections in which two students or less responded to the evaluation questions were eliminated from the study. Data which met the inclusion criteria described were subjected to a correlation analysis.

**Assessment Data:**

According to the evaluation rubric, if students strongly agreed with the statements that classroom discussion had a positive effect on their learning, a negative correlation should exist. Since there was no overt intervention, the data were combined to increase the number of sections included in the analysis. Using EXCEL 2007 the linear correlation coefficient between two sets of values was generated and the degree of confidence that a linear correlation between the questions (Q10, Q11, and Q12) and between each question and the grades were determined. The following are comprehensive results for each of the courses for the six semesters.

Table 1.

BIOL 1500 - Correlation among discussion related questions and grades for six semesters - untreated (N=50)				
	Q10	Q11	Q12	Grades
Q10		**0.932	**0.548	*-0.314
Q11			**0.608	*-0.291
Q12				-0.102

\*\*Correlation is significant at the 0.01 level

\*Correlation is significant at the 0.05 level

Table 2.

COMP 1500 - Correlation among discussion related questions and grades for six semesters - untreated (N=104)				
	Q10	Q11	Q12	Grades
Q10		**0.881	**0.737	*-0.232
Q11			**0.727	*-0.229
Q12				*-0.245

\*\*Correlation is significant at the 0.01 level

\*Correlation is significant at the 0.05 level



Table 3.

PSYC 1020 Correlation among discussion related questions and grades for six semesters - untreated (N=91)				
	Q10	Q11	Q12	Grades
Q10		**0.911	**0.737	**-.498
Q11			**0.784	**-.461
Q12				**-.405

\*\*Correlation is significant at the 0.01 level

\*Correlation is significant at the 0.05 level

In terms of the correlation between the questions, the three discussion related questions correlated with each other at the 0.01 level of confidence for students in the three courses (Tables 1, 2, and 3). For PSYC 1020 classes (Table 3), a correlation significant at the 0.01 level of confidence was found when comparing the mean scores of each of the discussion questions with the mean grades. For BIOL 1500 (Table 1), a correlation significant at the 0.05 level of confidence was found for Q10 and the mean grades and for Q11 and the mean grades. For COMP 1500 (Table 2), a correlation significant at the 0.05 level of confidence was found when comparing the mean scores of the discussion related questions with the mean grades. These data lend support for the hypothesis that student perception of engagement through dialogue and discussion correlates with their academic performance.

In the Fall 2010 and Winter 2011 semesters, sections of BIOL 1500, COMP 1500, and PSYC 1020 were designated as experimental sections in which selected faculty made deliberate efforts to enhance the level of student discussion. The sections in which there was no deliberate intervention were designated as control sections. To assess the effectiveness of the intervention, data from the control and experimental sections were compared.

While data were available for a preliminary analysis, they were insufficient to generate any statistically significant pair-wise comparisons. The correlation coefficients between student perception of engagement and enhanced academic performance were not significant. To assess if the control and experimental groups differed with respect to both student grades and students' perception of course related discussion, the mean scores for these variables for the two groups were found to show no significant difference between the two groups. Since there was no difference between the experimental and control groups, we wondered whether it was the students' perception of engagement that was the relevant factor for student academic success as opposed to overt efforts of intervention in order to create an environment of student engagement. Data collected from 245 sections of BIOL 1500, COMP 1500, and PSYC 1020 courses taught during six semesters (tables 1, 2, and 3) suggest that students' perception of academic engagement through course discussion correlated significantly with enhanced academic performance. From this observation we concluded that many faculty members routinely provide opportunities for enhanced dialogue and discussion for their students.

**Challenges:**

Data collection depends on students completing course evaluations. This process is dependent on students completing their course evaluations and the response rate has not been sufficiently robust to generate enough data for the smaller number of experimental sections.

**Additional Comments:**

A review of the data suggests that students can identify the classes in which they perceive enhanced academic engagement through dialogue and discussion. These data have been collected for six semesters and although labeled as baseline data, in reality, they identify the sections of the courses in which enhanced opportunities for academic engagement are occurring. Based on the premise that strong response on the engagement questions identifies the faculty who provide enhanced opportunities for dialogue and discussion, the Farquhar College of Arts and Sciences plans to revise its Quality Enhance Plan. Faculty who receive strong engagement scores on the discussion related questions will be identified. These faculty will be asked to provide information on the practices that they use to enhance student engagement. A summary of best practices to enhance students' academic performance will be developed.

## FISCHLER SCHOOL OF EDUCATION

### *(Problem Based Learning)*

Timothy D. Shields, EdD, Director

Soledad Arguelles, PhD, Alternate Director

#### **Stage of Implementation:**

Two of the three simulations are fully implemented and on-going data collection is in progress after each term. As in years past, all simulation teaching faculty are required to participate in training specific to the simulations prior to receiving a course assignment. Both of the active simulations are managed by Simulation Steering Committees. The Committees meet with the QEP Director on a regular basis to review assessment data and make recommendations for improving the simulation experience. Both simulations underwent modifications in 2011 based on Steering Committee and student feedback. The simulation for the Master's simulation is currently being rolled out as part of EL 600 in the Winter 2012 term.

#### Doctoral Simulation

The doctoral level simulation was fully implemented for the Winter Term of 2009 and has run each term since. For the calendar year of 2011, doctoral students took part in the simulation with faculty teaching 28 sections of the simulation course over the course of the year.

The faculty involved with the doctoral simulation met on a regular basis throughout the year to discuss and share best practices in teaching the simulation. Throughout the year, the simulation faculty have worked with the other leadership faculty to discuss common interests and academic and course planning.

As the number of doctoral simulation sections has remained constant over the past year, no additional faculty received new simulation training this year. Faculty who received assignments to teach the companion course to the simulation (EDD 9100) did receive an ad hoc simulation orientation as needed to allow them to make the proper in-class connections to the simulation experience.

#### Undergraduate Simulation

The undergraduate simulation was fully implemented for the Summer Term of 2009 and has run each term since. All undergraduate education students complete the simulation prior to entering the student teaching internship.

As with the doctoral simulation, the undergraduate simulation faculty met on a regular basis to manage and improve the simulation experience for the students. The Undergraduate Steering Committee has made suggestions for the updating of the simulation scenarios based on their experience and student feedback. This year, the simulation scenarios were updated by the faculty to create a more robust experience.

#### Masters Simulation

The Steering Committee for the Master's Simulation went through the Planning Stage and developed a design document for a school administration Simulation. At the end of 2011, the new simulation was being Alpha tested with the content area faculty for deployment in the Winter 2012 (201230) term.

**Assessment Data:**

Data collection for the Doctoral and Undergraduate Simulations has been on-going. Student focus groups are held after every term to collect data about the process. Data for the most recent term, Fall 2011 continues to show a high level of student satisfaction with the simulation experience. Many of the doctoral student respondents felt that a strength of the simulation was the opportunity to work as teams with their fellow students to make decisions and work towards consensus. At the undergraduate level, students felt the strength of the simulation was in exposing them to real-life classroom situations.

A major program evaluation of the doctoral simulation was completed as part of a doctoral dissertation. The findings of this study were positive. From the abstract of the study, “a student survey instrument, the Leadership Simulation Skills Effectiveness Survey (LSSES), using alumni of the course was used to assess the effectiveness in meeting the objectives of both the course and the QEP goals. Six scales were measured including the first scale regarding demographic and student characteristics, four quantitative subscales that included 16 themes and 69 items, and the final scale that included three qualitative questions. Analysis of the data served to assess the course objectives and the goals of the QEP. The results provided useful insight which validated and confirmed that the course objectives and the QEP goals were indeed being demonstrated. The sample size included 446 respondents out of a total of 1766 (25% response rate)” (Davis, 2011).

In both simulations, a common weakness listed was the amount of time the simulation takes compared to their other courses and the difficulty they sometimes experienced in trying to coordinate the schedules of their teams. The Steering Committees for both simulations are looking for ways to address these concerns.

**Challenges:**

For the Master’s level simulation, the major challenge was the restarting of the design process. After two years of faculty work, the School decided the design document was not going to meet the needs of the students and began the process anew. This was a significant setback in the implementation of the Master’s simulation, but the process still generated a great deal of faculty collaboration, communication, and review and analysis of the Master’s curriculum, course sequencing, and intra-program compatibility issues. As the new design moved forward, many of the faculty members were also involved in the National Council for Accreditation of Teacher Education (NCATE) accrediting process, which made scheduling and workloads challenging to manage.

**Additional Comments:**

All of the FSEHS QEP Simulations are linked directly to student learning outcomes across degree levels as follows:

**Problem Solving**

- Inquiry and Critical Thinking
- Communication
- Leadership
- Collaboration/Team Building

## **GRADUATE SCHOOL OF COMPUTER AND INFORMATION SCIENCES**

*(Blended Learning: Enhancing Student Engagement in Campus-based Courses with Online Discussion Activities)*

Laurie Dringus, PhD, Director

Amon Seagull, PhD, Alternate Director

### **Stage of implementation:**

The GSCIS project continues in its fifth year of implementation. (We began implementation and assessment in winter 2008).

### **Assessment data:**

We collected data from 218 (duplicated) students enrolled in 17 on-campus course sections (9 different instructors) over two terms in 2011. Students continue to report high levels of satisfaction with the initiative (22:1, agree: disagree) and less extreme but still high levels of perceived contribution to learning (8:1, agree: disagree). Three-quarters of the faculty reported some or substantial contribution to learning as a result of the QEP initiative. Nearly half of the students participated in broadcasting messages to their classmates.

### **Challenges:**

With the migration to Blackboard in fall 2010, we ceased tabulating one of our direct measures: the percentage of students who reply to other students (not the instructor) in the broadcast medium. This measure primarily distinguished classes where students were using the medium as support for communication on a group project. As other initiatives are also useful methods for engaging students outside the classroom, the measure does not provide relevant information for the other initiatives, and in fact was disregarded in those cases. And the broader measure of student participation referenced above—student broadcasts—continues to be indicative of the effectiveness of our efforts.

