



**ENHANCING STUDENT ACADEMIC ENGAGEMENT IN SCHOLARSHIP AND  
RESEARCH, DIALOGUE AND EXCHANGE, AND CLINICAL EXPERIENCES**

**SUBMITTED**

**BY**

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**NOVA SOUTHEASTERN UNIVERSITY**  
**QUALITY ENHANCEMENT PLAN:**  
**ENHANCING STUDENT ACADEMIC ENGAGEMENT IN SCHOLARSHIP AND RESEARCH,**  
**DIALOGUE AND EXCHANGE, AND CLINICAL EXPERIENCES**

**Executive Summary**

Nova Southeastern University (NSU) has developed its Quality Enhancement Plan with the primary objective of enhancing student learning through increased academic engagement in the classroom and beyond by increasing student participation in scholarship and research; increasing dialogue and exchange among faculty and students; and increasing student participation in and satisfaction with their clinical experiences. Enhancing student academic engagement is a driving force designed to broaden and shape the ways in which students acquire new knowledge and skills, and apply these lessons to real-world problems and challenges.

This QEP is derived from and supported by a number of facilitating factors. Not least among these is NSU's institutional cultural strength of supporting its academic units in their pursuit of evaluating and enhancing their academic, clinical, and scholarship programs based upon the particular needs of their students and the evolving demands of their respective fields, disciplines, and professional environments. Based upon these unique needs, each of NSU's academic units has developed its own action plan to enhance student learning within one of the QEP's three objectives: Enhancing Student Academic Engagement in Scholarship and Research, in Dialogue and Exchange, and in Clinical Experiences.

Of critical importance in this endeavor is the commitment the university has made to the enhancement of the university learning community. The development of a stronger university-wide learning community is driven by the QEP, the enhancement of student academic engagement which begins at each academic unit and provides the ties that bind the fabric of the university culture together as a learning community. By integrating the proper methodologies of assessment throughout the QEP, NSU will have the objective data necessary to make prudent decisions relative to the enhancement of student learning, thus sustaining continuous improvement over the long-term. Resultantly, NSU's efforts will enrich the student's experience with the university and facilitate enhanced student learning.

Although the individual action plans have been designed to enhance a particular aspect of academic student engagement that the academic units have identified for their own constituencies, all units of NSU will learn from the valuable lessons generated throughout the entire QEP system via NSU's assessment plan, which is based upon Stufflebeam's (2000, 2002) CIPP Evaluation Model. Conceptualizing its QEP as an integrated learning community system through the adaptation of the CIPP Model will allow NSU to generate new knowledge and wisdom for the benefit of all its students across the entire spectrum of student academic engagement processes and outcomes generated through its QEP.

Building a vibrant and collaborative university-wide learning community such as the NSU QEP requires a broader perspective that not only includes student academic engagement, but also focuses on engagement across the entire campus of all stakeholders. To this end NSU will partner with The Gallup Organization to build a stronger university-wide learning community.

“The Gallup Organization has established empirically that the most effective way for an educational institution to improve its performance is to increase the engagement levels of all those involved” (The Gallup Institute for Campus Engagement, 2006, p. 3). The magnitude of establishing such a university-wide learning community necessitates a multi-faceted approach to assure quality and best practices—analogous to creating a mosaic in which all the respective aspects of a university are brought together to create a vibrant, dynamic learning community.



**NOVA SOUTHEASTERN UNIVERSITY**  
**QUALITY ENHANCEMENT PLAN:**  
**ENHANCING STUDENT ACADEMIC ENGAGEMENT IN SCHOLARSHIP AND RESEARCH,**  
**DIALOGUE AND EXCHANGE, AND CLINICAL EXPERIENCES**

**I. Nova Southeastern University: Background and Description**

Nova Southeastern University is a not-for-profit, fully accredited, coeducational institution of higher education. The university was founded in 1964 as Nova University of Advanced Technology, a graduate institution offering programs in the physical and behavioral sciences serving 17 students. In 1974, the institution's name was changed to Nova University and in 1994, Nova University merged with Southeastern University of the Health Sciences to form Nova Southeastern University. NSU's main campus, located in Davie, Florida, covers more than 300 acres. The university also maintains campuses in Fort Lauderdale, North Miami Beach, and Dania Beach. Since 1964, the university's academic programs have expanded and diversified into a wide array of disciplines offered at the associate's, bachelor's, master's, specialist, doctoral, and first-professional levels serving 25,960 students as of Fall Term 2006. Using fall term enrollment as a measure, NSU is the largest independent institution of higher education in the Southeast and the sixth largest not-for-profit independent institution nationally. To date, the institution has produced approximately 86,000 alumni. NSU's academic programs are offered through 16 academic units:

- Center for Psychological Studies
- College of Allied Health and Nursing
- College of Dental Medicine
- College of Medical Sciences
- College of Optometry
- College of Osteopathic Medicine
- College of Pharmacy
- Farquhar College of Arts and Sciences
- Fischler School of Education and Human Services
- Graduate School of Computer and Information Sciences
- Graduate School of Humanities and Social Sciences
- H. Wayne Huizenga School of Business and Entrepreneurship
- Mailman Segal Institute for Early Childhood Studies
- Oceanographic Center
- Shepard Broad Law Center
- University School

The university awards degrees in a wide range of fields, including the arts and humanities, business, counseling, computer and information sciences, education, osteopathic medicine, dentistry, pharmacy, optometry, nursing, allied health, law, marine sciences, psychology, and social sciences.

In addition to the university's regular ten-year review and approval by the SACS Commission on Colleges, the university's academic programs receive extensive review from a variety of other external entities. The academic programs offered by the university are reviewed and accredited by a broad group of professional and specialized accrediting bodies—16 separate entities as of the 2005-2006 academic year. The majority of the

online programs offered by the university are reviewed and certified through the Southern Regional Education Board's Electronic Campus (SREB-EC). Online programs are reviewed and approved by the Florida Board of Education prior to their submission to the SREB. Programs offered at off-campus sites in Florida, in other states, and in international locations are reviewed and approved by the respective educational approval or licensure authority in those locations. In addition, NSU's academic programs undergo external assessment through NSU's Academic Review process, an institution-driven, multi-tiered process of review in which all academic degree programs participate.

## **II. Nova Southeastern University's Quality Enhancement: Quality Enhancement Plan Enhancing Student Academic Engagement in Scholarship and Research Dialogue and Exchange, and Clinical Experiences**

NSU has long been committed to providing students with high quality, accessible, and socially relevant educational experiences. These institutional values are reflected in the various components of the Strategic Plan, including the university's Mission Statement, Vision, Values, and Essential Planning Priorities.

In its mission statement NSU clearly states its focus is on student learning, which includes an emphasis on innovative academic programs, scholarship, research, and community service:

Nova Southeastern University is a dynamic, not-for-profit independent institution dedicated to providing high quality educational programs of distinction from pre-school through the professional and doctoral levels, as well as service to the community. Nova Southeastern University prepares students for lifelong learning and leadership roles in business and the professions. It offers academic programs at times convenient to students, employing innovative delivery systems and rich learning resources on campus and at distant sites. The University fosters inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.

In its Vision, NSU focuses on maintaining an independent institution that provides its students with rich and innovative learning environments that are designed to facilitate finding new solutions to new problems and advancing research and development. These elements are also found in NSU's Values through its pursuit of Collaboration, Community Service and Engagement, Diversity, Educational Access, Efficiency, Entrepreneurship, Innovation, Integrity, Quality Academic Programs, Scholarship and Research, and Student Engagement.

In the NSU strategic plan, the Essential Planning Priorities also clearly demonstrate the institution's dedication to enhancing student academic engagement in innovative degree programs, research and scholarship, community involvement and clinical practice:

- Enriching and Diversifying the Array of Academic Offerings and Delivery Modalities

- Ensuring Enhanced Levels of Student Achievement, Engagement, and Satisfaction
- Enhancing Scholarship and Research
- Enhancing Diversity Relative to Students, Faculty, Administration, Staff, Services, and Community Involvement

It is clearly NSU's intent to (1) provide high quality and relevant educational experiences; (2) provide access to these educational experiences to a broad array of learners, including those who might otherwise not avail themselves to the benefits of advanced education; and (3) prepare students to fill needed roles in society and community. This tripartite pursuit assumes the active engagement of students in their education, facilitated by a faculty committed to providing quality educational experiences using a variety of educational methodologies and technologies.

To this end, new educational paradigms need to be designed and implemented that will enable current and future generations of university students to engage in acquiring the requisite knowledge, attitudes, and skills to co-relate theory with the practical needs of a complex and changing world. Only through this process will the graduates of today serve the needs of the individual, the community, and the society at large.

The core values expressed above require that the university provide:

- access to high quality scholarly learning in which the learner is actively engaged;
- educational experiences that engage prepared learners to understand societal and community needs, applying theory and knowledge to the problems identified in the 'real life' environment;
- opportunities, through well-defined internships, apprenticeships, and other practical experiences, for students to engage in observations and applications of theory-based knowledge to diverse and relevant environments; and
- first-hand learning experiences that engage students in research to enhance their understanding of—and to solve—the problems facing our communities and contemporary society.

Based upon the results of on-going university-wide participation and input by its faculty, students, and administration, academic leadership at the university worked to develop a QEP topic that weaves four of its Essential Planning Priorities and four institutional Values into a central goal that would be relevant for all academic units at NSU (please see Section VI: Institutional Dialogue and the Emergence of the NSU QEP for a full description of this process). That goal, **Enhancing Student Academic Engagement**, is realized by pursuit of three engagement objectives:

1. Enhancing Student Academic Engagement in Scholarship and Research
2. Enhancing Student Academic Engagement in Dialogue and Exchange
3. Enhancing Student Academic Engagement in Clinical Experiences

The first objective aims to enhance student participation in faculty scholarship and research. Implementation of the second objective will enhance the academic exchange

among faculty and students both inside and outside the classroom. Finally, the third objective enhances the educational value of students' participation in internships, externships, workplace laboratories, clinical rotations, and other practical experiences.

Student academic engagement is defined in NSU's context as the level in which a student is emotionally and behaviorally connected and committed to their overall success as well as to the success of the institution. Underpinning the factors of student learning are the concepts of intentionality—the intention of the student to learn, and student ownership of and responsibility for learning. Students' intentionality is greatly influenced by their level of engagement. Without engagement, sustaining a vibrant and collaborative learning climate is unachievable.

Building a vibrant and collaborative university-wide learning community requires a broader perspective that not only includes student academic engagement, but also focuses on engagement across the entire campus of all stakeholders. NSU will partner with The Gallup Organization to build a stronger university-wide learning community. “The Gallup Organization has established empirically that the most effective way for an educational institution to improve its performance is to increase the engagement levels of all those involved” (The Gallup Institute for Campus Engagement, 2006, p. 3). The magnitude of establishing a university-wide learning community necessitates a multi-faceted approach to assure quality and best practices—analogueous to creating a mosaic in which all the respective aspects of a university are brought together to create a whole. Student engagement in general and student academic engagement specifically are key elements of the university mosaic—a vibrant, dynamic learning community.

Congruent with the university's mission of preparing students for lifelong learning and leadership roles, the following general student learning outcomes cut across all three objective areas of NSU's QEP. These QEP-wide student learning outcomes provide a common set of achievable and measurable targets for all academic units as they develop customized learning outcomes pertaining to their respective project. They are also designed to support the mission of fostering inquiry, research and creative professional activity and in so doing, enhance student academic engagement. The general outcomes are as follows:

- Students will assume major responsibility for their own learning.
- Students will develop and/or refine higher order thinking skills (i.e., critical thinking).
- Students will participate in enriched academic experiences.
- Students will apply best practices.
- Students will demonstrate a commitment to lifelong learning.

- Students will develop collaborative, team building skills for real world application.
- Students will develop the knowledge and skills to synthesize, integrate, and apply their knowledge in real world settings.
- Students will engage with peers and faculty to foster academic insight.
- Students will explore innovative ways to utilize technology in real world applications.
- Students will experience an increased sense of community.

Each academic unit at NSU reflected upon the overall goal and objectives of the QEP and these general student learning outcomes to develop an action plan focusing on one student academic engagement enhancement objective that addressed an important aspect of that academic unit’s strategic planning and academic enhancement.