In November 2011, the various initiatives pursued since the current phase of implementation began in January 2009 were compiled and distributed to participating full- and part-time faculty members. Along with each initiative were included the measures of (1) student satisfaction, (2) student assessment of learning, and (3) instructor assessment of learning. The goal was to provide each faculty member, who may have utilized one particular type of engagement activity, a school-wide perspective on the myriad activities undertaken around the school.

Certain initiatives have shown to be successful for instructors and are clearly sustained. Overall, sustainability in the project is evident in that implementation of some form of blended learning practice is mainstreamed in our campus courses, with further evidence that the majority of students report they value having blended learning activities in their courses.

### **Additional Comments:**

None

## HUIZENGA SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

*(Contemporary Issues in Business: Enhancing Dialogue)*

Peter Finley, PhD, Director

Leslie Tworoger, DBA, Alternate Director

### **Stage of implementation:**

Under the leadership of Dr. Jeffrey Fountain, the Contemporary Issues in Business focus has been implemented and is a cornerstone of every section of Management 2050 (Principles of Management). The shift to the lead professor model has allowed for greater control over the QEP, including ensuring that all students are actively engaged in the process, are exposed to the same high-quality articles, and that accurate data collection is occurring at the conclusion of every term. In addition, professors are holding “close the loop” meetings at the end of every term to determine whether the selected articles are “working” in driving engaging conversations and message board posts.

At this time students continue to be engaged in the Contemporary Issues in Business discussions within the MGT 2050 course and data collection is automatic as part of the course requirements.

### **Assessment Data:**

Data suggests that students are engaged with the articles and discussions and that it has been a welcome addition to the classes. This is not surprising given that it has provided an opportunity to read beyond the traditional textbook and students have been asked to formulate their own thoughts, opinions, and predictions based on the readings. Similarly, faculty members who have completed the end-of-term survey have been pleased with the process.

### **Challenges:**

The adoption of the lead professor model has decreased several challenges that we faced. Namely, having all faculty members participate, having them select appropriate articles, and submit surveys at the end of every term. Under the new model, articles are uniform (selected by the lead professor), surveys are completed via blackboard and compiled more readily, and adjunct faculty will have greater incentive to participate fully. Specifically, adjunct faculty members are now certain that this is a required part of the course, as defined by the lead professor, and their participation is mandated.

### **Additional Comments:**

None

## UNIVERSITY SCHOOL

*(Enhancing Dialogue and Exchange through WebCT in the Blended Classroom)*

Robyn Kaiyal, PhD, Director

Elizabeth Brennan, EdD, Alternate Director

### **Stage of implementation:**

University School's mission statement explicitly expresses the school's commitment to "high standards, technology, innovation, and classroom atmosphere." In addition, the mission emphasizes the school's commitment to addressing "the personal needs" of every student in the classroom. Because University School recognizes that each child is unique in their "ability, talent and learning style," the school understands the need to design its curriculum around them, and create programs to enable each student to "master skills and knowledge" and "improve their ability to think critically." Accordingly, these plans are articulated in the school's Strategic Plan.

To assess the 2006 Strategic Plan initiative, University School parents and students were surveyed using the National Survey of Student Engagement (NSSE) survey. The survey findings identified the need to increase dialogue between faculty and students as a means for enhancing overall academic achievement as an overlying need in the school community. The goal of enhancing academic engagement through dialogue and exchange was incorporated into the Strategic Plan, placing the QEP in with one of the four categories outlined in the Strategic Plan.

University School is midway through Year 5 of its QEP implementation for the 2011/12 school year. What began as a pilot program, utilizing WebCT, with three faculty members in 2007/8, to increase dialogue and exchange between student and faculty and faculty and student, has developed into a full-fledged program with 90% of faculty members participating in integrating on-line interactive resource tools (WebCT, Math XL, University of Texas Instruments, etc.) in a blended classroom environment.

As survey results from June 2011 have indicated, the blended classroom environment teaches students to be more responsible, addresses all types of learners (kinesthetic, visual, auditory), and exposes students to University style on-line learning. Likewise, it prepares students to become independent, life-long learners, ready to succeed in the 21<sup>st</sup> century information age by enhancing engagement and strengthening critical thinking skills. In addition, teachers are able to provide supplementary resource materials for students who need more practice, and more challenging material for those students who are ready to take their learning to the next level.

The results obtained from this study, as they relate to the three established learning outcomes, are encouraging. In accordance with past case studies, the qualitative findings from this study suggest that increased dialogue and exchange can enhance academic engagement, which works towards increasing levels of critical thinking and improve quality of work if implemented correctly.

It is also clear from the data that faculty took advantage of the discussion boards, email feature, quizzing feature, practice drills, data storage, tutorials, and resource postings. Teachers were able to extend their classroom discussions beyond the classroom by providing additional activities to enhance critical thinking skills outside of class. Students appreciate the fact that teaching materials are organized into a "neat package" and easily accessible for them to download. Furthermore, students who are absent from class are able to retrieve information covered in that class. Students are also able to access practice drills and tutorials to assist in the learning process.

**Challenges:**

Faculty is very supportive of the project, understand its goals, and look forward to a productive year. The primary challenges that need to be addressed for the upcoming 2012-2013 year are:

1. To assess which on-line interactive resources best meet the QEP objectives, revise the learning matrix to reflect the new objectives and learning outcomes, and begin training teachers to use those resources in accordance with blended classroom best practices.
2. To wait and see if University School will transition to Blackboard next year or move to Sharepoint.

**Assessment Data:**

Since the QEP works around the PK-12th grade University School calendar, all official data will not be collected until May 2012, upon conclusion of each course. At that time, qualitative and quantitative data will be collected, analyzed, and submitted to the QEP committee for final examination. This data will include internally developed student/faculty surveys, faculty based rubrics, and tally scores.

**Additional Comments:**

If University School is transitioning to Blackboard, then we will have to begin with a pilot study in March 2012 with a small group of volunteers. Our goal will then be to transition our advanced users into Blackboard by January 2013 so that we will have time to retrain our teachers. Overall, however, we do not anticipate any resistance. University School has provided a clear, cogent, and manageable system for our faculty, and will continue to provide a supportive environment for our faculty as they transition into Blackboard.



## Clinical Experience

### CENTER FOR PSYCHOLOGICAL STUDIES

*(From Theory to Practice: Preparing Students for Practicum Experience)*

Ana Fins, PhD, Director

Sarah Valley-Gray, PsyD, Alternate Director

### Stage of Implementation:

All QEP initiatives for the Center continue to be implemented annually as described below.

### Assessment Data:

Learning Outcome 1: Students will demonstrate enhanced academic engagement in clinical experiences by increasing their preparedness for practica.

The Center for Psychological Studies (CPS) implements its QEP Learning Outcome 1 via two main mechanisms: the Professional Development Institute (PDI), a conference designed to cover a number of topics in preparation for practica experiences (e.g., suicide assessment) and a pre-practicum course offered to first-year doctoral students, which serves to prepare students for practica by providing in-depth practice in the basic communication/interviewing skills required of psychotherapists. The results below summarize the findings of these QEP components for 2011.

### Student knowledge of topics presented in the Professional Development Institute (Direct Assessment Instrument)

The Professional Development Institute (PDI) was held on April 1 and 2, 2011; approximately 140 CPS students attended. As in previous years, the PDI consisted of sessions on Friday afternoon and all day Saturday. Friday sessions included presentations on documentation in clinical settings, group psychotherapy basics and a keynote address by Dr. Lenore Walker. On Saturday morning, students attended break-out sessions designed to address various aspects of clinical practice. Two sets of morning break-out sessions were created, one with an adult focus and another with a child focus. The adult break-out sessions covered topics related to documentation and evaluation of lethality in addition to the management of boundaries in psychotherapy. The child break-out sessions covered the evaluation of suicidality in children and adolescents and corporal punishment/abuse reporting. The afternoon offered break-out sessions on practicum supervision, documentation in schools, working with immigrant families, and the Diagnostic and Statistical Manual of Mental Disorders, 5<sup>th</sup> Edition (DSM-V). The afternoon ended with program-specific break-out sessions for the doctoral, masters, and specialist students.

Pre-post tests of knowledge acquired during sessions (direct measure) comprised of specific material covered by the presenters, were administered to student attendees during the conference. Results are presented separately for the break-out sessions in the table below. Results reflect mean percent correct on the test at pre-test and post-test time points (standard deviations are provided in parentheses). T-tests computed for the break-out sessions revealed significant differences on seven of the eight pre- and post- comparisons (Friday Session:  $t = 9.17, p < .01$ ; adult Saturday morning:  $t = 3.00, p < .01$ ; child Saturday morning:  $t = 5.13, p < .01$ ; afternoon session on working with immigrant families:  $t = 1.96, p = .06$ ; afternoon session on supervision:  $t = 5.95, p < .01$ ; afternoon session focused on DSMV:  $t = 8.64, p < .01$ ;

afternoon session on documentation in schools:  $t = 2.31, p < .05$ ) suggesting that students increased knowledge related to material covered.

Mean Percent Correct Scores and Standard Deviations for Pre- and Post-Test Scores of Professional Development Institute Breakout Sessions

<b>Break-Out Sessions</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Friday session	66.2 (13.4)	84.8 (14.7)
Adult Saturday morning session	57.2 (15.3)	67.2 (17.6)
Child Saturday morning session	40.0 (21.6)	60.9 (23.1)
Supervision session	77.2 (14.8)	95.9 (8.2)
DSMV session	49.9 (24.7)	78.8 (7.4)
Immigrant families session	85.0 (24.4)	100 (0.0)
Documentation in schools session	85.4 (17.5)	97.6 (9.1)

Students were also asked to rate the degree to which the information provided in the PDI conference added to their practicum preparation (indirect measure). Based on a 5-point Likert rating (1 = not at all useful to 5 = extremely useful), 59% of students rated the PDI as either a 4 or a 5, 29% gave this item a rating of 3, 11% rated this item a 2, while no students rated this item as a 1. Additionally, when asked whether they would recommend the conference to other students approximately 77% responded in the affirmative.

Student skills for interacting and communicating with clients (Direct and Indirect Assessment Instruments)

The Attending Behavior Rating Scale (ABRS; direct measure) and the Measurement of Accurate response to Feeling (MARF; direct measure) were administered at the beginning and end of the doctoral students' in clinical psychology pre-practicum course (offered during Winter 2011). These scales are behavioral observation instruments designed to assess attending behaviors of clinicians and were administered by the instructors at the beginning and end of the semester-long course. Means (and standard deviations) for pre- and post-assessment scores are presented below ( $n = 90$ ). Paired t-test analyses showed that all pre-post changes were significant, with higher scores on all post-tests (all  $p's < .001$ ). These results suggest that students' attending behaviors improved over the course of the semester.

Means and Standard Deviations for Pre/Post Assessments of Student Attending Behaviors

<b>ABRS</b>	<b>Pre-Test</b>	<b>Post-Test</b>
Eye Contact <sup>1</sup>	3.3 (0.9)	4.0 (1.0)
Posture/Gesture <sup>2</sup>	3.0 (0.8)	3.6 (1.0)
Vocal Tone <sup>3</sup>	3.0 (0.9)	3.7 (1.0)
Verbal Attending <sup>4</sup>	2.9 (0.7)	3.6 (0.9)
Total Score <sup>5</sup>	12.2 (3.3)	14.9 (2.5)

<sup>1</sup> $t=5.63$ , <sup>2</sup> $t=5.72$ , <sup>3</sup> $t=5.48$ , <sup>4</sup> $t=7.40$ , <sup>5</sup> $t=7.55$

<i>MARF</i>	<i>Pre-Test</i>	<i>Post-Test</i>
Response to Content <sup>1</sup>	1.5 (0.6)	2.2 (0.6)
Response to Feeling (obvious) <sup>2</sup>	1.7 (1.0)	2.8 (0.7)
Response to Feeling (deeper) <sup>3</sup>	0.8 (0.9)	1.7 (1.1)
Total Score <sup>4</sup>	3.9 (2.0)	6.7 (2.0)

<sup>1</sup>t=9.51, <sup>2</sup>t=10.25, <sup>3</sup>t=7.61, <sup>4</sup>t=11.48

Students completed the Counseling Self-Estimate Inventory (COSE; indirect measure) at the same point in time that the behavioral observations were conducted. The COSE is designed to measure trainees' self-efficacy and expectancy for success in counseling situations. Pre- and post-test scores were significantly different ( $t = 8.85, p < .001$ ). At the beginning of the semester, the mean score was 143.8 (s.d. = 20.2), while on post-assessment the mean score was 163.3 (s.d. = 17.3). This finding reflects that over the course of the semester, students' self-efficacy in counseling situations significantly increased.

Learning Outcome 2: Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their satisfaction with practicum experience.

In preparation for the initial development of the Center's QEP, a brief survey was administered to CPS students. These items were also administered at the end of the fall 2011 semester to a subset of 121 second and third-year doctoral students. The table below summarizes results from the 2011 survey. Students were asked to rate on a 5-point Likert scale (1 = poor; 5 = excellent) their preparation for practicum, how practicum allowed them to integrate theory into practice, the communication between CPS and the practicum site, and the supervision received on-site and at CPS. Some of the items are designed to tap the students' perceptions regarding their preparation for practicum (which should be influenced by attendance in PDI and pre-practicum course training). Others are meant to indirectly assess (through student perceptions) the Center's interactions with practicum sites and supervisors, which we are increasing by implementing practicum site visits and providing increased opportunities to attend continuing education workshops for all practicum supervisors. In the following summary, students who were in the process of completing either 1 or 2 years of practica were asked to rate each practicum experience separately. The table below summarizes these results using percentages. Year 1 and Year 2 practicum data are presented in separate tables. These results were comparable to data obtained in previous years.

#### Practicum Survey Results

##### Year 1 practicum

<i>Survey item</i>	<i>Poor (1)</i>	<i>Fair (2)</i>	<i>Good (3)</i>	<i>Very Good (4)</i>	<i>Excellent (5)</i>
Preparation for practicum	12.4	43.0	33.8	9.1	1.7
Integration of theory to practice	9.9	14.0	29.8	29.8	15.7
Communication between site and CPS	20.1	13.2	15.7	17.3	17.3
On-site supervision rating	9.1	14.9	13.2	25.6	29.8
CPS supervision rating	6.6	5.0	14.9	31.4	38.8

\*Numbers in cells correspond to percentages of students endorsing each Likert response.

Not all students responded to all items, therefore rows may not add up to 100%.

Year 2 practicum

<i>Survey item</i>	<i>Poor (1)</i>	<i>Fair (2)</i>	<i>Good (3)</i>	<i>Very Good (4)</i>	<i>Excellent (5)</i>
Preparation for practicum	17.0	14.6	34.1	34.1	0.0
Integration of theory to practice	0.7	9.8	22.0	34.1	24.4
Communication between site and CPS	14.6	7.3	9.8	31.7	22.0
On-site supervision rating	9.8	14.6	9.8	26.8	39.0
CPS supervision rating	2.4	9.8	14.6	22.0	46.3

\*Numbers in cells correspond to percentages of students endorsing each Likert response.  
Not all students responded to all items, therefore rows may not add up to 100%.

**Challenges:**

None

**Additional Comments:**

None

## **COLLEGE OF DENTAL MEDICINE**

### *(Enhancing Dental Student Engagement in Clinical Extramural Rotations)*

Gimol Thomas George, EdD, Director

Steven Kelner, DMD, Alternate Director

#### **Stage of implementation:**

During the academic year 2010-11, the College of Dental Medicine (CDM) administered several evaluations to assess its learning outcomes. The assessment shows that the majority of the learning outcomes have met or exceeded the College's expectations; therefore, improvement related to these learning outcomes is not necessary at this time. As part of the Quality Enhancement Plan, the CDM's Student Competency Document was revised to improve student learning. The CDM followed a discipline-based clinical curriculum for several years. A high number of patient transfers and micro-level management of treatment plans were identified as major issues with the discipline-based clinical curriculum. In order to rectify this situation and improve the effectiveness of CDM's clinical training, the Team Leader System was developed and implemented during the 2009-10 academic year. There are eight (8) teams, each of which has 32 students assigned and two (2) team leaders per group. Each team leader is a faculty member in either the Cardiology and Restorative Dentistry Section or Prosthodontics Section. In addition to the team leaders, each team also includes one (1) Periodontics and one (1) Dental Hygienist. The CDM is currently in the process of developing and instituting various evaluations to measure the effectiveness of the Team Leader System.

During the 2010-11 academic year, Dean Robert Uchin appointed the Curriculum Committee (which includes faculty members from various CDM sections) to oversee the ongoing Faculty Standardization process. A faculty standardization needs assessment was conducted to identify the teaching areas that require immediate attention. Curriculum Committee members will be meeting with each CDM faculty member to ensure that optimal faculty standardization as outlined by the Section Chair exists; i.e., that faculty members are following the same procedures in their teaching activities as other faculty members in their sections. At the beginning of the 2011-12 academic year, the CDM initiated a new extramural rotation site to add additional clinical experiences to the curriculum and thereby improve the students' clinical training. The students' experience at this new extramural rotation will be evaluated during the Summer 2012 semester. In addition, new dental chairs and equipment have been added at the College's existing extramural rotation sites to enhance the students' clinical experience. The CDM will monitor the status of all of its learning outcomes annually to ensure high achievement.

#### **Challenges:**

The CDM continues to have challenges in selecting Team Leaders who have appropriate leadership skills. Faculty standardization has been an ongoing issue with the CDM's Clinical Extramural Rotations. As these rotations are often staffed by CDM adjunct faculty members, the faculty standardization process at the CDM's multiple rotation sites has proven to be complex due to the variability in clinical techniques utilized by these faculty members in their practices. In addition, it is anticipated that it will be difficult to get some faculty members to participate in the QEP processes due to their heavy schedules.

**Assessment Data:**

Assessment data gleaned from the 2010-2011 academic year for the learning outcome related to students' satisfaction with their clinical extramural rotations and community service programs shows that more than 85% of students are satisfied with the faculty performance at the rotations, as well as with the overall clinical extramural rotation itself. Assessment data for the learning outcome related to students' utilization of language and cultural skills learned prior to participation in extramural rotations shows that more than 90% of students received at least a "Satisfactory" rating on their ability to communicate and treat patients who speak a foreign language and who have a different cultural background. The CDM's Patient Satisfaction Survey results show that more than 90% of patients have agreed that their student dentists communicated with them effectively. The Team Leader System's overall effectiveness will be evaluated during the Summer 2012 semester.

**Additional Comments:**

The CDM is committed to analyzing this assessment data in order to make any changes that will be necessary to conduct an effective QEP program and improve the quality of the academic program.

## **COLLEGE OF OPTOMETRY**

*(Enhancing Optometry Student Engagement in Clinical Externships)*

Melanie A. Crandall, OD, FAAO, Director

Julie Rodman, OD, FAAO, Alternate Director

### **Stage of implementation:**

The new assessment/grading rubric that was developed during the early part of year 1 of our QEP is being used for both our third year clinic and externship sites. Feedback seems to indicate that the rubric is working better in the fourth year setting of the externship sites. Participation with the form markedly improved in 2010, and now all sites are “on board” with the new system.

The form is also being used in our third year primary care clinic. We have received a cacophony of complaints from students about the grading rubric for the third year clinic. It is generally perceived by students as capricious and unfair.

As an unplanned extension of our original QEP, we have established a web board for students to provide in-depth information about the externship sites they attended; this will be maintained for future classes, so students will have another source of information prior to choosing their sites. The database is slowly building, and we are actively seeking input from students on how to further improve the process. The current class that has their externship selection at the end of this month should benefit from these efforts. The plan is to survey them at the end of their third year and not wait for the fourth year congress as has been our practice.

### **Assessment Data:**

The students surveyed during 2009 overwhelmingly preferred the new grading rubric. Since that time, that cohort of students has graduated. Students who did not experience the “old” method have brought up a number of issues and problems with the rubric for the third year clinic. It has been stated that it is used by faculty in a capricious manner.

Direct measures, student performance on Florida Board and Part III of the National Board of Examiners in Optometry exam have been favorable. The May 2011 administration of Part III yielded a 99% passage rate for NSU College of Optometry (COO) Students. Florida does not directly report FL board results but antidotal reports are similar.