<b>Enhancing Student Academic Engagement : Academic Unit Action Plans by Objective</b>		
<b>Enhancing Student Academic Engagement in Scholarship and Research</b>	<b>Enhancing Student Academic Engagement in Dialogue and Exchange</b>	<b>Enhancing Student Academic Engagement in Clinical Experiences</b>
<ul style="list-style-type: none"> <li>• College of Allied Health and Nursing</li> <li>• Mailman Segal Institute for Early Childhood Studies</li> <li>• Oceanographic Center</li> <li>• College of Pharmacy</li> </ul>	<ul style="list-style-type: none"> <li>• College of Medical Sciences</li> <li>• College of Osteopathic Medicine</li> <li>• Farquhar College of Arts and Sciences</li> <li>• Fischler School of Education and Human Services</li> <li>• Graduate School of Computer and Information Sciences</li> <li>• H. Wayne Huizenga School of Business and Entrepreneurship</li> <li>• University School</li> </ul>	<ul style="list-style-type: none"> <li>• Center for Psychological Studies</li> <li>• College of Dental Medicine</li> <li>• Shepard Broad Law Center</li> <li>• College of Optometry</li> <li>• Graduate School of Humanities and Social Sciences</li> </ul>

Each objective involves enhanced student academic engagement and will be described in detail in the following sections; the individual action plans and the student learning outcomes of each NSU academic unit will also be presented by QEP objective along with information on the QEP Director in each academic unit. It is also important to note that regardless of objective area, each academic unit will employ a pre/post analysis to

identify some baseline measure against which the implementation of the plan can be measured.

**Objective I. Enhancing Student Academic Engagement in Scholarship and Research**

As institutions develop greater emphasis on scholarship and research among their faculty, the impact on students may be of mixed benefit. Although the creation of cutting edge knowledge by faculty can bring added value to their teaching (Mullen, 2000), the constraints these scholarly activities can place on faculty members' time can render them less available and less engaged with their students. Often the demands of students and the demands of scholarly productivity are viewed to be at odds with each other.

NSU decided to select student engagement in scholarship and research as one of three enhancement areas in its QEP due in large part to the reflection, planning, and assessment efforts conducted at the university in 2004 and 2005. During those two years NSU focused on the issue in its Committee on Faculty Research, Scholarship, and Development meetings and then held a planning retreat of its Council of Deans and Board of Trustees. These activities led to the establishment of a university-wide task force whose recommendations included the enhancement of student engagement in research and scholarship. As part of this process each academic unit involved its own faculty, students, and administrative staff in producing "white papers" on the state of research and scholarship within their respective programs and steps they could take to enhance these areas.

Through this objective NSU would seek to alleviate the competition between student needs and scholarly productivity by providing institutional recognition for student participation in faculty research and scholarship. At the same time, students' academic experiences will be enhanced through their participation in the advanced scholarly work of their faculty (Gonzales, Westfall, & Barley, 1998). Four academic units selected Enhancing Student Academic Engagement in Scholarship and Research as their QEP objective: the College of Allied Health and Nursing, the Mailman Segal Institute for Early Childhood Studies, the Oceanographic Center, and the College of Pharmacy. To enhance student academic engagement in scholarship and research these units will participate in one or more of the following proposed focus strategy areas in Objective I:

(1) The College of Allied Health and Nursing, the Mailman Segal Institute for Early Childhood Studies, the Oceanographic Center, and the College of Pharmacy have proposed activities to enhance student–faculty research collaboration resulting in the production of joint presentations and publications. These activities include mentoring new student researchers; increasing discussions among students and faculty regarding research and publication; and sharing research methods, strategies, resources, and results including highlighting ongoing, upcoming and completed research.

(2) . The College of Allied Health and Nursing has proposed a number of initiatives to build a sense of community among students and faculty members in the college resulting in an increase in cross-fertilization of knowledge and collaboration among students and an increase in students accessing differing research fields, methods and their proponents.

(3). The Oceanographic Center and the Mailman Segal Institute for Early Childhood Studies, which provides a range of programs designed to strengthen families and enhance the ability of parents and caregivers to foster the healthy development of children, plan to involve students in the development of research projects as part of their courses and encourage students to develop these proposals for grant proposals, presentations, and publications and to increase student appreciation and understanding of scientific research, methods, and presentation techniques.

**Academic Unit Action Plans for QEP Objective I. Enhancing Student Academic Engagement in Scholarship and Research**

**College of Allied Health and Nursing (CAHN):** To enhance student and faculty communication regarding research, CAHN will create two online resources. First, an existing WebCT center will be augmented. Currently, the center cuts across all programs within the college and brings over 100 faculty and 1600 students together as one community for discussions related to teaching methods and other course-related matters. The center will be augmented with discussion areas for interdisciplinary research, to allow for collaboration amongst the college’s various and diverse programs. The second initiative is to create an online research repository Web site. This will be a CAHN repository for listing projects underway, completed, and planned between researchers and students across the college. The repository presents research opportunities for students and facilitates the sharing of research results. Guy Nehrenz, Ed.D., Associate Dean and Associate Professor is the CAHN QEP Director. As associate dean, he works closely with each department chair to ensure compliance with SACS and other professional accrediting bodies. In addition, he has developed several “student centers” on WebCT for all of the programs in CAHN. As student engagement is a major focus of the College’s QEP, he has the most knowledge to ensure the success of their QEP project.

<b>QEP Objective Area I. College of Allied Health and Nursing</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing joint publications with faculty.	Direct measure	Annual count of publications
Students will demonstrate enhanced academic engagement in their scholarship and research through increased ability to share research interests between fellow students and faculty of the various programs in the College of Allied Health and Nursing.	Student self-assessment of perceived benefits of the student / faculty research center	Locally developed instrument
Students will demonstrate enhanced academic engagement in their	Quality of IRB student submissions, with	Locally developed rubric

scholarship and research by improving their understanding of the procedures necessary to obtain IRB approval for their research.	particular emphasis on first time approvals and returns.	IRB committee minutes
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**Mailman Segal Institute for Early Childhood Studies (MSI):** To provide research experiences for practicum students, MSI will add research requirements and opportunities to the MSI practica and supervised experiences programs in which students from the Fischler School of Education and Human Services and the Farquhar College of Arts and Sciences participate. In addition to participation in MSI research activities, the Fischler and Farquhar students will be given the opportunity to present research at local, state, and national conferences. Students who have contributed to a research project with an MSI staff mentor and have contributed sufficiently to be included as an author will be given the opportunity to accompany the primary MSI researcher to present the research at conferences. Melissa N. Hale, Ph.D., BCBA, Program Coordinator of the MSI Autism Consortium Institute, will serve as MSI QEP Director. Dr. Hale serves as the clinical supervisor for all practicum students and post-doctoral students in MSI. In addition, she teaches the research methods class for the Applied Behavior Analysis program taught at MSI in conjunction with the Counseling Studies Institute, an academic component of NSU’s Center for Psychological Studies.

<b>QEP Objective Area I. Mailman Segal Institute for Early Childhood Studies</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing presentation of cases and research projects at conventions	Direct measure	Annual count of presentations
Students will demonstrate enhanced academic engagement in their scholarship and research by improving participation in staff research projects	1. Supervisors assessment of student participation in research  2. Student self-assessment of research activities	1. Locally developed rubric  2. Locally developed instrument
Students will demonstrate enhanced academic engagement in their scholarship and research by improving the quality and quantity of research proposal submissions for grant funding	1. Direct measure  2. Student self-assessment of research activities including grants	1. Annual count of proposals prepared  2. Locally developed instrument

**Oceanographic Center (OC):** To increase student understanding of and participation in scientific research and enhance a sense of community, the OC will introduce a “Big Dog Seminar Series.” The seminar series will bring in highly established scientists to present their studies to all (master’s and doctoral) residential students and all faculty at the OC.



These speakers, whether specializing in research areas currently undertaken by OC faculty or not, are an important potential pool for service on graduate student advisory committees. The seminar will be recorded and made available to online students as well. The OC QEP Director is Charles Messing, Ph.D., Professor. Dr. Messing is a senior faculty member of the OC, who is known for his communication skills and wide intellect.

<b>QEP Objective Area I. Academic Unit: Oceanographic Center</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their exposure to scientific research, methods and presentation techniques.	1. Seminar attendance  2. Tracking percentage of thesis and capstone students taking course work involving original research.	1. Direct measure  2. Direct measure
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their involvement in research with faculty.	1. Number (and percentage) of graduate students enrolled in and completing the thesis track compared to the capstone track.  2. Number and quality of thesis-derived peer-reviewed publications.	1. Annual count of registrations  2. Annual count of publications
Students will demonstrate enhanced academic engagement in their scholarship and research by improving their professional and social interactions with fellow students and faculty.	1. Student self-assessment of satisfaction with program and training.  2. Student self-assessment of interactions.	1. Lounsbury Sense of Community Scale  2. Locally developed exit survey

**College of Pharmacy (COP):** To provide undergraduates with an opportunity to do research in the pharmaceutical sciences, COP will create a course where pre-pharmacy students enrolled in the dual degree program with the Farquhar College of Arts and Sciences will participate in faculty research with a pharmacy faculty mentor. Participation potentially could include all faculty engaged in research at COP. The direct supervision of students will be by individual faculty, with direct supervision latter by the appropriate department chair. The COP QEP Director is H. John Baldwin, Ph.D., Associate Dean for Graduate Program and Research. Dr. Baldwin has a Ph.D. from Purdue University with a major in Drug Marketing. He has had 39 years of experience in academia as a faculty member and college administrator. Prior to joining NSU he served as Dean of the School of Pharmacy at the University of Wyoming for 16 years.

<b>QEP Objective Area I: College of Pharmacy</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
More undergraduate students will participate in pharmaceutical research.	Direct Measure	Annual count of student participants
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.	1. Student self-assessment of research goals  2. Faculty mentors' assessment of student research goals	1. Locally developed instrument  2. Locally developed rubric
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their knowledge of scientific research and methodologies.	1. Student self-assessment of their knowledge of research and methodologies  2. Faculty mentors' assessment of student knowledge of research methodologies	1. Locally developed instrument  2. Locally developed rubric
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.	1. Student self-assessment of research skills  2. Faculty mentors' assessment of student laboratory performance	1. Locally developed instrument  2. Locally developed rubric

**Objective II. Enhancing Student Academic Engagement in Dialogue and Exchange**

Throughout higher education, many classes provide less-than-satisfactory academic interactions among faculty and students. While there are opportunities for students to interact with faculty and each other during traditional face-to-face classes, this typically is limited by the fixed-time class structure. Further, some students may feel intimidated by the competitive atmosphere that easily pervades a college classroom discussion and thus may not actively participate. Some students attempt to interact with faculty before or after classes or during specific faculty office hours but may be constrained due to busy faculty and student schedules. For these and many other reasons, many students desire increased opportunities for interaction with their professors and classmates. All students will benefit from an environment that increases the opportunity to engage in quality discussions with faculty and peers (Kuh & Su, 2001; Lundberg & Schreiner, 2004; Porter, 2006).

NSU decided to select student academic engagement in dialogue and exchange as one of three enhancement areas in its QEP due in large part to the reflection, planning, and assessment efforts in four major areas. First, all of NSU's academic units conduct regular course evaluations across all modes of course delivery—face-to-face and technology-mediated (e.g., online and interactive video) as well as surveys of program completers. Second, the academic units all participate in an extensive Academic Program Review (<http://www.nova.edu/arc/>) that involves the completion of the Assessment of Student Learning Outcomes, an extensive self-study, two external reviews, a Summary and Recommendations report, and a culminating meeting between the academic dean, the Vice President for Academic Affairs and the NSU President. Third, the Office of Research, Planning, and Governmental Affairs produces an on-going series of research reports which focus on student learning (<http://www.nova.edu/rpga/reports/>). Fourth, NSU faculty have conducted and published an impressive body of research on teaching and learning especially focusing on the use of technology to enhance faculty-student interaction.

Through Objective II NSU would seek to increase the quality of the academic discussion among its students and faculty and increase the quantity of number of communications made by individual students, as well as the number of students participating in discussion. A chief feature in this objective will be the university's use of technology in the enhancement process. Seven academic units selected Enhancing Students Academic Engagement in Dialogue and Exchange as their QEP focus: the College of Medical Sciences, the College of Osteopathic Medicine, the Farquhar College of Arts and Sciences, the Fischler School of Education and Human Services, the Graduate School of Computer and Information Sciences, the H. Wayne Huizenga School of Business and Entrepreneurship, and the University School, NSU's K-12 school. To enhance student engagement in academic dialogue and exchange, these units will participate in one or more of the following proposed focus strategy areas in Objective II:

**(1) Enhance Student-Faculty and Student-Student Interaction and Communication.**

The University School, the H. Wayne Huizenga School of Business and Entrepreneurship, the Graduate School of Computer and Information Sciences, and the Farquhar College of Arts and Sciences have proposed to enhance the quality and quantity of in-class and across class discussions within their programs via technology, training, and assessment for face-to-face, online, and blended or hybrid courses.

**(2) Boost a Sense of Community for Students, Faculty and Alumni .** The College of Osteopathic Medicine has proposed the creation of new face-to-face and virtual groups such as faculty mentor groups, study groups, research support groups, academic societies, and communities of practice.

**(3) Enhance Mentoring for Students .** The College of Medical Sciences proposes to engage students who are academically at-risk, who need extra mentoring, or who have special interests and skills at an early stage of their student life.

**(4) Increase Students' Ability to Voice Questions, Secure Feedback, Share Resources, and Engage in New and Important Topics** . The H. Wayne Huizenga School of Business and Entrepreneurship, the Graduate School of Computer and Information Sciences, Fischler School of Education and Human Services, and the Farquhar College of Arts and Sciences propose to actively engage faculty and students in solving real world problems, in applying critical-thinking and adopting and sharing new materials, and in facilitating students assuming major responsibility for their own learning.

**Academic Unit Action Plans for QEP Objective II: Enhancing Student Academic Engagement in Dialogue and Exchange**

**College of Medical Sciences (CMS):** To improve student performance in courses, CMS will use several initiatives significantly increasing student and faculty interaction. Student study groups will be created to encourage peer-aided learning. Students performing below a B level in any of their courses will be required to meet weekly with the course director or designee. CMS faculty will publish an open-door policy to encourage students to meet with their instructors. Faculty and student meetings attendant to weekly student seminars will provide regular opportunities for discussion concerning class issues. The CMS QEP Director is Howard Hada, Ph.D., Assistant Dean for Academic Affairs. Dr. Hada also serves or has served on the Committee of Admission, Graduate Program Committee, Course Curriculum Committee, and Committee on Student Progress. In addition, he was involved in the development and establishment of the College of Medical Sciences and is involved in teaching and coordinating graduate courses.

<b>QEP Objective Area II: College of Medical Sciences</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improved performances in didactic courses.	Direct measure	Examination results
Students will demonstrate enhanced academic engagement in their dialogue and exchange by student-reported faculty/student interactions.	Student self-assessment of interactions	Locally developed instrument
Students will demonstrate enhanced academic engagement in their dialogue and exchange by faculty-reported faculty/student interactions.	Faculty assessment of interactions	Locally developed rubric

**College of Osteopathic Medicine (COM):** To create a sense of community that will support students throughout their four years at COM, all D.O. students will be assigned to one of ten academical societies. Each society will be composed of approximately 25 students per class, and 3 faculty society advisors. Students remain in their designated academical society throughout their medical school experience. This creates a unique sense of community that students experience from their very first day in medical school.

Each society organizes a program that meets the COM Academical Society Mission and core goals established by COM. The Academical Societies will be the core of creating not only a four-year relationship between students but also between alumni of the society. Student-student and student-faculty interaction through the academical societies will be fostered through a variety of academic/professional programs and social gatherings. Steve Bowen, M.D., Professor, was selected to direct COM's QEP because of his long career in research and program evaluation and because he also provides oversight for and assistance to develop the COM graduate masters programs in public health, informatics and international joint degrees.

<b>QEP Objective Area II: College of Osteopathic Medicine</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improving student-faculty interactions.	<ol style="list-style-type: none"> <li>1. Student participation in Academical Society faculty mentor events</li> <li>2. Student self-assessed satisfaction with mentor program</li> </ol>	<ol style="list-style-type: none"> <li>1. Tracking of student participation at events</li> <li>2. Locally developed instrument</li> </ol>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improving student-student interaction, particularly across classes.	<ol style="list-style-type: none"> <li>1. Student self-assessed satisfaction with peer mentoring program</li> <li>2. Student self-assessed participation in tutoring sessions, group study and study skills workshops</li> </ol>	<ol style="list-style-type: none"> <li>1. Locally developed instrument</li> <li>2. Tracking of student participation at events</li> </ol>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by facilitating professional development.	<ol style="list-style-type: none"> <li>1. Student self-assessed satisfaction with Alumni Mentoring Program</li> <li>2. Evaluation of students' rapport by faculty/staff</li> <li>3. Students involvement in professional organizations</li> </ol>	<ol style="list-style-type: none"> <li>1. Locally developed instrument</li> <li>2. Locally developed rubric</li> <li>3. Tracking of student involvement in organizations</li> </ol>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improving the sense of community for students with fellow students, faculty, and alumni.	<ol style="list-style-type: none"> <li>1. Student self-assessed participation in collegial competitions between societies through co-curricular and intramural activities</li> <li>2. Students' participation</li> </ol>	<ol style="list-style-type: none"> <li>1. Tracking of student participation at events</li> <li>2. Tracking of</li> </ol>

	in and satisfaction with society-wide events	participation and locally developed instrument for assessment
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**Farquhar College of Arts and Sciences (FCAS):** To increase and enhance academic dialogue in their courses, FCAS will initiate a “Discussion across the Curriculum” program much in the same way the university has adopted a “Writing across the Curriculum” policy, which has been in place for several years. The proposed plan is designed to increase both the quality and quantity of student-student and student-faculty academic interaction through WebCT-based discussion boards for all FCAS classes regardless of subject, location, instructor status, or format of instruction. WebCT as a discussion media is particularly well suited for this task in that the discussions are easily archived and measurable and they are neither time- nor location-bound. Students are not intimidated by their more loquacious peers in the online environment; moreover, instructors of online classes commonly report that the quantity and depth of discussion is enhanced in the online environment. Allan Schulman, Ph.D., Professor and Director of the Division of Social and Behavioral Sciences at the Farquhar College of Arts and Sciences, is the FCAS QEP Director. Dr. Schulman has experience with both quantitative and qualitative behavioral science research, serves as the College liaison to the IRB, and has actively supported development of online courses and instruction within the College.

<b>QEP Objective Area II: Farquhar College of Arts and Sciences</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in dialogue and exchange by increasing their perception of new material comprehension.	1. Student self-assessment of comprehension	1. Locally developed instrument
	2. Faculty assessment of student comprehension	2. Locally developed rubric
Students will demonstrate enhanced academic engagement in dialogue and exchange by increasing their perceived ability to voice questions and secure feedback.	Student self-assessment of abilities	Locally developed instrument
Students will demonstrate enhanced academic engagement in dialogue and exchange by increasing perception of their awareness of peer contribution to learning.	1. Student self-assessment of awareness	1. Locally developed instrument
	2. Faculty assessment of student awareness	2. Locally developed rubric
Students will demonstrate enhanced academic engagement in dialogue and exchange by increasing their perception of their contact and access with instructors.	Student self-assessment of contact and access	Locally developed instrument

**Fischler School of Education and Human Services (FSEHS):** To increase and enhance academic dialogue and discussion in courses, all faculty members at FSEHS will identify strategies to incorporate Problem-Based Learning (PBL) in instruction at all levels and to all students. Training in the PBL method will be conducted for all instructional personnel including adjuncts, dissertation chairs, and field associates. These training and professional development activities will include course-based dialogues and an annual QEP Colloquium. Maryellen Maher, Ph.D. will serve as the Academic Unit QEP Director for FSEHS. Currently, Dr. Maher serves as an Executive Dean at FSEHS with primary oversight for research and evaluation. Dr. Maher’s background and experience in measurement, evaluation, and curriculum provide her with the appropriate foundation to function in this leadership role. She has held positions at three universities, multiple school districts, and been a consultant on numerous projects and grants.

<b>QEP Objective Area II: Academic Unit – FSEHS</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by solving real world problems.	1. Student self-assessment of dialogue and exchange experiences  2. Faculty assessment of students	1. Internally developed instruments and rubrics  2. Internally developed matrices  3. Focus Groups
Students will demonstrate enhanced academic engagement in their dialogue and exchange by assuming major responsibility for their own learning.	1. Student self-assessment of assumption of responsibility  2. Faculty assessment of students’ assumption of responsibility	1. Internally developed surveys  2. Webinars  3. Elluminate / Wimba Sessions
Students will demonstrate enhanced academic engagement in their dialogue and exchange by developing and refining critical-thinking, problem-solving, and collaborative skills.	1. Course performance  2. Faculty assessment of students’ critical thinking, problem solving, and collaborative skills	1. Assessment of course assignments  2. Assessment of course projects  3. Simulations (internally developed)
Students will demonstrate enhanced academic engagement in their dialogue and exchange by applying Problem-Based Learning in their	1. Employer’s assessment of student Problem-Based Learning skills	1. Interviews

professional practice.	2. Graduates' self-assessed satisfaction of PBL curriculum's application to professional practice	2. Focus Groups 3. Internally developed survey instruments
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**Graduate School of Computer and Information Sciences (GSCIS):** To increase and enhance academic dialogue and discussion in their courses, as at FCAS, full-time and part-time faculty at GSCIS will enhance student-student and student-faculty interaction in campus-based courses by using threaded discussion boards, with a gradual implementation beginning fall 2007. Faculty will establish discussion boards at least for purposes of maintaining asynchronous office hours outside of campus-based meetings. Faculty may also choose to adopt other best practices with discussion boards at their discretion. Laurie Dringus, Ph.D., Professor, serves as the GSCIS QEP Director. Dr. Dringus has been involved in distance learning and online learning since 1983. Her main areas of interest include human-computer interaction and the design of interactive computing systems, and she has published several articles related to the research, design, development, and evaluation of online learning environments. She is Editor of *The Internet and Higher Education*, a quarterly journal published by Elsevier.

<b>QEP Objective Area II: Graduate School of Computer and Information Sciences</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by attaining increased satisfaction with online interactivity included in campus-based courses.	1. Student self-assessed satisfaction of online interactivity  2. Quantity of interaction	1. Locally developed instrument  2. WebCT discussion forum reporting tool (access dates, contribution counts,



Students will demonstrate enhanced academic engagement in their dialogue and exchange by attaining a deeper understanding of the course content through online interaction.	1. Student self-assessed perceptions of discussion value	1. Locally developed instrument
	2. Faculty perceptions of discussion value	2. Locally developed rubric

**H. Wayne Huizenga School of Business and Entrepreneurship (SBE):** To engage students in increased academic dialogue with each other and with faculty, SBE will create online academic seminars utilizing discussion board technology that focus on current and controversial topics in business and entrepreneurship. Undergraduate students will be required to complete one seminar consisting of an eight-week experience. It is desirable that students fulfill this requirement after completion of 60 credits, which will ensure that they have ample background in business concepts to be prepared to contribute in this unique format. Approximately thirty students will be assigned to each seminar, which will be led by both full-time and participating faculty. Each seminar will allow for lively discussion of eight or more discussion prompts, selected by the faculty from magazine and newspaper articles, current events, ethical dilemmas, etc., focused on such issues as free markets, globalization, capitalism, etc. Students will receive a Pass/Fail grade, with successful completion required for graduation. Peter Finley, Assistant Professor, is SBE's QEP Director. Dr. Finley works extensively in the undergraduate business programs, teaching primarily in sport and recreation management, but also providing assistance in the business research methods courses. He teaches both daytime and evening students. This positions him nicely to understand the needs of SBE's undergraduate population and to assist in creating a QEP project that will deliver added value to the undergraduate experience. Dr. Finley has extensive background in curriculum and new program development and will be applying his experience in program evaluation and research methods to assess and modify the QEP project into the future.

<b>QEP Objective Area II: H. Wayne Huizenga School of Business and Entrepreneurship</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by making meaningful original contributions to discussion of current and controversial topics in business	1. Student self-evaluation of course and personal performance	1. Locally developed student evaluation instrument
	2. Supervisors' assessment of students' participation and contribution to course discussion	2. Locally developed instructor assessment of student contributions and discussion quality
Students will demonstrate enhanced	1. Student self-evaluation	1. Locally developed

academic engagement in their dialogue and exchange by making critical and supportive comments regarding other students' posts in a discussion of current and controversial topics in business	of course and personal performance  2. Supervisors' assessment of students' participation and contribution to course discussion	student evaluation instrument  2. Locally developed instructor assessment of student contributions and discussion quality
Students will demonstrate enhanced academic engagement in their dialogue and exchange 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	1. Student self-evaluation of course and personal performance  2. Supervisors' assessment of students' participation and contribution to course discussion	1. Locally developed student evaluation instrument  2. Locally developed instructor assessment of student contributions and discussion quality
Students will demonstrate enhanced academic engagement in their dialogue and exchange by demonstrating an understanding of multiple sides of controversial issues in business	1. Student self-valuation of course and personal performance  2. Supervisors' assessment of students' participation and contribution to course discussion	1. Locally developed student evaluation instrument  2. Locally developed instructor assessment of student contributions and discussion quality

**University School (USCH):** To enhance students' engagement with each other and with their teachers, as with FCAS and GSCIS, USCH will incorporate electronic communications into face-to-face classes. Unlike the postsecondary usage of these tools, here they serve as much to bond students and teachers as to further intellectual discussions. The initiative pairs with other USCH initiatives, as described in its strategic plan, focused on the teacher-student bond. Middle school teacher, Robyn Kaiyal, Ph.D., will serve as the University School QEP Director. Dr. Kaiyal's background and expertise in the area of school management is extensive, as is her interest and experience with school improvement, strategic planning, and quality control systems. Dr. Kaiyal is a former school principal and remains committed to developing excellence within schools. Her interest in quality enhancement of programs and practices coupled with her strong research background blend to enable her to lead USCH carefully and successfully as it implements this QEP initiative.