### **Challenges:**

Informal surveys of the site directors have yielded no questions, challenges, or complaints. The challenge for the third year primary care clinic is to modify the rubric so it can be a more effective assessment tool. The performance expectations should be clear to both students and clinic instructors and the rubric should be perceived as a more objective tool to both.

### **Future:**

In December of 2011 we will convene a group with representatives of all stakeholders to improve the grading rubric for the third year clinic. Faculty, students and administration will participate in its re-design. This improved rubric should be used starting in January of 2012.

### **Additional comments:**

The COO has consistently valued self-examination and continuous improvement. Creating an effective rubric for the third year clinic should be viewed as a process. We will continue to make improvements that motivate student learning and performance.

## **GRADUATE SCHOOL FOR HUMANITIES AND SOCIAL SCIENCES**

*(Enhancing the Practicum Experience for SHSS Students and Supervisors)*

James Hibel, PhD, Director

Dustin Berna, PhD, Alternate Director

### **Stage of implementation:**

The SHSS Quality Enhancement Project for the Graduate School of Humanities and Social Sciences (SHSS) focuses on enhancements to the experiences of SHSS students, supervisors of students, and alumni around their practicum experiences in placements outside the university while in their degree programs. The project is designed in three phases.

Phase one is designed to assess the experiences and needs of students who had been in these practica over the prior year, including the supervisors of these students and alumni of the program. This phase has been completed and the results of these surveys are presented in the report of 1/30/2009.

The second phase involves the transmission of these results to appropriate stakeholders, primarily the chairs of each department and the Dean, the utilization of these results in the development of initiatives designed to enhance the experiences of students, supervisors and alumni, and the implementation of these initiatives. During this phase, baseline data are also collected and encoded into a database regarding student performance and comments of supervisors during the previous two years of practicums. This phase has been completed and is discussed in greater detail below.

Phase three involves the assessment of the outcome of the initiatives enacted by the three departments by comparing baseline data on student performance and supervisors comments with similar assessments made following the implementation of initiatives. Preliminary assessments of the impact of these initiatives are reported below. Further assessments will be made in summer 2012 following modifications and additions to the interventions subsequent to this analysis.

Phase two was initiated in February, 2009 through the dissemination of the prior report containing the results and interpretation of the survey administrations. The reports were sent to the chairs of each of the three departments within SHSS and to the Leadership Team of the School. A meeting was held with Dr. Judith McKay who is in charge of practicums for the Department of conflict Analysis and resolution (DCAR) and the Department of Multidisciplinary Studies (DMS) and Dr. Tommie Boyd, the Chair of the Department of Family Therapy (DFT) to clarify and discuss the results of the surveys. In March 2009, follow up meetings were held with each individual to discuss the aspects of the survey that were most meaningful to them and to discuss their preferred enhancement initiatives.

During this time, Supervisor reports were collected for External Practicums for two years prior to the academic year 2009, when the first interventions were initiated, and for academic year 2009, after the first initiatives had been implemented. Comparisons were made between supervisor reports of student performance prior to and after the implementation of these initiatives. These results are reported below including discussions related to each of the three academic units within SHSS.



**Assessment data:****DCAR and DMS initiatives**

Based on initial surveys of supervisors, students and alumni, DCAR and supervisors expressed overall high degrees of satisfaction with students, and students and alumni expressed high degrees of satisfaction with the program. The aspect of the survey that was most relevant to DCAR and DMS administrators was a theme expressed by supervisors expressing that they would have liked enhancement in the “professionalism” of students. This included dress, timeliness, attention to policy at their sites and attention to paperwork. In order to enhance the perceptions of these supervisors and, in turn to enhance the perceived performance of the students, DCAR developed interventions at several points during their Residential Institutes.

Residential Institutes are six day long institutes presented twice annually, once in October and once in February, to DCAR and DMS students, the majority of whom are online and who live at distance to the campus. During the institute, students are apprised of resources available to students, attend keynote presentations designed to educate and generate enthusiasm for their profession and social events designed to enhance the students’ sense of community. Most students also participate in residential components to their online courses to facilitate community within courses and to permit direct contact with professors. In addition, seminars and discussions are held with each cohort on professional aspects of their professions. Specific content was added and elaborated on during these professional seminars to highlight the importance of the professional issues noticed in the supervisory surveys.

During the Residential Institute (RI) in October 2009 when the Practicum I and II classes met on campus additions were made to the module on professionalism. Topics included:

1. Preparation to engage in practicum and other work sites
2. Observance of practicum and work setting norms such as dress, communication
3. Functioning as part of a team
4. Defining and maintaining professional standards
5. Meeting goals and obligations, including timeliness and task completion

Practicum advising sessions are also scheduled during RI and at other times during the academic year. These sessions are designed to assist students not yet in the practicum sequence to prepare for practicum and to select appropriate sites based on their academic and professional goals. In light of the aforementioned information from the survey these sessions have been enhanced to include the above topics. Moreover in individual advising sessions with students preparing to begin practicum more emphasis is now placed on professional preparation to enter practicum sites, particularly with students with limited or no prior professional experience.

The table below summarizes results for items where supervisors rated practicum students on professionalism. Students were rated on a scale off 1 – 3, with 3 being excellent.

DCAR MS and PHD Pre and Post Intervention Scores

<i>Item</i>	<i>Mean Score Pre Intervention April 2009 (N=26)</i>		<i>Mean Score Post Intervention (N=20)</i>	
Application of substantive conflict resolution knowledge score	2.8	76% scored 3	2.9	90% scored 3
Application of practical conflict resolution skills score	2.8	81% scored 3	2.9	90% scored 3
Professional character and demeanor score	2.9	89% scored 3	3	100% scored 3
Collaborative teamwork performance score	2.8	81% scored 3	3	100% scored 3

Differences were in the anticipated direction of increased scores for all four areas assessed, though students were highly evaluated even before the initiatives. During academic year 2010-11 the department is instituting further initiatives of this kind at residential Institute and online to further these enhancements.

During 2011, DCAR and DMS continued with the above initiatives. In addition, students were provided with enhanced information regarding introduction to sites, site personnel, and site cultures. They were also specifically provided with information regarding understanding the written and unwritten workplace rules and policies. During the practica, the courses have added new sections related to careers and career planning as well. The Practicum Coordinator has also increased her contact with sites and site supervisors. This contact is via email and telephone for those out of the South Florida area. For those sites located in South Florida, site visits have been increased.

**DFT initiatives**

Supervisors of DFT students expressed overall high levels of appreciation for supervisees and students expressed overall high degrees of satisfaction with the training received in the program through practicums. The aspect of the survey that was most relevant to DFT in developing enhancements was the apparent lack of clarity on the part of supervisors about what characteristics of Family Therapist distinguish them from students they might be supervising from other disciplines, and the wish of students to be clearer about how to integrate into these professional settings. In order to enhance these aspects of the program DFT elected to develop and institute a major addition to the Internship and Practicum fair held annually in April or May. Similarly to DCAR and DMS, “professionalism” issues were also a theme for Family Therapy (FT) supervisors.

The Internship and Practicum fair is an event designed to introduce a large number of agencies that are interested in hosting practicum students or doctoral interns within their agencies. All students eligible for practicum are required to attend the event. Initiatives were included in the event which took place in May of 2008 and again in May 2009. Each year, representatives of twenty current and potential practicum sites attended and forty-six students participated. Each of the agency representatives was

provided with an “owner’s manual” about SHSS Family Therapy students. This included a printout of a PowerPoint presentation in which Dr. Jim Hibel and Dr. Tommie Boyd discussed the belief systems and training of FT students, the nature and distinguishing aspects of FT training, including live supervision and a description of DFT’s expectations of students while in external Practicum. Attendees were presented with an overview of the findings from the QEP survey, thanked for their participation and informed that the department intended to stay closely in touch with supervisors to ensure that their needs were being met and that they were best able to access the unique contributions of DFT students. In addition, attendees were provided with a copy of the American Association for Marriage and Family Therapy core competencies which operationalize the competencies of Marriage and Family therapists, and faculty bios to enhance collaboration between supervisors in the field and the faculty supervisors that students have during their practicums. In addition, students have been provided with increased specific attention to “professionalism” issues through orientations to Master’s practica and Practicum supervision, and through Doctoral Seminars at the doctoral level.

Supervisor rating scores were assessed for master’s students prior to and subsequent to the 2009 academic year. Items were selected regarding the supervisors’ assessments of therapy and professional skills. These findings are summarized in the table below. Items were rated on a 1-5 scale with 5 representing the highest rating. Number and percentage of students receiving “A”s in Practicum are also compared.

<i>Item</i>	<i>Mean Score Pre Intervention April 2009 (N=171)</i>	<i>Mean Score Post Intervention (N=73)</i>
Grade	A 129 (75%)	A 64 (87%)
Conduct themselves in a professional and effective manner	4.8 76% scored 5	4.8 84% scored 5
Empathically communicate	4.9 85% scored 5	4.9 90% scored 5
Solicit and implement supervision for learning	4.7 76% scored 5	4.8 80% scored 5
Understand and respect multiple perspectives	4.8 80% scored 5	4.8 85% scored 5
Follow site policies	4.8 80% scored 5	4.8 85% scored 5
Participate in the practicum site as a valued and professional employee	4.8 86% scored 5	4.9 86% scored 5
Balance supervision from multiple sources	4.8 84% scored 5	4.8 86% scored 5
Articulate a coherent therapeutic orientation	4.6 63% scored 5	4.5 47% scored 5

<i>Item</i>	<i>Mean Score Pre Intervention April 2009 (N=171)</i>		<i>Mean Score Post Intervention (N=73)</i>	
Access the appropriate	4.9	85% scored 5	5	96% scored 5
Work independently and accurately assess the need for supervisory direction	4.8	80% scored 5	4.8	81% scored 5
Responsible in fulfilling assignments as directed by supervisor	4.8	80% scored 5	4.8	84% scored 5
Able to develop a theme or focus to organize therapeutic direction	4.6	63% scored 5	4.5	51% scored 5
Articulate client issues in clear, concise manner	4.8	78% scored 5	4.8	81% scored 5
Open to constructive feedback from supervisor	4.9	91% scored 5	4.9	93% scored 5
Presents a clear understanding of client-therapist boundaries	4.8	83% scored 5	4.9	92% scored 5

All items except for two articulate a coherent therapeutic orientation and develop a theme showed either improvement or no change over the comparison period. It is notable that supervisors generally rated students highly initially, with all average ratings falling between 4.6 and 5.0 on the 5 point scale. Improvements were seen in the percentage of supervisors giving students the highest ratings. The department intends to continue to implement these initiatives and has enhanced them both at the Internship Fair and during course work and student orientations.