<b>QEP Objective Area II: The University School</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by	1. Pre-post student self-assessment	1. Locally developed student and faculty surveys

effectively using WebCT for supplementary instructional feedback and mentorship.	2. Pre-post faculty assessment  3. Academic performance	2. Student reflection logs  3. Student work sample
Students will demonstrate enhanced academic engagement in their dialogue and exchange by using WebCT for increased academic discourse among faculty and students.	1. Quantity of WebCT communications	1. Tally of counts from WebCT server
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improving student to student discussions.	1 Pre-post student self assessment surveys  2. Student reflection logs  3. Raw score tally from WebCT	1. Locally developed student survey and log 2. WebCT server
Students will demonstrate enhanced academic engagement in their dialogue and exchange by improving the discourse among faculty and students.	1. Pre-post parent satisfaction surveys  2. Pre-post teacher self - assessment surveys	1. Locally developed instruments

**Objective III: Enhancing Student Academic Engagement in Clinical Experiences**

Developing the skills needed to effectively transform theory into practice requires a unique environment that provides the learner the opportunity to attempt application and then receive feedback regarding that effort. Internships, externships, workplace laboratories, and clinical rotations are among the various experiences that provide students this environment. Learning is enhanced when student experimentation can occur and is closely followed by feedback regarding performance. For students training for clinical professions, clinical experiences are the most efficient and effective way to develop clinical skills (McAllister, Lincoln, McLeod, & Maloney, 1997; Ryan, Toohey, & Hughes, 1996).

Many programs at NSU offer hands-on practical learning experiences to students; these opportunities are designed to enhance learning achieved through traditional and technology-based delivery systems. Within each individual unit, these learning experiences are variously termed externships, practica, clinics, or internships. For clarity and brevity of presentation, these experiences will collectively be termed “clinical experiences.”

Through direct application, observation, and evaluative feedback, clinical experiences promote critical self-consciousness about many aspects of professional life that would be

unavailable to the student in a traditional classroom setting. In their clinical experiences, students learn to apply doctrinal and theoretical learning to often complex practical problems, and to do so in a manner that satisfies professional standards. One important benefit of active engagement in concrete, real-world settings is that students tend to acquire newer and richer levels of meaning of classroom-derived knowledge. Assessment of a clinical patient, or a client in need of legal counseling, takes on a multi-dimensional texture when aspects such as cultural and socioeconomic diversity, personal motives and values, regional and geographical influences, and other internal and external forces are applied. This frequently results in better retention of cognitive materials.

NSU decided to select student engagement in clinical experiences as one of three enhancement areas in its QEP due in large part to the reflection, planning, and assessment efforts resulting from the extensive dialogue that occurs as part of specialty and professional accreditation process. Over 30 of NSU's degree programs are accredited by one of 18 different specialty or professional accreditation bodies. A large percentage of these programs are clinical in nature and they conduct ongoing assessments as to the levels of participation of their students and their students' overall clinical performance.

Through this objective NSU would seek to create a seamless transition from students' classroom experiences to their clinical experiences in their practica, internships, and other forms of clinical services in the community and to create a reflective assessment system that allows for an increased level of student participation and an enhanced evaluation of clinical experience processes and outcomes by faculty, students, and supervisors. Five academic units selected Enhancing Student Academic Engagement in Clinical Experiences as their QEP focus: the Center for Psychological Studies, the College of Dental Medicine, the Shepard Broad Law Center, the College of Optometry, and the Graduate School of Humanities and Social Sciences. To enhance student academic engagement in clinical experiences these units will participate in one or more of the following proposed focus strategy areas in Objective III:

(1) **Improve training and preparation of students** . The College of Dental Medicine and the Center for Psychological Studies have proposed preparatory seminars or orientation programs for students embarking upon their clinical experiences.

(2) **Assess the effectiveness of prerequisite courses** . While some units require students to complete one or more clinical experiences as a mandatory portion of the curriculum, other units offer these experiences as an elective or optional course. The Law Center proposes to examine the effectiveness of "simulation" courses that are prerequisite to clinical experience, and to use that information to improve the existing structure of relevant courses or to add simulations that part-time students can use as substitutes for clinical experience.

(3) **Improve communication between representatives at the unit and the clinical experience sites** . The College of Dental Medicine, the Center for Psychological Studies, and the Law Center all propose to strengthen the quality of communication. Improved access to available technology will enhance this process.

(4) **Improve and expand current assessment techniques** . Currently, the units that offer clinical experiences assess the value of these experiences via student and alumni surveys, course evaluations, and other informal methods. The College of Optometry and the Graduate School for Humanities and Social Sciences will expand stakeholder participation in evaluation of sites, and apply the feedback to improve curricula. Comparison of student satisfaction regarding clinical experiences before and after modifications are made is anticipated.

**Academic Unit Action Plans for QEP Objective III: Enhancing Student Academic Engagement in Clinical Experiences**

**Center for Psychological Studies (CPS):** To increase the preparedness of doctoral students for their practica, and to increase student satisfaction with the practicum experience, two major initiatives will be pursued. First, an annual Professional Development Institute will include a keynote speaker addressing a relevant and timely topic, along with a variety of workshops that focus on skills needed to translate theory to practice. Second, the communication channel between CPS and its training sites will be strengthened. Specifically, regular meetings of and electronic asynchronous communications between CPS faculty, administration, students, and site supervisors will be implemented. The CPS QEP Director is Ana Fins, Ph.D., associate professor for the Center for Psychological Studies. During her seven-year tenure at the Center, Dr. Fins has served as intensive practicum and research supervisor, along with maintaining her teaching responsibilities. She coordinates the center’s health psychology concentration that integrates training, research and service components. In addition, she has established collaborative research and clinical ties with other NSU departments (e.g., dental school) and community professionals. Dr. Fins has been involved with university-level committees, serving as Institutional Review Board representative and Academic Review Committee member. She was recently appointed as second chair of the NSU’s IRB committee. She also supervises post doctoral fellows. Dr. Fins has served as QEP center representative since the inception of the QEP committee, has been closely involved with the development of the Center’s QEP plan as well as the engagement of students, faculty and supervisors. Additionally, she has spearheaded the initial survey to students regarding attitudes towards practicum experiences and the Professional Development Institute.

<b>QEP Objective Area III: Center for Psychological Studies</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their preparedness for their practica.	1. Student self-assessment of clinical preparedness	1. Locally developed instrument
	2. Supervisors’ assessment of students’ clinical preparedness	2. Locally developed rubric
Students will demonstrate enhanced	1. Students’ satisfaction	1. Locally developed

academic engagement in their clinical experiences by increasing their satisfaction with their practicum experience.	of practicum training experience  2. Students' assessment of practicum supervision	instrument  2. Locally developed rubric
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**College of Dental Medicine (CDM):** To increase the preparedness of pre-doctoral and post-doctoral students for their practica, and to enhance the communication among practica stakeholders, CDM will pursue two major initiatives. First, to better prepare students for their surgical training missions in various countries, a WebCT-based training module will be developed and deployed to assist students in adjusting to foreign cultures and conventions. Similarly, to better prepare students for community service missions in the local area, a WebCT-based training module will be used to improve students' professionalism. Second, to enable richer communication between the site supervisors of these programs and CDM faculty, asynchronous discussion boards in WebCT will be created. The CDM Academic Unit QEP Director is Peter Murray, Ph.D., Assistant Professor and CDM Research Administrator. Dr. Murray was selected to direct the CDM QEP because he possesses the necessary academic expertise, having held senior faculty appointments in other national and international dental schools. At the CDM he holds managerial appointments to direct research programs within the College, and is directly involved in mentoring the students most likely to benefit from the implementation of the CDM QEP.

<b>QEP Objective Area III: College of Dental Medicine</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their preparedness for clinical externships and community service programs.	1. Students' self-assessment of preparedness for externships and community service programs	1. Locally developed instrument
	2. Supervisors' assessment of students' clinical preparedness	2. Locally developed rubric
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their satisfaction with their clinical externships and community service programs.	1. Students' self-assessment of the value and real-life training provided in externships and community service programs	1. Locally developed instrument
	2. Students' self-assessment of the supervision practicum	2. Locally developed
Students will demonstrate enhanced	1. Students' self-	1. Locally developed

academic engagement in their clinical experiences by using the language and cultural skills learned during pre-externship training.	assessment of their ability to communicate and treat patients who speak a foreign language and/or who have a different cultural background  2. Supervisors' assessment of students' language and cultural skills.	instrument  2. Locally developed instrument
Students will demonstrate enhanced academic engagement in their clinical experiences by improving their clinical proficiency.	1. Students' self-assessment of improved clinical proficiency following the training provided in externships and community service programs  2. Supervisors' assessment of students' clinical skills gained during externships and community service programs	1. Locally developed instrument  2. Locally developed rubric
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing the communications between mission leaders, faculty members and students.	Measuring the amount of Web-CT internet activity among students, faculty members and participants in the externships and community service programs	Tally of counts from WebCT server

**Shepard Broad Law Center (Law):** To improve part-time students' access to, and utilization of, clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering opportunities), which can serve as meaningful substitutes for clinical practica, the Law Center will design and deploy survey instruments to assess the effectiveness of pre-clinic simulation courses and implement changes in the offerings as indicated. Angela Gilmore, J.D., Professor of Law and Director of the Evening Division, serves as the Law Center QEP Director. Since the Evening Division is the Law Center's primary part-time program, Professor Gilmore is the most appropriate person to serve as the QEP Director. In addition, she has taught in the Business Clinic offered by the Law Center and regularly teaches a simulation workshop.

<b>QEP Objective Area III: Law</b>
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<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their clinical experiences by 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.	Student self-assessment of level of familiarity with clinical practica and offerings	Locally developed instrument
Students will demonstrate enhanced academic engagement in their clinical experiences by 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.	Administrative assessment of student participation in clinical practica and offerings	Locally developed rubric
Students will demonstrate enhanced academic engagement in their clinical experiences by developing and improving the legal skills that are necessary for modern legal practice.	<ol style="list-style-type: none"> <li>1. Student self-assessment of skills necessary for modern legal practice.</li> <li>2. Faculty assessment of skills necessary for modern legal practice.</li> <li>3. Supervisors' assessment of skills necessary for modern legal practice.</li> </ol>	<ol style="list-style-type: none"> <li>1. Locally developed instrument</li> <li>2. Locally developed rubric</li> <li>3. Locally developed rubric</li> </ol>

**College of Optometry (COO):** To strengthen the assessment of clinical experiences for fourth year O.D. students, COO will (1) revise the assessment instrument to effect more fine-grained analysis of student skills; (2) improve the site evaluation process to gain a better knowledge and understanding of each externship site; and (3) organize a focus group of faculty members, students from the graduating class of 2006, and current externship site directors to improve the externship course curricula. The COO QEP Director is Kimberly Reed, O.D., Associate Professor of Optometry and Director of Externship Programs. Dr. Reed has been involved in the college's externship program since 2001 and has worked extensively in various accreditation activities for COO since 1997. She was recently named as COO's Coordinator of Institutional Effectiveness.

<b>QEP Objective Area III: College of Optometry</b>
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<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by reporting satisfaction with the externship site selection process.	Student self-assessed satisfaction with externship site selection process before and after implementation of improved site evaluation system	Locally developed instrument
Students will demonstrate enhanced academic engagement in their dialogue and exchange by reporting satisfaction with their externship experience.	Student (mid-fourth year) and alumni surveys, standardized assessment of student and graduate clinical skills and knowledge base	Locally developed instruments; survey results will be compared to results from several past years' data
Students will demonstrate enhanced academic engagement in their dialogue and exchange by showing evidence of competence in clinical ocular disease.	<p>1. Web-based post-test following medical-surgical rotation (required of all students)</p> <p>2. . Student self-assessed competence in clinical ocular disease to complement site-director student evaluation</p>	<p>1. Locally developed examination instrument (faculty, site director, graduate input)</p> <p>2. Locally developed instrument; based upon the COO's definition of entry level competence (ELC), which itself is based upon the Association of Schools and Colleges of Optometry's ELC definition</p>
Students will demonstrate enhanced academic engagement in their dialogue and exchange by demonstrating clinical competence on standardized examinations.	NSU graduates will continue to perform at or above the national average on these examinations	Florida State Board of Optometry and the National Board of Examiners in Optometry (part III) examinations

**Graduate School of Humanities and Social Sciences (SHSS):** To enhance the assessment of student learning, SHSS will extend it to encompass the impact of students on their work sites, and of the work sites on the students. Results of the assessment will lead to curricular modifications and thus better preparation of students for their work experiences. Specifically, over the five year period of this project, each department within SHSS will conduct a reflexive, mixed method assessment of the impact of students

in their training placements and graduates on the employment environment in which they are embedded. Jim Hibel, Ph.D., Senior Director of Institutional Assessment, Planning, and Relations and Assistant Professor of Family Therapy, is the SHSS QEP Director. He is currently the Senior Director of Institutional Assessment, Planning and Relations, and in that capacity has been charged with generating institutional research on behalf of SHSS.

<b>QEP Objective Area III: Graduate School of Humanities and Social Sciences</b>		
<b>Student Learning Outcome</b>	<b>Measure</b>	<b>Instrument</b>
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	1. Anderson, J. F. (1979). Teacher immediacy as a predictor of teaching effectiveness. <i>Communication Yearbook, 3</i> , 543-559.
	2. Graduate self-assessment of affective learning related to employment sites	2. Anderson, J. F. (1979)
Students will demonstrate enhanced academic engagement in their clinical experiences through positive evaluation of their cognitive learning related to practice.	1. Student self-assessment of cognitive learning related to practicum 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, 36</i> , 1-12.
	2. Graduate self-assessment of cognitive learning related to employment sites	2. Modified instrument for graduates: Richmond V. P., McCroskey, J. C. Kearney, P., & Plax, T. G. (1987).
Students will demonstrate enhanced	1. Student self-	1 Locally developed

academic engagement in their clinical experiences through positive evaluation of their behavioral learning related to practice	assessment of behavioral learning related to practicum site  2. Graduate self-assessment of behavioral learning related to employment site	instrument  2. Locally developed instrument
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.	Reports from students, supervisors and graduates regarding the relationships between training and practice	Locally developed reporting format

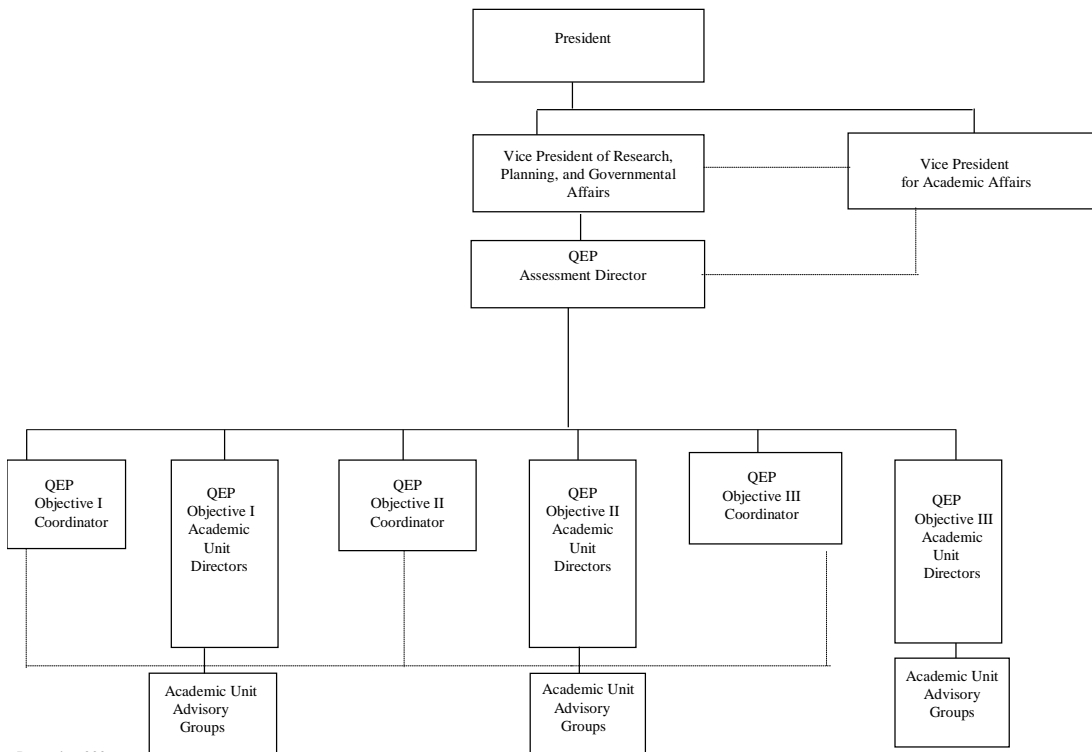
### **III. NSU QEP Management, Assessment, Implementation, Accountability, and Timeframes**

The QEP Assessment Director will be responsible for the overall development and implementation of the assessment and evaluation of NSU’s QEP and will serve as vice-chair of the QEP Leadership Team. In this capacity the QEP Assessment Director will work with the Deans and their designated Academic Unit QEP Directors to coordinate the various activities within the three QEP objective areas, convene the semi-annual QEP Leadership Team Meetings, direct the QEP assessment efforts, and prepare the Annual QEP Process and Product Progress Report. The QEP Assessment Director will report directly to the Vice President for Research, Planning, and Governmental Affairs (see the QEP Organizational Chart).

The QEP Assessment Director will work with the Deans and their designated Academic Unit QEP Directors in the design, collection, analysis, and assessment phases organized by the CIPP Evaluation Model and dedicated to measuring the success of the various action plans with the academic units. The QEP Assessment Director will also coordinate the collection of cross-academic unit data that will allow the university to gain a comprehensive sense of the progress NSU is making with student engagement within the various objective areas of the QEP and across the entire spectrum of the QEP.

The NSU president will chair the QEP Leadership Team which will consist of the QEP Assessment Director as Vice-Chair, and the Academic Unit QEP Directors—three of whom will serve as QEP Objective Coordinators, along with the Vice President for Academic Affairs and the Vice President for Research, Planning, and Governmental Affairs. The team will also include additional members representing a cross section of faculty, students, and administrators including the deans. The QEP Leadership Team collectively will be responsible for generating the main reports of the QEP and for planning and facilitating the various semi-annual meetings described below. The team members will also serve as ambassadors to the rest of the NSU community for the QEP.

**NSU QEP  
Organizational Chart**



December 2006

The QEP Objective Coordinators will be responsible for facilitating the sharing of lessons learned within the respective QEP objective areas. The QEP Objective Coordinators will be chosen from the group of the Academic Unit QEP Directors within their particular objective. They will work with their fellow Academic Unit QEP Directors in the planning of the Semi-annual QEP Objective Seminars. These events will be opportunities for the entire NSU community to learn more about the progress being made in the enhancement of student academic engagement throughout the QEP. The QEP Objective Coordinators will report to the QEP Assessment Director.

The Academic Unit QEP Directors will be responsible for the development, implementation, management, and assessment of their academic unit's QEP activities and serve on the QEP Leadership Team. The Academic Unit QEP Directors will work with their respective academic units' deans, administration, faculty, and students to deliver their particular QEP programs. The Academic Unit QEP Directors will work with the QEP Assessment Director, and the QEP Objective Coordinators to share the lessons learned from the various QEP across the NSU community. Academic Unit QEP Directors will convene regular meetings of their advisory groups which will consist of faculty, students, and administrators. The Academic Unit QEP Directors will report to their respective deans and the QEP Assessment Director.

To provide mentorship and assistance to the QEP Assessment Director and the Academic Unit QEP Directors, the university will hire an external consultant with expertise in the

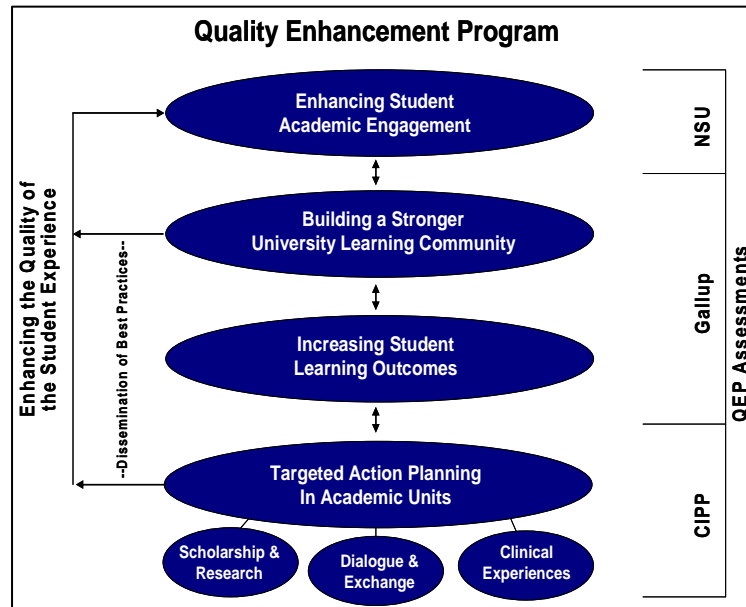
assessment of student learning outcomes and program evaluation. The external consultant will assist the QEP Assessment Director and the Academic Unit QEP Directors in the development of a format for the annual QEP Process and Product Progress Reports as well as for the various interim reports. At the semi-annual QEP Objective Seminars, the QEP Assessment Director and the Academic Unit QEP Directors, along with the external consultant will review the assessment of student learning outcomes and the CIPP Model evaluation process and the ways in which the results of these processes have been applied. The external consultant will aid the QEP Assessment Director in conducting an assessment of the CIPP Evaluation of the QEP and in providing the results for consideration among the QEP Leadership Team.

In addition to the members identified above, other NSU faculty, administrators, and students will also participate in the QEP management and assessment system:

- The QEP Leadership Team membership will include a cross section of faculty and administrators.
- The QEP Objective Seminars will include faculty, students, and administrators in the planning, presenting, and participating phases.
- QEP assessment will involve all participatory parties including faculty, students, and administrators.
- The academic unit advisory groups will include faculty, students, and administrators.

### **NSU Three- Tiered Assessment Process**

Although the action plans have been designed to enhance a particular aspect of student academic engagement that the academic units have identified for their own constituencies, all NSU units will learn from the research and best practices throughout the QEP system. The key research discoveries and the identification of best practices throughout the institution will be captured by integrating a three-tiered assessment process (see NSU Three-Tiered Assessment Process Figure). The first tier will focus on the assessment of the enhancement of student academic engagement, which will be primarily captured through the NSU assessment plan. The second tier will focus on the assessment of engagement throughout NSU's academic community, which will be captured through Gallup's Campus Engagement Model. The third tier will focus on the assessment of each academic unit's action planning progress, which will be primarily captured through the adaptation of Stufflebeam's CIPP Evaluation Model. In addition, Gallup's model will also assess the impact of these efforts on student academic engagement at the academic unit level throughout the course of time.



### Assessment of Student Learning Outcomes

NSU’s academic units employ multiple strategies to assess student learning outcomes across their various academic programs. These initiatives include university-wide assessment programs such as Academic Program Review (APR) and the Assessment of Student Learning Outcomes (ASLO). The units also regularly conduct program-specific assessment of student learning outcomes. Through APR, ASLO, and their unit-specific assessment efforts the academic units engage in rigorous data generation and collection regarding grade point averages, persistence rates, graduation rates, student satisfaction, and student course evaluations.

As seen in Section II, to assess the QEP’s impact on student learning outcomes, each academic unit identified key student learning outcomes, measures, and instruments. Along with faculty assessment of student learning outcomes, many of the NSU academic units as part of their assessment strategies will rely on student self-reports and self-assessments of their learning experiences to evaluate student learning outcomes. This utilization of student self-assessment was seen as an important strategy given the engagement focus of NSU’s QEP because self-assessment can be a valuable learning activity in and of itself and “can provide potent feedback to the student about both learning and educational professional standards” (Falchikov & Boud, 1989, p. 395). Falchikov and Boud also cite student self-assessment as a good way of encouraging students to take more responsibility for their own learning especially since “life-long learning requires that individuals be able not only to work independently, but also to assess their own performance and progress” (p. 395). They also caution that when using student self-reporting great care be taken in the design of the instruments.

Hu and Kuh (2003) also speak to the importance of design issues with student self-reports and recommend

as with other student surveys, the validity of self-reported information depends on five conditions: (a) if the information requested is known to the respondents; (b) if the questions are phrased clearly and unambiguously (Laing, Sawyer, & Noble, 1988); (c) if the questions refer to recent activities (Converse & Presser, 1989); (d) if the respondents think the questions merit a serious and thoughtful response (Pace, 1985); and (e) if answering the questions does not threaten, embarrass, or violate the privacy of the respondent or encourage the respondent to respond in socially desirable ways (Bradburn & Sudman, 1988; also see Baird, 1976; Lowman & Williams, 1987; Pike, 1995; Turner & Martin, 1984). (pp. 322-323)

NSU QEP student self-report surveys constructed to assess student learning outcomes will satisfy all of these conditions. To this end, the QEP Assessment Director will work with the Academic Unit QEP directors to ensure that all survey questions are clearly worded, well defined, have high face validity, and ask students to reflect on what they are putting into and getting out of their QEP experiences. The questions will refer students to reflect on what they have done as part of their recent QEP participation. The format for most response options will be “a simple rating scale that helps students to accurately recall and record the requested information, thereby minimizing the response method as a possible source of error” (Hu & Kuh, 2003, p. 323).