For 2011, DFT has continued with the above initiatives during the Practicum Fair. To additionally enhance relationships between the department and the supervisors, every site is visited at least once by the Practicum Coordinator during each trimester. Further, prior to enlisting a site, a face to face visit is made at the site between the supervisor at the site and the practicum coordinator.

**Challenges:**

None

**Additional Comments:**

None

## **SHEPARD BROAD LAW CENTER**

*(Enhancing Part-time Law Student Engagement in Clinical Practica and Related Offerings)*

Judith Karp, JD, Director

Nancy Sanguigni, MBA, Alternate Director

### **Stage of implementation:**

The Quality Enhancement Plan (QEP) for the Shepard Broad Law Center of Nova Southeastern University provides that “the Law Center will improve part-time students’ access to, and utilization of, clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering opportunities) that can serve as meaningful substitutes for clinical practica.” The three learning outcomes that the Law Center hopes to achieve as a result of implementation of its QEP are: (1) increased familiarity by part-time students with the Law Center’s clinical practica and related offerings; (2) enrollment by part-time students in the Law Center’s clinical practica and related offerings; and (3) demonstration by part-time students who enroll in clinical practica and related offerings of the legal skills that are necessary for modern legal practice. Following a series of meetings in 2009, the Law Center’s original QEP was modified to include “lectures or workshops during the academic year that are designed to introduce part-time students to the Law Center’s clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering activities) that can serve as meaningful substitutes for clinical practica.”

### **Assessment Data:**

*Learning Outcome 1 – Familiarity with Clinical Practica and Offerings*

To expand and upgrade the efforts in providing our part-time students with flexibility of examining, collecting and absorbing information about our clinical practica and offerings, the Office of Clinical Programs and the NSU Law Center Library and Technology Department recorded individual presentations by the directors of each of the various clinics. These presentations along with a PowerPoint prepared by the Assistant Dean of Clinical Programs replace the clinic lottery informational meetings that were previously recorded and made available to part-time students through a Legal Replay link. The video presentations are available on the Law Center student intranet website. Part-time students can access the clinical information at their convenience, at any time of the day as meet the needs of their part-time schedules and with these presentations substituting the clinic lottery meeting, part-time students are provided the same access to the information as full-time students.

Sample links are provided below along with Clinic Lottery Selection data:

- General Clinical Programs Overview - Nancy Sanguigni - [Presentation](#) **(Click on the forward button to advance to the next slide)**
- Alternative Dispute Resolution (ADR) - Professor Tetunic - <http://www.youtube.com/watch?v=8A3wW00xxug>

<b><i>Clinic Lottery Selection</i></b>	<b><i>Total Students</i></b>	<b><i>Full-time Program</i></b>	<b><i>Part-time Program</i></b>
October 2011	220	207	13
October 2010	211	196	15
October 2009	245	224	21
October 2008	176	170	6

*Learning Outcome 2 – Participation in Clinical Practica and Offerings*

The law center is continuing to expand clinical practica and related offerings that increase the opportunity for participation in clinical offerings for part-time students. In 2010, the law center was visited by the ABA inspection site team which reported that the externship programs’ flexibility adequately accommodates students who want a clinic experience. In 2011, a bankruptcy clinic program was approved for implementation. Currently, a committee comprised of members of the law faculty is considering a proposal for additional clinical offerings for full and part-time students in the area of veterans’ affairs.

All students in their final year of law school are required to attend class sessions and complete two courses to facilitate mastery of the skills necessary for effective study for the bar examination and success in the practice of law for Advanced Legal Analysis Workshop and Advanced Legal Analysis Lab. Clinic students are provided flexibility in meeting this requirement while they are involved in their clinic placements by enrolling and completing the class sessions and assignments online. Another opportunity for clinical skills development in an online environment is a skills simulation workshop on negotiating techniques. Part-time students have enrolled in the online workshop while simultaneously participating in the part-time clinic experience. These online components enable part-time students to participate in clinical offerings while completing other academic requirements.

A number of presentations were held for students during the Winter 2011 and Fall 2011 semesters through the Law Center Career Development Office hosted by Assistant Dean Robert Levine. Attendance of both full-time and part-time students was strongly encouraged and students attending a number of the sessions received a professionalism certificate for their participation. Several presentations were held during the early evening hours to particularly accommodate our part-time evening students. Topics for the fall 2011 presentations included: Interview Savvy and Networking Etiquette; Job Search Strategies, Judicial Clerkship Information Session, Alternative Legal Careers, and Public Interest Law Day. Presentations are also recorded and available to all students electronically through our website. Since students could attend live presentations or watch presentations on-line, and although participation was encouraged, it was not required. Data for attendance at these presentations was not collected.

The following is the data for simulation courses, clinical courses, and skills competitions for the prior four academic years.

<b>Academic Year 2010 - 2011</b>		<b>Full-time Program</b>	<b>Part-time Program</b>
Number of positions available in simulation courses:	1408		
Number of positions filled in simulation courses:		970	278
Number of positions available in faculty supervised clinical courses:	100		
Number of positions filled in faculty supervised clinical courses:		28	17
Number of students involved in field placements:		58	26
Number of students involved in law journals:		92	12
Number of students involved in interschool skills competitions:		59	11
Number of students enrolled in independent study:		23	23

<b>Academic Year 2009 - 2010</b>		<b>Full-time Program</b>	<b>Part-time Program</b>
Number of positions available in simulation courses:	1334		
Number of positions filled in simulation courses:		901	266
Number of positions available in faculty supervised clinical courses:	110		
Number of positions filled in faculty supervised clinical courses:		29	2
Number of students involved in field placements:		69	6
Number of students involved in law journals:		100	10
Number of students involved in interschool skills competitions:		72	5
Number of students enrolled in independent study:		31	12

<b>Academic Year 2008 - 2009</b>		<b>Full-time Program</b>	<b>Part-time Program</b>
Number of positions available in simulation courses:	1410		
Number of positions filled in simulation courses:		935	172
Number of positions available in faculty supervised clinical courses:	190		
Number of positions filled in faculty supervised clinical courses:		70	31
Number of students involved in field placements:		95	8
Number of students involved in law journals:		98	18
Number of students involved in interschool skills competitions:		59	2
Number of students enrolled in independent study:		27	5

<b>Academic Year 2007 - 2008</b>		<b>Full-time Program</b>	<b>Part-time Program</b>
Number of positions available in simulation courses:	1325		
Number of positions filled in simulation courses:		896	167
Number of positions available in faculty supervised clinical courses:	160		
Number of positions filled in faculty supervised clinical courses:		51	12
Number of students involved in field placements:		119	9
Number of students involved in law journals:		95	10
Number of students involved in interschool skills competitions:		55	2
Number of students enrolled in independent study:		26	9

*Learning Outcome 3 – Demonstration of Legal Skills*

The Program Review Committee at the Law Center has undertaken a review of the clinical programs. The report along with its recommendations will be discussed with clinic faculty as well as the full faculty.

**Additional Comments:**

The previous data is available and additional formal assessment tools and processes will be developed in conjunction with an assessment of the Program Review Committee’s report on clinical programs. These assessment tools will evaluate whether clinic students have achieved student learning outcomes in their clinica practica and related offerings.

Part-time students have been represented in pro bono activities as well as through our public interest law group. Students are recognized through their work for public service or government organizations while enrolled in law school. The program provides information, resources and acknowledgement to students who are interested in serving the community through public interest law.

**Challenges:**

The Law Center realizes that part-time evening students have interests and needs that may be different than day students. Additionally, we understand that part-time students have many demands on their time and schedules. By focusing on additional ways to accommodate part-time students, we hope to expand offerings that can serve as meaningful substitutes for clinical practica as well as have the potential to enhance the engagement and learning of a larger number of part-time students.



## **APPENDIX A**

### Indirect Assessment Measures: Student Engagement Survey Data

<b>QEP Strategy: Scholarship and Research</b> Percentage of students rating this item a "5" (Strongly agree)					
<b>C2877. Offers significant opportunities to do scholarly research with faculty</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
College of Pharmacy	22.6	17.7	21.8	25.3	28.3
Oceanographic Center	14.0	13.3	11.5	-	19.0
College of Allied Health and Nursing	17.4	16.8	34.6	28.8	33.3
Mailman Segal Center	-	-	-	-	-

<b>QEP Strategy: Scholarship and Research</b> Combined percentage of students rating this item a "4" (Agree) and a "5" (Strongly agree)					
<b>C2877. Offers significant opportunities to do scholarly research with faculty</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
College of Pharmacy	57.8	58.2	57.3	60.9	67.3
Oceanographic Center	38.0	47.7	43.3	-	49
College of Allied Health and Nursing	46.1	45.1	60.6	61.8	68.3
Mailman Segal Center	-	-	-	-	-

<b>QEP Strategy: Dialogue and Exchange</b>					
Percentage of students rating this item a "5" (Strongly agree)					
<b>C2861. Students can always freely share their views with the faculty</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
College of Medical Sciences	16.7	-	-	-	-
College of Osteopathic Medicine	15.4	13.2	22.6	20.6	20.2
Farquhar College of Arts and Sciences	27.0	26.3	34.6	31.5	30.5
Fischler School of Education and Human Services	25.1	22.0	40.1	35.5	32.6
Graduate School of Computer and Information Sciences	25.5	20.3	38.7	32.5	33.6
School of Business and Entrepreneurship	25.9	21.6	39.6	37.7	35.4
University School	-	-	13	-	-