Results garnered from the assessment activities at the academic unit level will provide feedback to the Academic Unit QEP Directors so they can work with their respective faculty members, students, and administrators to improve their engagement enhancement programs. The QEP Objective Coordinators will facilitate the dissemination of these results and improvements to the other academic units working within the unit, and the QEP Assessment Director will spread this news to the rest of the QEP Leadership Team and the university to foster the growth of NSU’s learning community.

By sharing assessment strategies, findings, program successes, and challenges throughout the two semi-annual QEP Objective Seminars, the two semi-annual QEP Leadership Meetings, the annual interim reports, the final progress reports, and more informal exchanges, QEP participants will learn valuable lessons generated throughout the entire QEP system. The QEP as an integrated learning community system will therefore allow NSU to generate new knowledge and wisdom for the benefits of all its students across the entire spectrum of student academic engagement processes and outcomes generated through its QEP.

### **CIPP Evaluation Model**

To help guide the assessment of its QEP, NSU’s QEP Committee reviewed a number of established models and programs. In pursuing this strategy the Committee held that the use of such reputable programs would help provide the university with a tested and rigorous approach to evaluating its QEP. To this end, the Committee selected Donald Stufflebeam’s CIPP Evaluation Model and Checklist (2000, 2002; <http://www.wmich.edu/evalctr/checklists/cippchecklist.pdf>).

The CIPP Evaluation model, first introduced in 1966 and subsequently refined in 1967, 1971, 1972, and 2000, is a comprehensive framework for guiding evaluations of programs, projects, personnel, products, institutions, and systems. The CIPP Model is based upon a foundational notion that

...evaluation is the process of delineating, obtaining, reporting, and applying descriptive and judgmental information about some object's merit and worth in order to guide decision making, support accountability, disseminate effective practices, and increase understanding of the involved phenomena. (Stufflebeam, 2000, p. 280)

This concept of evaluation, which underlies both the CIPP Model and Checklist, is that "evaluations should assess and report an entity's merit, worth, and significance and also present lessons learned" (Stufflebeam, 2000, p. 2). The CIPP model's main theme is that the most important purpose of evaluation is not to prove, but to improve. The NSU QEP Committee found this perspective to be entirely consistent with the concept of Quality Enhancement, which makes the CIPP model especially adaptable for use in evaluating the Quality Enhancement Plan at Nova Southeastern University.

The Committee also observed the CIPP Model internally helps organizations

...to help initiate, develop, and install sound programs, projects, or other services; to strengthen existing programs or services; to meet the accountability requirements of oversight groups, sponsors, and constituents; to disseminate effective practices; and to contribute to knowledge in the area of service. (Stufflebeam, 2000, p. 279)

The Committee further took note that

evaluations following the CIPP Model also help external groups--funding organizations, persons receiving or considering the sponsored services, policy groups and program specialists outside the program being evaluated, and other audiences--to understand assess the merit and worth of the program, project, or service. (Stufflebeam, 2000, pp. 279-280)

Lastly, the CIPP Evaluation Model is particularly useful for evaluation of programs with relatively long-term goals (Stufflebeam, 2002) which also fits well with the parameters of the QEP.

Based upon all of these points, the NSU QEP Committee found the CIPP Evaluation Model to cohere well with the assessment requirements of the QEP as defined by SACS and the definition also resonated well with the Committee's understanding of evaluation from both a theoretical and a practical sense.

The components of the CIPP acronym (Stufflebeam, 2000) are



**Context Evaluation:** With Context Evaluations, stakeholders assess their needs, problems, and opportunities as bases for defining goals and priorities and judging the significance of outcomes. Stated simply, the goal of Context Evaluations is to determine what needs to be done in the project (p. 279).

**Input Evaluation:** With Input Evaluations, stakeholders assess alternative approaches to meeting needs as a means of planning programs and allocating resources. Stated simply, the goal of Input Evaluations is to determine how should the project be done (p. 279).

**Process Evaluation:** With Process Evaluations, stakeholders assess the implementation of plans to guide activities and later to explain outcomes. Stated simply, the goal of Process Evaluation is to determine is the project being done (p. 279).

**Product Evaluation:** With Product Evaluations stakeholders identify intended and unintended outcomes both to keep the process on track and determine effectiveness. Stated simply, the goal of Product Evaluation is to determine did the project succeed (p. 279).

Product Evaluation is further divided into four sub-sections:

Impact Evaluation:	Were the right beneficiaries reached?
Effectiveness Evaluation:	Were their needs met?
Sustainability Evaluation:	Were the gains sustained?
Transportability Evaluation:	Are these gains adaptable for effective use in other settings?

In the four phases of the model, stakeholders use a checklist system to conduct both formative and summative evaluations:

The checklist's first main function is to provide timely evaluation reports that assist groups to plan, carry out, institutionalize, and/or disseminate effective services to targeted beneficiaries. The checklist's other main function is to review and assess a program's history and to issue a summative evaluation report on its merit, worth, and significance and the lessons learned. (Stufflebeam, 2002, p. 2)

Of the checklist's ten components, NSU's adaptation for its QEP evaluation will mainly draw upon the context, input, process, impact, effectiveness, sustainability, and transportability evaluation components, but will also utilize some aspects of the metaevaluation and the final synthesis report components.

### **The CIPP Evaluation of the NSU QEP**

Using the CIPP Evaluation and Checklist, NSU has already begun evaluating and assessing progress made with the QEP goal of Enhancing Student Academic Engagement

in Scholarship and Research, Dialogue and Exchange, and Clinical Experiences. QEP progress is measured from the perspective of individual academic units as well as from a QEP-wide point-of-view.

The first two components of the CIPP model and checklist, Context and Input Evaluation, have largely already been completed for NSU’s QEP at both the unit and university levels as reflected in the institutional assessment process and conceptualization of the QEP (Context) and the creation of the Academic Unit Action Plans (Input). The details of the evaluation of these two phases of the CIPP Model and Checklist are as follows:

**Context Evaluation:** Assessing the needs, assets, and problems within a defined environment. The “defined environment” can refer to an individual unit or to the university as a whole, depending upon which level of assessment is being examined.

**Activities constituting Context Evaluation:**

Status	Activity/Aims	Commentary
√	Compile and assess background information, especially on the students’ needs; How can student learning be enhanced?	The QEP leadership team proposed the three primary areas of the QEP based upon several sources, including educational literature and university-wide assessment reports. Please see Section VI: Institutional Dialogue and the Emergence of the NSU QEP; Section VII: Rationale and Theoretical Underpinnings for the Proposed QEP; and Section VIII: Facilitating Factors: A Statement of Institutional Capacity and Commitment for detailed reports of the outcome of this activity area.
√	Consult with university and unit leaders and administrators and other stakeholders to review and discuss their perspectives on students’ needs; identify any problems that need to be addressed	At university-wide and academic-wide levels, multiple meetings were held to discuss the general goal of the QEP (i.e., Enhancing Student Academic Engagement) and propose how this goal could be operationalized to meet the students’ academic needs in the individual academic units (please see Appendix B: Unit-Level QEP Development for descriptions of the academic efforts to develop their QEP focus and Section VI: Institutional Dialogue and the Emergence of the NSU QEP for a description of the university-wide efforts).
√	Assess program goals in light of students’ needs and assets. Will the	Each academic unit submitted proposals within one of the QEP’s

	QEP result in enhanced student learning?	objective areas (Please see Appendix D: Academic Unit Sample QEP Proposals for samples of these proposals). These individual proposals were reviewed by the other members of the QEP Committee as to their fit with the overall QEP goal and as to their potential for enhancing student learning. A WebCT classroom was created for posting of the proposals and to provide a discussion forum for committee members.
√	Identify academic unit QEP Directors	Each unit's Dean was asked to appoint a representative to serve on the university's QEP committee (see Appendix A: NSU QEP Committee Roster for a full list of the members)

**Using the outcomes of Context Evaluation:**

Status	Activity/Aim	Commentary
√	Use context evaluation findings in selecting and/or clarifying which students to specifically target with the QEP; review plan to make sure it targets these students	Monthly QEP meetings allowed unit representatives to develop their unit's plans, adding depth and texture to the activities. Collaboration among the units allowed refinement of general ideas into specific plans (Please see the individual academic unit action plans in Section II: Nova Southeastern University's Quality Enhancement Plan: Enhancing Student Academic Engagement in Scholarship and Research, Dialogue and Exchange, and Clinical Experiences and the QEP Committee Minutes web page at <a href="http://qep.nova.edu/minutes.html">http://qep.nova.edu/minutes.html</a> .)
	Throughout the plan and at its end, use context evaluation findings to assess the program's effectiveness and significance in meeting the students needs and enhancing student learning	Context evaluation data will be folded into Process and Product evaluation during and after QEP implementation

**Input Evaluation:** Assessing competing strategies and the work plans and budgets of the selected approach.

**Activities constituting Input Evaluation:**

Status	Activity/Aim	Commentary
√	Identify and investigate existing programs that could serve as a model for the contemplated program	The Office of Research, Planning, and Governmental Affairs conducted literature searches on the topic of student academic engagement and shared these resources with the members of the QEP Committee (please see Section IX: References for some citations of some of these resources). Academic units also conducted their own independent research relative to their specific project. Much of this work was accomplished via electronic resources, since many colleges and universities publish a QEP online (please see Appendix C: Sample Resources Consulted by Academic Units for some of the resources consulted by the academic units).
√	Assess the program's proposed budget for responsiveness to assessed needs; assess feasibility of strategy and budget	As part of their proposals, each academic unit identified existing and new resources they would need to develop, implement, and sustain their QEP project. After the proposals had been reviewed by the QEP Committee and revised by the academic units, proposed budgets were submitted to the Executive Vice President for Administration. These preliminary figures were then used by the university to set aside a QEP account to provide the fiscal resources to support the various units' QEP anticipated expenses. In addition, the QEP Committee developed a budget detailing the resources needed to support the leadership activities to oversee the management of the QEP on a university level. This budget included a new personnel position request for the QEP Assessment Director which was approved. More information on this process can be found in Section IV: Project Resources: Personnel, Facilities, and Equipment.

√	Assess the work plan and schedule for sufficiency, feasibility, and viability	A sub-group of the QEP Committee was formed and this group reviewed the individual academic unit proposals by QEP objective area. Members of the sub-committee met with each academic unit QEP director and provided evaluation and feedback. Academic unit QEP Directors revised and resubmitted their proposals. In addition, portions of the monthly meetings of the QEP Committee were devoted to small group exercises wherein the members discussed their individual academic unit's QEP's, shared ideas, and provided critical feedback (please see the QEP Committee Minutes web page at <a href="http://qep.nova.edu/minutes.html">http://qep.nova.edu/minutes.html</a> ).
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**Using the outcomes of Input Evaluation:**

<b>Status</b>	<b>Activity/Aim</b>	<b>Commentary</b>
√	Use the input evaluation findings to support funding requests, additional staff, etc. for the planned program.	As part of their proposals, each academic unit identified existing and new resources they would need to develop, implement, and sustain their QEP project. After the proposals had been reviewed by the QEP Committee and revised by the academic units, proposed budgets were submitted to the Executive Vice President for Administration. These preliminary figures were then used by the university to set aside a QEP account to provide the fiscal resources to support the various units' anticipated QEP expenses. In addition, the QEP Committee developed a budget detailing the resources needed to support the leadership activities to oversee the management of the QEP on a university level. This budget included a new personnel position request for the QEP Assessment Director which was approved. More information on this process can be found in Section IV: Project Resources: Personnel,

	Facilities, and Equipment.
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As the QEP enters the implementation phase, the CIPP Evaluation Model and Checklist activities will enter the Process and Product Evaluation phases. Process and Product Evaluation will evolve; where appropriate, a description of the activities that have already taken place, or those activities which are planned or anticipated, is included in the following checklists.

**Process Evaluation** Monitoring, documenting, and assessing QEP activities

**Activities constituting Process Evaluation:**

Status	Activity/Aim	Commentary
	Engage an evaluation team member to monitor, observe, maintain a record of, and provide periodic progress reports on program implementation, costs, problems, etc.	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>
	Periodically interview students, program leaders, and other stakeholders to obtain their assessments of the program's progress	<p><i>Unit level:</i> The units have already identified their student learning outcomes, measures, and instruments. Periodic data gathering from various stakeholders has already been built into these assessment strategies.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>

**Using the outcomes of Process Evaluation:**

Status	Activity/Aim	Commentary
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	<p>Use the process evaluation findings to document the plan's progress, and make modifications where necessary in staffing, funding, etc.</p>	<p>The findings of the assessment of the overall goals and student learning outcomes of the QEP will be published annually in the QEP Process and Product Progress Report. This report will be compiled by the members of the QEP Leadership Team and will be reviewed by the Council of Deans and the NSU President. An interim report will be presented as part of the first of two QEP Leadership Meetings held each year of the project.</p> <p>Findings from the interim and annual reports will be used by the QEP Leadership Team to make relevant programmatic changes as well as to identify possible emerging needs and opportunities that could require an additional allocation of personnel and other resources. If such resource needs arrive, the QEP Assessment Director will coordinate with the leadership of the academic units and the NSU central administration to make proposed budgetary requests as part of the regular NSU annual budget review and approval process.</p>
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**Product Evaluation:**

**Impact Evaluation:** Assessing the QEP's reach to the students

**Activities constituting Impact Evaluation:**

<b>Status</b>	<b>Activity/Aim</b>	<b>Commentary</b>
	<p>Determine the extent to which the program reached the students targeted by the plan</p>	<p><i>Unit level:</i> The Academic Unit QEP directors will keep an accounting of the number and nature of students participating in the QEP activities as well as the results of the assessment of student learning outcomes.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the</p>

		collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.
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**Effectiveness Evaluation:** Evaluating the quality and significance of the QEP outcomes

**Activities constituting Effectiveness Evaluation:**

<b>Status</b>	<b>Activity/Aim</b>	<b>Commentary</b>
	Interview students, program leaders, and other stakeholders to determine their assessments of the program's positive and negative outcomes	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>
	Conduct in-depth case studies of selected beneficiaries	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>
	Critically evaluate the range, depth, quality, and significance of the program's effects on the students	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the</p>



		Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.
	Use the effectiveness evaluation findings to gauge the effects of the program on student learning, and to determine whether the activities need to be changed	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>

**Sustainability Evaluation:** Assessing the extent to which the QEP’s contributions are successfully institutionalized and continued over time.

**Activities constituting Sustainability Evaluation**

Status	Activity/Aim	Commentary
	Interview program leaders and students to identify which program successes can be and should be sustained	<p><i>Unit level:</i> Each unit has identified a QEP director who will retain responsibility for these activities.</p> <p><i>University level:</i> The QEP Assessment Director and the QEP Objective Area Coordinators will work with the Academic Unit QEP Directors in the collection and analysis of this data and the presentation of these findings at the semi-annual QEP Objective Seminars and QEP Leadership Team Meetings and in the Annual QEP Process and Product Progress Report.</p>

**Transportability Evaluation:** Assessing the extent to which the practices of the individual academic unit QEP’s have (or could be) successfully adapted and applied elsewhere in the same academic unit and the university.

**Activities constituting Transportability Evaluation**

Status	Activity/Aim	Commentary
	<p>Compile summaries of the unit’s plans to present first to the other units within the university; units can discuss the activities and the potential relevance to their own unit</p>	<p>The findings of the assessment of the overall goals and student learning outcomes of the QEP will be published annually in the QEP Process and Product Progress Report. This report will be compiled by the members of the QEP Leadership Team and will be reviewed by the Council of Deans and the NSU President. An interim report will be presented as part of the first of two QEP Leadership Meetings held each year of the project.</p> <p>Findings from the interim and annual reports will be used by the QEP Leadership Team to make relevant programmatic changes as well as to identify possible emerging needs and opportunities that could require an additional allocation of personnel and other resources. If such resource needs arrive, the QEP Assessment Director will coordinate with the leadership of the academic units and the NSU central administration to make proposed budgetary requests as part of the regular NSU’s annual budget review and approval process.</p>

Stufflebeam (2000) also advocates that metaevaluation (i.e., the evaluation of an evaluation) is to be done throughout the evaluation process; and evaluators also should encourage and cooperate with independent assessments of their work. At the end of the evaluation, evaluators are advised to give their attestation of the extent to which applicable evaluation standards and/or guiding principles were met. This checklist’s final component provides concrete advice for compiling the final summative evaluation report, especially by drawing together the formative evaluation reports that were issued throughout the evaluation.

**Metaevaluation:** Assessing the QEP evaluation’s adherence to pertinent standards of sound evaluation

**Activities constituting Metaevaluation**

Status	Activity/Aim	Commentary
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	Review best-practices such as the Joint Committee Program Evaluation Standards and reach an agreement with the Academic Unit QEP Directors that these standards and/or other standards and/or guiding principles will be used to guide and judge the evaluation work.	The QEP Assessment Director will meet with the Academic Unit QEP Directors to discuss best-practices in evaluation and assessment and come to an agreement as to a set of standards which work best to guide their assessment efforts.
	Consider contracting for an independent assessment of the evaluation to obtain an independent assessment of the evaluation plan, process, and/or reports.	The university will hire an external consultant with expertise in the assessment of student learning outcomes and program evaluation to provide mentorship to the QEP Assessment Director and the Academic Unit QEP Directors.
	Maintain and distribute information pertinent to judging the evaluation against the agreed-upon evaluation standards and/or guiding principles.	The QEP Assessment Director, assisted by the external consultant, will be responsible for maintaining and distributing this information.
	Periodically use the metaevaluation findings to strengthen the evaluation as appropriate and take into account metaevaluation results in deciding how best to apply the evaluation findings.	At the semi-annual QEP Objective Seminars, the QEP Assessment Director, the Academic Unit QEP Directors, and the external consultant will review the evaluation process and the ways in which the evaluation findings have been applied.
	Assess and provide written commentary on the extent to which the evaluation ultimately met each agreed-upon standard and/or guiding principle, and include the results in the final evaluation report's technical appendix and consider appending a statement to the final evaluation report reacting to the evaluation, to the evaluators' attestation of the extent to which standards and/or guiding principles were met, to the results of any independent metaevaluation, and also documenting significant uses of the evaluation findings.	The QEP Assessment Director, assisted by the external consultant, will conduct this assessment and provide the results for consideration by QEP Leadership Team members.

Stufflebeam (2002) suggests that timely communication of relevant evaluation findings to the client and right-to-know audiences is another key theme of the CIPP model and checklist. Stufflebeam recommends findings from the different evaluation components

should be drawn together as needed and reported periodically, typically once or twice a year.

According to the CIPP Model, the general process, for each reporting occasion, calls for draft reports to be sent to designated stakeholders prior to a feedback workshop. Those present at the feedback workshop should be invited to raise questions, discuss the findings, and apply them as they choose. At the workshop’s end, the evaluators should summarize the evaluation’s planned next steps and future reports; arrange for needed assistance from the client group, especially in data collection; and inquire whether any changes in the data collection and reporting plans and schedule would make future evaluation services more credible and useful. Following the feedback workshop, the evaluators should finalize the evaluation reports, revise the evaluation plan and schedule as appropriate, and transmit to the client and other designated recipients the finalized reports and any revised evaluation plans and schedule.

Following the CIPP guidelines, results garnered from the assessment activities at each academic unit will provide feedback to all of the other Academic Unit QEP Directors so they can work with their respective faculty members, students, and administrators to improve their engagement enhancement programs. The QEP Objective Coordinators will facilitate the dissemination of these results and improvements to the other academic units working within the QEP Objective Area and the QEP Assessment Director will spread this news to the rest of the QEP Leadership Team and the NSU community via the semi-annual QEP Objective Seminars and the two Semi-annual QEP Leadership Team Meetings, as well as through the annual QEP Process and Product Progress Reports.

To help ensure the highest quality of these various QEP reports, NSU will draw upon the CIPP Evaluation Checklist’s Final Synthesis Report to help structure the documents.

**The Final Synthesis Report:** This report pulls together QEP evaluation findings to inform the full range of audiences about what was attempted, done, and accomplished; and to share what lessons were learned; and the bottom-line assessment of the QEP.

**Activities constituting the Report Synthesis**

Status	Activity/Aim	Commentary
	Organize the reports to meet the differential needs of different audiences and assure that the planned report contents will appeal to and be usable by the full range of audiences	The QEP Assessment Director and the Academic Unit QEP Directors, assisted by the external consultant, will develop a report format.
	Organize the reports to give detailed accounts of how the main program components were planned, funded,	The QEP Assessment Director and the Academic Unit QEP Directors, assisted by the external consultant, will develop

<p>staffed, and carried out; assure that the account of program implementation is accurate and sufficiently detailed to help others understand and possibly apply the program's procedures; take stock of what was accomplished, what failures and shortfalls occurred, and what lessons should be heeded in future programs; contrast the program's contributions with what was intended, what the beneficiaries needed, what the program cost, and how it compares with similar programs elsewhere.</p>	<p>a report format.</p>
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**Activities constituting the Report Synthesis**

The following is a breakdown of the key implementation and assessment activities by year for the first five years of the QEP:

**Year One: 2007-2008**

<b>Activity</b>	<b>Accountability</b>
Implementation of academic units' QEP projects	Academic Unit QEP Directors
Establish key objectives and benchmarks to be achieved in the planning and implementation of the academic units' QEP projects, as well as in the overall goals of the QEP	QEP Assessment Director Academic Unit QEP Directors
Activity chart with accountabilities and timeframes	Academic Unit QEP Directors
Data generation in accordance with individual academic unit's evaluation plans	Academic Unit QEP Directors
Data compilation and integration from all academic unit's evaluation plans	QEP Assessment Director
Semi-annual QEP Objective Seminars	QEP Objective I, II, and III Coordinators
Semi-annual QEP Leadership Team Meetings	President QEP Assessment Director
Annual QEP Process and Product Progress Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
Annual QEP Process and Product Progress	President

Report approval	
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**Year Two: 2008-2009**

<b>Activity</b>	<b>Accountability</b>
Process /outcome evaluation of QEP Year One	Academic Unit QEP Directors QEP Assessment Director
Project modification based on evaluation	Academic Unit QEP Directors QEP Assessment Director
Modification of evaluation methodologies	Academic Unit QEP Directors QEP Assessment Director
Expansion to full participation	Academic Unit QEP Directors QEP Assessment Director
Activity chart with accountabilities and timeframes	Academic Unit QEP Directors QEP Assessment Director
Data generation in accord with revised evaluation plan	Academic Unit QEP Directors
Data compilation and integration in accord with revised evaluation plan	QEP Assessment Director
Semi-annual QEP Objective Seminars	QEP Objective I, II, and III Coordinators
Semi-annual QEP Leadership Team Meetings	President QEP Assessment Director
Annual QEP Process and Product Progress Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
Annual QEP Process and Product Progress Report approval	President

**Year Three: 2009-2010**

<b>Activity</b>	<b>Accountability</b>
Process /outcome evaluation of QEP Year Two	Academic Unit QEP Directors QEP Assessment Director
Project modification based on evaluation	Academic Unit QEP Directors QEP Assessment Director
Modification of evaluation methodologies	Academic Unit QEP Directors QEP Assessment Director
Continued implementation	Academic Unit QEP Directors QEP Assessment Director
Activity chart with accountabilities and timeframes	Academic Unit QEP Directors QEP Assessment Director
Data generation in accord with revised evaluation plan	Academic Unit QEP Directors
Data compilation and integration in accord	QEP Assessment Director

with revised evaluation plan	
Semi-annual QEP Objective Seminars	QEP Objective I, II, and III Coordinators
Semi-annual QEP Leadership Team Meetings	President QEP Assessment Director
Annual QEP Process and Product Progress Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
Annual QEP Process and Product Progress Report approval	President

#### **Year Four: 2010-2011**

<b>Activity</b>	<b>Accountability</b>
Process / outcome evaluation of QEP Year Three	Academic Unit QEP Directors QEP Assessment Director
Project modification based on evaluation	Academic Unit QEP Directors QEP Assessment Director
Modification of evaluation methodologies	Academic Unit QEP Directors QEP Assessment Director
Continued implementation	Academic Unit QEP Directors QEP Assessment Director
Activity chart with accountabilities and timeframes	Academic Unit QEP Directors QEP Assessment Director
Data generation in accord with revised evaluation plan	Academic Unit QEP Directors
Data compilation and integration in accord with revised evaluation plan	QEP Assessment Director
Semi-annual QEP Objective Seminars	QEP Objective I, II, and III Coordinators
Semi-annual QEP Leadership Team Meetings	President QEP Assessment Director
Annual QEP Process and Product Progress Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
Annual QEP Process and Product Progress Report approval	President

#### **Year Five: 2011-2012**

<b>Activity</b>	<b>Accountability</b>
Process / outcome evaluation of QEP Year	Academic Unit QEP Directors

Four	QEP Assessment Director
Project modification based on evaluation	Academic Unit QEP Directors QEP Assessment Director
Modification of evaluation methodologies	Academic Unit QEP Directors QEP Assessment Director
Continued implementation	Academic Unit QEP Directors QEP Assessment Director
Activity chart with accountabilities and timeframes	Academic Unit QEP Directors QEP Assessment Director
Data generation in accord with revised evaluation plan	Academic Unit QEP Directors
Data compilation and integration in accord with revised evaluation plan	QEP Assessment Director
Semi-annual QEP Objective Seminars	QEP Objective I, II, and III Coordinators
Semi-annual QEP Leadership Team Meetings	President QEP Assessment Director
Summative evaluation of project process and outcomes	QEP Assessment Director
Development of recommendations for future action	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
Annual QEP Process and Product Progress Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
Annual QEP Process and Product Progress Report approval	President
NSU QEP Five Year Report generation	QEP Assessment Director QEP Objective I, II, and III Coordinators Academic Unit QEP Directors
NSU QEP Five Year Report review	Vice President for Academic Affairs Vice President for Research, Planning, and Governmental Affairs Council of Deans
NSU QEP Five Year Report approval and submission to SACS	President

Keeping with the learning community strength of the QEP, part of the on-going review will focus on the prospective institutionalization of project goals and activities from the QEP. It is anticipated as success is achieved within the individual QEP academic unit projects that additional programs across the university will adopt and adapt the various QEP initiatives for greater utilization of the academic engagement lessons learned throughout the QEP.