<b>QEP Strategy: Dialogue and Exchange</b>					
Combined percentage of students rating this item a "4" (Agree) and a "5" (Strongly agree)					
<b>C2861. Students can always freely share their views with the faculty</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
College of Medical Sciences	50.0	62.5	-	-	-
College of Medicine	69.6	59.6	58.3	64.6	55.9
Farquhar College of Arts and Sciences	78.5	72.5	70.8	70.8	65.3
Fischler School of Education and Human Services	79.5	66.6	75.8	72.3	70.2
Graduate School of Computer and Information Sciences	76.2	66.9	73.7	66.2	68
School of Business and Entrepreneurship	79.7	66.6	73.2	77.6	74.7
University School	-	-	42	-	-

<b>QEP Strategy: Clinical Experiences</b> Percentage of students rating this item a "5" (Strongly agree)					
<b>C2876. Clinical experiences and work application are highly encouraged as part of learning</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
Center for Psychological Studies	39.7	39.1	57.2	55.3	62.4
College of Dental Medicine	-	25.4	35.5	39.5	35.5
College of Optometry	27.0	36.7	49.1	43.8	54.4
Graduate School of Humanities and Social Sciences	37.7	36.6	62.8	51.2	60.0
Shepard Broad Law Center	20.3	20.4	38.3	33.7	35.3

<b>QEP Strategy: Clinical Experiences</b> Combined percentage of students rating this item a "4" (Agree) and a "5" (Strongly agree)					
<b>C2876. Clinical experiences and work application are highly encouraged as part of learning</b>					
<b>Academic Unit</b>	<b>2011</b>	<b>2010</b>	<b>2009</b>	<b>2008</b>	<b>2007</b>
Center for Psychological Studies	78.0	81.2	88.1	86.9	93.6
College of Dental Medicine	-	69.5	69.4	71.8	77.7
College of Optometry	82.8	79.8	86.7	81.7	83.0
Graduate School of Humanities and Social Sciences	66.5	67.2	89.2	87.6	88.0
Shepard Broad Law Center	54.7	56.7	74	69.5	78.2

## **APPENDIX B**

### QEP Matrixes

## **RESEARCH AND SCHOLARSHIP**

College of Allied Health and Nursing

College of Pharmacy

Mailman Segal Center

Oceanographic Center

**COLLEGE OF ALLIED HEALTH AND NURSING**

Enhancing academic engagement through scholarship and research	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	Indirect	
Students will perceive benefit from the ability to share research interests between students and faculty of the various programs in the College of Allied Health and Nursing.	Satisfaction with research assistance and collaboration. Satisfaction with center in general.		Locally developed survey instrument administered through WebCT.	Will assist in developing focused assistance methods in the area of research. Will allow planning an implementation of new assistance programs within the Research center.
Students will demonstrate knowledge of the procedures necessary to obtain IRB approval for their research.	Knowledge of research, human subjects and IRB procedures.	Successful completion of CITI training program (certificate must be submitted through research center).	WebCT quiz on IRB procedure.	Submission of CITI certificate will allow the College to assure training has been successfully completed. Results of the quiz will provide information on areas needing improvement.
Students will actively engage in discussion about research interests and projects with other students and faculty in the student/research faculty center.	Measure of student and faculty interaction on discussion board.	Measure of frequency of access and number of posts (quantitative) Measure of quality of discussion (qualitative).		Themes identified through discussion posts analysis will indicate students' areas of interest. This will help the unit provide more adequate research opportunities to its students.
Students will feel an increase in their level of academic engagement and opportunities for scholarly exchanges in the college.	Measure of student satisfaction with the resources and opportunities in the student/faculty research center.	Satisfaction survey through WebCT.		Data will allow the college to evaluate the effectiveness of the student center in meeting its goal of enhancing academic engagement.

**COLLEGE OF ALLIED HEALTH AND NURSING (CONT.)**

<b>Enhancing academic engagement through scholarship and research</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in scholarship and research through publication in peer reviewed journals, presentations or posters at professional conferences.	Number of student /faculty publication, presentations and/or posters. Collaborative publication is a goal of the center.	Direct counting exercise based on student answers to a specific survey question.	Locally developed survey within WebCT to measure perceived benefits of collaboration.	The number of manuscripts submitted, the number of manuscripts published, presentations at a conference or posters will assist the college in gauging the volume of student / faculty research collaboration. Further, survey data will guide the college in the development of publication/presentation assistance.



**COLLEGE OF PHARMACY**

<b>Enhancing academic engagement through scholarship &amp; research</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their understanding of the importance of research to the nation's health, and the advancement of pharmaceutical knowledge and practice	<ol style="list-style-type: none"> <li>1. Student attitudes and interest related to research and scholarly activities.</li> <li>2. Number of students expressing interest in research and scholarly activities.</li> <li>3. Effect of interventions on student attitudes and interest related to research.</li> </ol>		Evaluation through a Student Attitudes and Interest Survey Administered at the beginning of the curriculum (baseline); after an informational session (P1 year); after actual research involvement; and after poster projects (P3 year).	<p><u>Students:</u> Student attitudes and interest related to research will be measured and used to help target students for involvement in faculty research projects. Survey will be administered pre and post information session to determine whether the information provided affects student attitudes and interest related to conducting research.</p> <p><u>Faculty:</u> Survey results will be used to target students expressing interest in participating in faculty research opportunities. Longitudinal data will be reviewed to determine if student attitudes and interest related to scholarship change after the information session, direct involvement, and poster session activity. These results will be used to determine whether curriculum and/or course objectives should be modified</p>
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their knowledge of scientific research and methodologies.	<ol style="list-style-type: none"> <li>1. Pharmacy student knowledge of scientific research and methodologies.</li> <li>2. Faculty assessment of student knowledge of scientific research and methodologies.</li> <li>3. Student reflection on the research experience.</li> </ol>	Evaluation conducted using a rubric covering knowledge outcomes for scientific research and methodologies. Rubric will be used for faculty assessment and for student self-assessment.	Portfolio-style assessments pre-, during, and post research experience, which will provide student reflection of both experience and assessment results.	<p><u>Students:</u> Individual student knowledge of scientific research and methodologies will be assessed by both participant and faculty mentor. Student reflections written in the portfolio will provide the student longitudinal information on which to assess personal growth in the area of scientific research and methodologies. These skills are considered important for life-long learning.</p> <p><u>Faculty:</u> Impact of research experience on knowledge of scientific research and methodologies will be assessed to determine whether curriculum and/or course objectives should be modified. Review of student self-assessments and portfolio reflections will be used to improve research experiences for future students and to identify ways to increase student involvement in research.</p>

**COLLEGE OF PHARMACY (CONTINUED)**

<b>Enhancing academic engagement through scholarship and research</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.	<ol style="list-style-type: none"> <li>1. Pharmacy student research skills.</li> <li>2. Faculty assessment of student research skills.</li> <li>3. Student reflection on the research experience.</li> <li>4. Numbers of students continuing into research-based careers.</li> <li>5. Number of presentations and publications including students as co-authors.</li> </ol>	<p>Evaluation conducted using a rubric to assess performance of research skills.</p> <p>Rubric will be used for faculty assessment and for student self-assessment.</p> <p>AACP Exit Survey &amp; AACP Alumni Survey</p> <p>Compilation of student authored presentations and publications.</p>	<p>Portfolio-style assessments pre-, during, and post research experience, which will provide student reflection of both experience and assessment results.</p>	<p><u>Students:</u> Individual student performance of research skills will be assessed by both participant and faculty mentor. Student reflections written in the portfolio will provide the student longitudinal information on which to assess personal growth in the area of research skills. Increased student engagement in research should be evident through increased numbers of students entering research-based careers as noted in the AACP Surveys and publications/presentations including students as co-authors.</p> <p><u>Faculty:</u> Impact of research experience on student performance of research skills will be assessed to determine whether curriculum and/or course objectives should be modified. Review of student self-assessments and portfolio reflections will be used to improve research experiences for future students, to identify ways to increase student involvement in research, and to encourage interested students to publish and pursue research-related careers in pharmacy.</p>

**MAILMAN SEGAL CENTER**

<b>Enhancing academic engagement through scholarship and research</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing presentation of cases and research projects at conventions	Annual count of presentations.  Student satisfaction measure.	A tracking form to measure frequency of students' submissions and acceptance of presentations to local, state and national conferences.	A questionnaire will be developed to ask students their perception of factors that facilitated or prevented them from submitting and presenting their work at conferences.	The total count of presentations will help determine if student academic engagement in scholarship and research is being accomplished. The expectation is for the number to increase. The process of engaging students in research will be assessed to determine aspects not supportive of student engagement and revisions will be made. Students' responses will provide information about the factors supporting or preventing the ability to submit and present work.
Students will demonstrate enhanced academic engagement in their scholarship and research by improving participation in staff research projects.	Supervisor assessment and self-assessment through locally developed rubrics.	A locally developed rubric will be used to track the level of competence in research accomplishments. Included in the rubric are measures for implementation, data collection, data analyses, entry, report writing, and data dissemination. The individualized rubric includes goals for tracking the mastery of predetermined criteria.	A questionnaire will be developed to ask students their perception of factors that facilitated or prevented them from participating in the different aspects of the research process.	The assessments will be administered at different points during the student practicum or internship experience to assess student participation. Responses will help in the identification of processes supporting or impeding participation. The rubric will help ensure student engagement in all aspects of the research process. Modifications may be made to ensure engagement and participation.
Students will demonstrate enhanced academic engagement in their scholarship and research by improving the quality and quantity of research proposal submissions for grant funding.	Annual count of proposals submitted and accepted, and the use of locally developed instruments.	A tracking form to record frequency of students' submission and acceptance of research proposals for grant funding.	A questionnaire to assess students' perception of factors that facilitated or prevented the ability to write and submit a proposal for grant funding.	The total count of proposals submitted will help determine if this aspect of engagement is being accomplished. If no increase is observed, then support and guidance provided to students to submit proposals will be re-evaluated and adapted. The questionnaire will provide information about the effectiveness of student/faculty collaboration and will inform about areas that might need modification.

**OCEANOGRAPHIC CENTER**

<b>Enhancing academic engagement through scholarship and research</b>	<b>Instruments</b>		<b>Anticipated use of data to improve student learning</b>
	Direct	Indirect	
Students increase their professional and social interactions with fellow students and faculty.	Attendance at the non-mandatory Distinguished Marine Scientist seminar will be tracked.	Students will submit a post-seminar critique of the seminar.	Data regarding student attendance and their feedback from the self-report surveys will assist faculty in developing new programmatic components designed to facilitate professional and social interactions between faculty and students.
Students will increase their understanding of scientific research, methods and presentation techniques.	Calculation of changes over time in learning outcomes rubrics as a measure of whether student understanding of scientific research, methods, and presentation techniques has increased.		Data regarding changes in learning outcomes rubrics over time will inform faculty decisions regarding curricular modifications.
Students will increase their involvement in research with faculty.	<p>1) Calculation of the number and percentage of students completing the thesis track compared to the capstone track.</p> <p>2) Calculation of the number of thesis-derived peer-reviewed publications.</p>		Data regarding the number students completing the thesis track compared to the capstone track, as well as the number of thesis-derived peer-reviewed publications will inform faculty decisions relative to curricular and programmatic changes, such as seminar topics and speakers.

## **DIALOGUE AND EXCHANGE**

College of Medical Sciences  
College of Osteopathic Medicine  
Farquhar College of Arts and Sciences  
Fischler School of Education and Human Services  
Graduate School of Computer and Information Sciences  
Huizenga School of Business and Entrepreneurship  
University School

**COLLEGE OF MEDICAL SCIENCES**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement by improved performance in didactic courses.	Track grades in each course	Final grade reports		CMS QEP Committee will review data, and if necessary, modify existing protocols for mandatory instructor-led discussion/review sessions.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by student reported faculty/student interactions.	Student evaluation of the CMS QEP program	Student instructor evaluations Student course evaluations		CMS QEP Committee will review data and present analysis to the administration and faculty.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by faculty reported interactions.	Faculty evaluation of the CMS QEP program	Faculty student evaluations		CMS QEP Committee will review data and present analysis to the administration and faculty.

**COLLEGE OF OSTEOPATHIC MEDICINE**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by increased student-faculty interactions	Student s' perception of overall faculty availability	Senior Survey Academical Society (A.S.) Survey	Participation in A.S. events Faculty Log	Academical Society (A.S) Steering Committee will review data and present analysis to administration and Faculty Council for input and modifications to system.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by enhancing student-student interaction, particularly across classes (years of enrollment).	Student's participation in A.S. events	A.S. Survey NSU Community Service Database	Number of students participating in each event Number of students participating in academic support activities	A.S. Steering Committee will review data and make modifications as needed.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by facilitating professional development.	Number of Community Service Events Participation at Guest Speaker Events	Senior Survey NSU Community Service Database	Number of guests speakers at society meetings	A.S. Steering Committee will review data and recommend additional programs in needed.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by providing a sense of community for students, faculty, and alumni.	Student's perception of COM support and involvement in their education	Senior Survey A.S. Survey	Overall participation in COM events	A.S. Steering Committee will review data and present analysis to Student Leadership Council, administration and Faculty Council for input and recommended modification, if needed.

**FARQUHAR COLLEGE OF ARTS AND SCIENCES**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		Direct	Indirect	
Students will demonstrate enhanced academic engagement by perceived increased comprehension of new material.	Perceived and performance-based increase in the comprehension of new material*	Students' response on course evaluation item which targets measure. ("I was better able to comprehend new material because of course-related discussion. [Discussion is any personal academic interaction which might occur in the classroom or laboratory (if applicable), outside the classroom, in my professor's office, through electronic communications or telephone discussion with my professor and/or fellow classmates])".		1. For instructor: valuable data for assessing individual teaching methods 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit. 3. For Dean: valuable tool for assessing teaching effectiveness in the College. Provide opportunities for faculty development programming.
Students will demonstrate enhanced academic engagement by perceived increased ability to voice questions and feedback.	Perceived increase in the ability to voice questions and secure feedback. *	Students' response on course evaluation item which targets measure. ("I was better able to ask more questions and receive valuable feedback because of course-related discussion").		1. For instructor: valuable data for assessing individual teaching methods 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit. 3. For Dean: valuable tool for assessing teaching effectiveness in the College. Provide opportunities for faculty development programming.
Students will demonstrate enhanced academic engagement by perceived increased awareness of peer contributions to learning.	Perceived increase in the awareness of peer contributions to learning.*	Students' response on course evaluation item which targets measure. ("My interactions with other students in the course were enhanced by course related Discussion")		1. For instructor: valuable data for assessing individual teaching methods 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit. 3. For Dean: valuable tool for assessing teaching effectiveness in the College. Provide opportunities for faculty development programming.



**FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by actively engaging in solving real world problems.	<ol style="list-style-type: none"> <li>1. Student self-assessment</li> <li>2. Faculty assessment of students</li> </ol>	<ol style="list-style-type: none"> <li>1. Simulations evaluated by both faculty and student rubrics</li> <li>2. Individual course assignments with rubrics</li> </ol>	<ol style="list-style-type: none"> <li>1. Student course evaluations</li> <li>2. Advisory group feedback regarding the assignments</li> </ol>	<ol style="list-style-type: none"> <li>1. Faculty will evaluate the data, review existing curriculum and make changes, if required.</li> <li>2. Faculty will consult with an external advisory group to gain additional information regarding world of work realities and include the modifications in the curriculum, if required.</li> </ol>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by assuming major responsibility for their own learning.	<ol style="list-style-type: none"> <li>1. Student self-assessment</li> <li>2. Faculty assessment of students</li> </ol>	<ol style="list-style-type: none"> <li>1. Course assignments that foster independent learning and are based on synthesis and other higher level skills with rubrics.</li> <li>2. Student peer evaluations of course assignments using rubrics</li> </ol>	<ol style="list-style-type: none"> <li>1. Student course evaluations</li> <li>2. Faculty and student focus groups</li> </ol>	Faculty will review the feedback data and modify the curriculum, if required, to allow for appropriate opportunities for independent learning.

**GRADUATE SCHOOL OF COMPUTER AND INFORMATION SCIENCES**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by perceiving increased satisfaction with online interactivity included in campus-based courses.	<p>Student satisfaction of online interactivity (indirect measure)</p> <p>2. Quantity of interaction (direct measure)</p>	Instrument 2. Blackboard discussion forum reporting tool (access dates, contribution counts, other.)	Instrument 1. Locally developed survey to measure level of students' satisfaction to determine if the use of online tools increased access to their instructor and if the use of tools directly or indirectly enriched the learning experience.	Assessment data collected will be disseminated to faculty. Faculty will use the data to refine how they utilize online components in their on-campus courses.
Students will demonstrate enhanced academic engagement in their dialogue by perceiving a deeper understanding of the course content through online interaction.	<p>1. Student perceptions of discussion value (indirect measure)</p> <p>2. Faculty perceptions of discussion value (indirect measure)</p>		Instruments: Locally developed surveys (2) will measure the level of student (measure 1) and faculty (measure 2) perceptions of discussion value and if the use of discussion boards directly/indirectly led students to a deeper understanding of course content.	Assessment data collected will be disseminated to faculty. Faculty will use the data to refine how they utilize online components in their on-campus courses.

**HUIZENGA SCHOOL OF BUSINESS AND ENTREPRENEURSHIP**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		Direct	Indirect	
Students will demonstrate enhanced academic engagement by making meaningful original contributions to discussion of current and controversial topics in business.	Perceived engagement in online discussions and meaningful contributions	Student and faculty response on course evaluation item which targets measure (“I consistently made meaningful and original contributions to the discussions.”)		1. For instructor: valuable data for assessing individual teaching methods; 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit.
Students will demonstrate enhanced academic engagement by making critical and supportive comments regarding other students’ posts in a discussion of current and controversial topics in business.	Perceived engagement via supportive and critical commentary regarding other posts in a discussion	Students and faculty response on course evaluation item which targets measure (“I made appropriate comments of support and critique of the posts made by other students.”)		1. For instructor: valuable data for assessing individual teaching methods; 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit
Students will demonstrate enhanced academic engagement by demonstration of the pursuit of additional information regarding current and controversial topics in business and displaying a willingness to share such information in a discussion.	Perceived increased in acquiring and utilizing varied sources of information	Students and faculty response on course evaluation item which targets measure (“I pursued additional information and applied it to the discussions.”)		1. For instructor: valuable data for assessing individual teaching methods; 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit.
Students will demonstrate enhanced academic engagement by demonstrating an understanding of multiple sides of controversial issues.	Perceived increased in understanding multiple sides of complicated issues	Student and faculty response on course evaluation item which targets measure (“I was willing to examine multiple sides of current and controversial issues in business.”)		1. For instructor: valuable data for assessing individual teaching methods 2. For supervisor: valuable tool for assessing teaching effectiveness in the unit.

UNIVERSITY SCHOOL

Enhancing academic engagement through dialogue and exchange	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by developing a system of using WebCT for supplementary instructional feedback and mentorship of the learning environment ( <i>increased teacher feedback; a = specific academic praise; b = corrective suggestion</i> ).	Quantitative: Number of transactions and number of interactions identified during the course  Qualitative: Classification of nature of communiqué from among the various program dialogue features	“Raw score” tally of rates of posts and responses  Internally developed criterion-based rubric rating scale that evaluates nature of teacher feedback	Internally developed student survey or end-of course evaluation that elicits students’ and teachers’ perceptions about the effects of teacher feedback	1. Correlate data as to quantity and quality of teacher feedback to specific student performances and tasks and increase correspondent feedback. 2. Identify feedback data associated with specific course objectives; where positive data exist, increase depth and breadth of both specific academic praise and corrective suggestion.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by developing a system of using WebCT for increased academic discourse among faculty and students ( <i>teacher-student; student-teacher academic dialogue as in Socratic Discussions</i> ).	Quantitative: Number of exchanges per teacher per student Qualitative: Categorization of the discussions as to cognitive level (Bloom’s Taxonomy)	“Raw score” tally of actual hours/time spent Internally developed criterion-based rubric rating scale	Internally developed student survey or end-of course evaluation that elicits students’ and teachers’ perceptions about effects of mentoring dialogue Internally developed student survey or end-of course evaluation that elicits effects (students and teachers) of dialogue that occurred in Socratic fashion	1. Increase emphases on targeted specific learning outcomes that students’ and teachers’ report are enhanced by use of Socratic Discussions 2. where positive correlations exist, increase application of dialogue across disciplines.

**UNIVERSITY SCHOOL (CONT.)**

<b>Enhancing academic engagement through dialogue and exchange</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by increasing student to student discussions via chat teams, study clusters and cohort groups.	Quantitative: Number of group-based interactions and communiqué during the course Qualitative: NA	“Raw score” tally of numbers of group based activity that occurred; student self-report  N/A	Internally developed student survey or end-of course evaluation that elicits students’ and teachers’ perceptions about the effects of group-based activities	where positive correlations exist, increase application of dialogue across disciplines
Students will demonstrate enhanced academic engagement in their dialogue and exchange by increasing the quantitative and qualitative discourse among faculty and students <i>(Overall/summative review of global improvement in quantitative and qualitative learning).</i>	Quantitative: Student and teacher satisfaction with the communicative experience Qualitative: Student and teacher satisfaction with the communicative experience	N/A  N/A	Internally developed survey or end-of-course evaluation that elicits students’ and teachers’ perceptions	use global data to revise curriculum in other subject areas, other grades

## **CLINICAL EXPERIENCE**

Center for Psychological Studies  
College of Dental Medicine  
College of Optometry  
Graduate School of Humanities and Social Sciences  
Shepard Broad Law Center

**CENTER FOR PSYCHOLOGICAL STUDIES**

<b>Enhancing academic engagement through clinical experiences</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<i>Direct</i>	<i>Indirect</i>	
<p>Students will demonstrate enhanced academic engagement in clinical experiences by increasing their preparedness for practica.</p>	<p>Student knowledge in basic skills for practicum</p> <p>Student skills for interacting and communicating with clients</p>	<p>Evaluation of student knowledge (internally developed objective test)</p> <p>Behavioral observations of student performance on standardized role play client interviews during pre-practicum course (externally developed rubric)</p>	<p>Student self-assessment of interviewing skills (externally developed)</p>	<p>Topics for Professional Development Institute can be revised, with additions/deletions in topics covered dependent on acquisition of knowledge students demonstrate.</p> <p>Pre-practicum course will evaluate student interviewing/communication skills prior to course training and upon completion of course training. Specific skills covered during the semester will be evaluated.</p>
<p>Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their satisfaction with practicum experience.</p>	<p>Student evaluations of practicum</p>		<p>Student satisfaction surveys (internally developed)</p>	<p>Student satisfaction surveys will serve as supplemental information to help tailor Professional Development Institute and pre-practicum course as preparatory activities for practicum.</p>

**COLLEGE OF DENTAL MEDICINE**

<b>Enhancing academic engagement through clinical experiences</b>	<b>Measure</b>	<b>Instrument</b>		<b>Anticipated use of data to improve student learning</b>
		<b>Direct</b>	<b>Indirect</b>	
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their preparedness for clinical externships and community service programs.	<ol style="list-style-type: none"> <li>1. Students' self-assessment of preparedness for externships and community service programs.</li> <li>2. Supervisors' assessment of students' clinical preparedness.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Performance Evaluation by Off-site Rotation Chief of Service</li> </ol>	<ol style="list-style-type: none"> <li>2. Student Evaluation of Off-site Rotation</li> </ol>	The data will be used to identify weaknesses and strengths in student preparedness that can be addressed through training.
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their satisfaction with their clinical externships and community service programs.	<ol style="list-style-type: none"> <li>1. Students' self-assessment of the value and real-life training provided in externships and community service programs.</li> </ol>		<ol style="list-style-type: none"> <li>1. Student Evaluation of Off-site Rotation</li> </ol>	The data will be used to identify weaknesses and strengths in student satisfaction that can be addressed through training.
Students will demonstrate enhanced academic engagement in their clinical experiences by using the language and cultural skills learned during pre-externship training.	<ol style="list-style-type: none"> <li>1. Students' self-assessment of their ability to communicate and treat patients who speak a foreign language and who have a different cultural background to themselves.</li> <li>2. Supervisors' assessment of students' language and cultural skills.</li> </ol>	<ol style="list-style-type: none"> <li>1. Student Performance Evaluation by Off-site Rotation Chief of Service</li> <li>2. Patient Satisfaction Survey</li> </ol>	<ol style="list-style-type: none"> <li>2. Student Evaluation of Off-site Rotation</li> </ol>	The data will be used to identify weaknesses and strengths in student language and cultural skills that can be addressed through training.



**COLLEGE OF OPTOMETRY**

Enhancing academic engagement through clinical experiences	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their clinical externships by reporting satisfaction with the externship site selection process.	Student satisfaction with the externship site selection process		Student satisfaction survey	Externship Task Force (ETF) will modify existing site evaluation instrument for the externship courses to provide more specific feedback regarding site characteristics.
Students will demonstrate enhanced academic engagement in their clinical externships by reporting satisfaction with their externship experience.	Student and alumni evaluation of the externship program		Student course evaluations  Alumni survey	ETF will review data and present analysis to administration; any areas of weakness will be examined in the context of curricular modification where necessary.
Students will demonstrate enhanced academic engagement in their clinical externships by showing evidence of competence in clinical ocular disease.	Web-based pre- and post-test  Student self-assessment of entry-level competence  Site director survey of student performance	Online tests  Supervisor evaluation of student knowledge and skills (internally developed rubric)	Online self-assessment (Externally developed1)  Online evaluation, based on instrument used for student self-assessment (Externally developed)	ETF will review data and present analysis to administration; any areas of weakness will be examined in the context of curricular modification where necessary.
Students will demonstrate enhanced academic engagement in their clinical externships by demonstrating clinical competence on standardized examinations.	Student and graduate performance on Florida State Board of Optometry. Examination and part III of the National Board of Examiners in Optometry	Standardized written and practical examinations		Director of Educational Effectiveness will review data annually and present analysis to administration; any areas of weakness will be examined in the context of curricular modification where necessary.

**GRADUATE SCHOOL OF HUMANITIES AND SOCIAL SCIENCES**

Enhancing academic engagement through clinical experiences	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their clinical experiences through positive evaluation of their affective learning related to practice.	1. Student self-assessment of affective learning related to practicum sites 2. Graduate self-assessment of affective learning related to employment sites	1. Anderson, J. F. (1979). Teacher immediacy as a predictor of teaching effectiveness. <i>Communication Yearbook</i> , 3, 543-559. 2. Anderson, J. F. (1979)		Departmental faculty will utilize the quantitative information regarding affective learning of students and graduates to enhance practice learning.
Students will demonstrate enhanced academic engagement in their clinical experiences through positive evaluation of their cognitive learning related to practice.4	1. Student self-assessment of cognitive learning related to practicum sites 2. Graduate self-assessment of cognitive learning related to employment sites	1. Modified instrument for practicum students. Instrument modified: Richmond V. P., McCroskey, J. C. Kearney, P., & Plax, T. G. (1987). Power in the Classroom VII: linking behavior alternation techniques to cognitive learning. <i>Communication Education</i> , 36, 1-12. 2. Modified instrument for graduates: Richmond V. P., McCroskey, J. C. Kearney, P., & Plax, T. G. (1987).		Departmental faculty will utilize the quantitative information regarding cognitive learning of students and graduates to enhance practice learning.
Students will demonstrate enhanced academic engagement in their clinical experiences by describing the relationship between specific aspects of their clinical training, and their practice experiences.  Students will demonstrate enhanced performance and satisfaction with practicum experiences.	Reports from students, supervisors and graduates regarding the relationships between training and practice  Assessments by practicum supervisors and internal supervisors to rate students' performance in practicum.  Student's ratings of satisfaction with their practicum experience	Locally developed reporting format  Needs assessment from supervisors and employers  Existing assessment rubrics provided to supervisors by each department  Existing assessment instruments used by SHSS students to rate satisfaction with each course after each trimester		Departmental faculty will utilize the qualitative information regarding the practicum experience of students and graduates to enhance practices regarding the fit between clinical training and practice. The information regarding the needs of practicum supervisors and employers will be utilized by departmental faculty to enhance to training of students in consideration of these needs.  Records of student achievement and student satisfaction prior to the institution of changes initiated by the QEP surveys will be compared with records of student achievement and satisfaction following the introduction of enhancements.

**SHEPARD BROAD LAW CENTER**

Enhancing Academic Engagement	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	Indirect	
<p><b>Part-time students will demonstrate enhanced academic engagement in their clinical experiences by</b> becoming more familiar with the Law Center’s clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering activities) that can serve as meaningful substitutes for clinical practica.</p>	<p>Student level of familiarity with clinical practica and offerings.</p> <p>Student attendance at lectures and presentations designed to introduce students to clinical practica and offerings.</p>	<p>Web-based pre- and post- test.</p> <p>(Locally developed)</p>	<p>Count of Students</p>	<p>Administration will (1) review data, (2) share preliminary findings with appropriate faculty committees, and (3) ask for input as it determines whether additional methods should be used to publicize the Law Center’s clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering activities) that can serve as meaningful substitutes for clinical practica.</p>
<p><b>Part-time students will demonstrate enhanced academic engagement in their clinical experiences by</b> enrolling in the Law Center’s clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering activities) that can serve as meaningful substitutes for clinical practica.</p>	<p>Student participation in clinical practica and offerings.</p>		<p>Enrollment statistics. (comparing full time and part time student participation in practica and practica substitutes)</p>	<p>Administration will (1) review data, (2) share preliminary findings with appropriate faculty committees, and (3) ask for input as it determines whether additional (or different) clinical practica and offerings that can serve as meaningful substitutes for clinical practica should be made available to part-time students. This data will provide useful information when determining whether curricular changes should be implemented.</p>
<p><b>Part-time students will demonstrate enhanced academic engagement in their clinical experiences by</b> demonstrating the legal skills that are necessary for modern legal practice.</p>	<p>Student self-assessment of skills.</p> <p>Faculty assessment of student skills.</p> <p>Supervisors’ assessment of student skills.</p>	<p>Faculty rating of students’ performance. (Locally developed)</p> <p>Supervisor rating of students’ performance. (Locally developed)</p>	<p>Student survey. (Locally developed)</p>	<p>Administration will review data to determine whether curricular modification is necessary to ensure that students have the necessary skills for modern legal practice.</p>



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