As part of their proposals, each academic unit identified existing and new resources they would need to develop, implement, and sustain their QEP project. After the proposals had been reviewed by the QEP Committee and revised by the academic units, proposed budgets were submitted to the Executive Vice President for Administration. These preliminary figures were then used by the university to set aside a QEP account totaling approximately \$900,000 annually to provide the fiscal resources to support the various units' anticipated QEP expenses. Also the QEP Committee developed a budget detailing the resources needed to support the leadership activities to oversee the management of the QEP on a university level. This budget included a new personnel position request for the QEP Assessment Director which was approved. In addition to the QEP Assessment Director, the academic units have identified their QEP directors who will have a portion of their time and effort allocated to support the activities of the QEP. Along with the moneys identified centrally within the university, the individual academic units have also set aside additional dollars in support of their QEP projects.

As the QEP progresses, findings from the interim and annual reports will be used by the QEP Leadership Team to make relevant programmatic changes as well as to identify possible emerging needs and opportunities that could require an additional allocation of personnel and other resources. If such resource needs arrive, the QEP Assessment Director will coordinate with the leadership of the academic units and the NSU central administration to make proposed budgetary requests as part of the regular NSU annual budget review and approval process.

#### **V. Continued Broad-Based Involvement of the NSU Community**

Throughout the development phase of the QEP, NSU has made every effort to include participation by faculty, students, staff, administration, and trustees. These activities are documented throughout this report in Section VI: Institutional Dialogue and the Emergence of the NSU QEP; Section II: Nova Southeastern University's Quality Enhancement Plan: Enhancing Student Academic Engagement in Scholarship and Research, Dialogue and Exchange, and Clinical Experiences; and in Appendix B: Unit-Level QEP Development.

In anticipation of the implementation phase, the university is already developing its QEP Campaign. Kathryn Blanco, J.D., Director of Student Engagement in NSU's Division of Student Affairs, serves as member of the QEP Committee and has been working with her colleagues in Student Affairs and the Office of University Relations to develop a comprehensive plan to assist the academic units in informing the NSU community about the QEP and inviting participation and feedback.

The following are some of the steps already undertaken and the proposed next steps in this process:

- Brad Williams, Ed.D., Dean of Student Affairs, and Director Blanco spoke to the Pan-Student Government Association (all of the student government presidents

university-wide) during its November 2006 Meeting to preliminarily discuss the QEP and its impact on the students of NSU, as a whole. Director Blanco reminded the Association of the SACS On-site Committee's visit in March, and that prior to that date, the Office of Student Affairs would create "information groups" with the members of the PAN-Student Government Association along with various other students across campus.

- Also in November 2006, Dr. Williams; Dave Dawson, Executive Director of University Relations; Eddie Jitraphai, Assistant Director for Marketing and Student Information; and Director Blanco met to discuss the QEP and the proposed campaign for the university. As a group they all agreed that the most effective campaign would be a "viral campaign," a useful approach in reaching a large number of people in pre-existing social groups. They also determined that it would be best to create a QEP "logo" for purposes of the campaign to be used on banners, flyers, websites, discussion boards, and more. The viral campaign would begin in late January 2007 where the group would launch university-wide publicity (through the use of all appropriate communication mediums) posing the question, "What is the QEP?" This viral campaign would last a couple of weeks and would pique the curiosity of the university community. In mid-February, the group would take the next step of the viral campaign which would be to connect the "QEP" to NSU through the logo, and then launch a campaign to explain what the QEP is and what it means to the students. The group has also decided that all viable communication mediums shall be used, including but not limited to banners, mass email, website, discussion boards, information groups, My Space and Facebook postings.

The QEP Campaign Team met on December 27 to further discuss about the implementation timeline and to make final decision on the logo design. The following logo was adopted.



The team met again on January 10th to finalize the implementation plan for the campaign and the following decisions are made.

The campaign will be implemented in three phases:

**Phase 1:** creating curiosity—stating a sentence, “QEP is for you”

**Duration:** 2 weeks

**Tool:** Banners, poster, flyers, and available electronic channels such as mass email, internet, and web.

**Phase 2:** Decoding QEP and its relation to NSU—The logo is unveiled and the acronym, “QEP” is defined. The following statement will be used on all campaign materials:

“NSU’s Quality Enhancement Plan is for each of us”

**Duration:** 2 weeks

**Tool:** Banners, poster, flyers, and available electronic channels such as mass email, internet, and web.

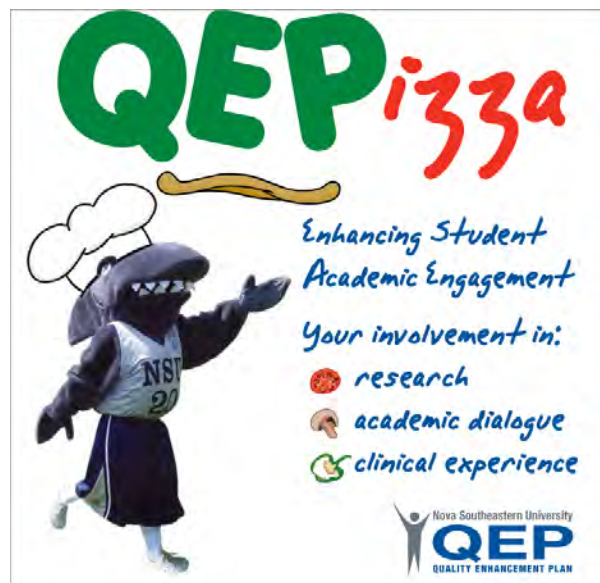
**Phase 3:** reinforcing the “QEP” plan—The essence of QEP is concisely described as follows:

“Enhancing Student Academic Engagement”

Your involvement in: research, academic dialogue, and clinical experience.

**Duration:** 2 weeks

Also, Dean Williams suggests “QEPizza”—the idea aims to attach students to QEP using “catchy” and “fun” theme. The following graphic will be used.



The team also discussed the cost estimate for the whole campaign and a proposal has been submitted to Dean Singleton. The campaign is set to be launched on February 1.

In addition to this university system-wide campaign, each individual academic unit will also include information about its QEP activities on web sites, in publications, and in public display areas.

## **VI. Institutional Dialogue and the Emergence of the NSU QEP**

NSU maintains a long-standing, integrated, and deeply entrenched planning and evaluation system. Planning is sustained as a “living” process that is, by design, responsive and adaptive to change. Evaluation is undertaken as an integral continuous component of both the academic and administrative realms of institutional operations. Planning, informed by evaluation outcomes, guides and directs institutional operations not as a blueprint, but as an adaptable framework upon which institutional priorities and prerogatives may be translated into action. NSU regularly generates a variety of evaluation reports that inform decision making relative to planning. Access to published documents is available online through NSU’s web site (<http://www.nova.edu/rpga/internal.htm>). Additional documents that were not published for dissemination are available upon request through the Office of Research, Planning, and Governmental Affairs.

NSU’s planning process is broadly participatory, eliciting involvement and input from a diverse set of stakeholders and generating a rich array of perspectives. The pursuit of institutional enhancement and a commitment to responsiveness and relevance undergird the planning process. Compelling interests and needs emerge through a process of institution-wide dialogue and exchange. Planning initiatives, and the strategies by which they are pursued, are then developed upon the foundation of institutional mission, vision, and values, as set forth in NSU’s *Strategic Plan 2005* ([http://www.nova.edu/cwis/strategic\\_plan/index.html](http://www.nova.edu/cwis/strategic_plan/index.html)).

NSU’s proposed Quality Enhancement Plan emerged through this intensive, iterative process of dialogue, deliberation, and refinement of ideas—the context evaluation phase (see Section III). The early roots of the QEP are reflected in the extended institutional dialogue undertaken between 2000 and 2003, in a series of charettes and retreats, and the subsequent articulation of essential institutional priorities that emerged from this process.

In 2000, NSU engaged in a university-wide exploration of values and institutional identity, culminating in an identifying theme of “beyond the classroom,” the latter reflecting both the accomplishments and the sustained commitments of the university to extend the learning experience outside the classroom. The results of this exploration were compiled and analyzed in a document entitled *NSU Branding Initiative*, prepared for

administration. Although unpublished and unavailable electronically, the report is available for review upon request through the Office of Research, Planning, and Governmental Affairs.

Building upon NSU's emergent identity, in 2001, President Ferrero involved the academic deans in a continued examination of institutional goals. This exercise generated an enhanced focus and consensus around an evolving set of interests and priorities, many related to enriching and enhancing student learning. A report regarding recommendations that emerged from this exercise, entitled *Plan for Demonstrating Goal Achievement Based on Recommendations from the 2001 Dean's Retreat* was prepared for administration. It was unpublished, but is available for review upon request through the Office of Research, Planning, and Governmental Affairs.

In 2002, President Ferrero initiated a comprehensive review of future growth plans developed by the academic units, culminating in a revised assessment of growth patterns that are responsive to core areas of need and institutional interest. A report was prepared for the university community regarding this review, *The President's Assessment of Growth Projections for the Academic Units* (<http://www.nova.edu/rpga/reports/forms/2002/02-04f.pdf>). Girded by an enhanced sense of institutional identity, and informed by consensus on critical directions for growth, in 2003, President Ferrero engaged the entire university community in defining planning priorities for the future. As reflected in the report generated from the retreat, *Report on the NSU University Retreat: "Yesterday, Today, and Tomorrow" May 1-2, 2003 and Board of Trustees Strategic Planning Exercise: "Top Institutional Priorities" May 17, 2003* (<http://www.nova.edu/rpga/reports/forms/2003/03-11f.pdf>), President Ferrero challenged the university community to seek preeminence across all academic programs and urged faculty and administrators alike to seek innovative ways to ensure and enrich student engagement.

A number of compelling areas of focus for institutional resources and attention emerged from the 2003 retreats. These subsequently took shape as Essential Planning Priorities (EPPs), the core planning components that define the university's *Strategic Plan 2005*. The EPPs were established to "direct energy, resources, and accountability to the plan." Enrichment and enhancement reflect their overall thrust. The EPPs provide the foundation upon which the QEP naturally emerged. NSU's QEP is most directly responsive to the first four of the EPPs:

- EPP 1: Enriching and Diversifying the Array of Academic Offerings and Delivery Modalities
- EPP 2: Ensuring Enhanced Levels of Student Achievement, Engagement, and Satisfaction
- EPP 3: Enhancing Scholarship and Research
- EPP 4: Enhancing Diversity Relative to Students, Faculty, Administration, Staff, Services, and Community Involvement

Throughout this process a number of university-wide groups participated in these discussions. These groups included the NSU Board of Trustees, the Council of Deans, the Faculty Advisory Council, the Committee on Faculty Research, Scholarship, and Development, and the Student Inter-Organizational Council (see QEP Committee Minutes web page at <http://qep.nova.edu/minutes.html>). During the same time period, similar conversations occurred at the academic unit level among their respective students, faculty, and staff.

With the completion of the Context Evaluation phase during the spring and summer of 2005, the university entered the Input Evaluation (see Section III). Based upon the results of the CIPP Context Evaluation phase and the on-going university-wide participation and input by its faculty, students, and administration, academic leadership at the university worked to develop a QEP topic that weaves four of its Essential Planning Priorities into a central goal that would be relevant for all academic units at NSU. That goal, Enhancing Student Academic Engagement, is realized by pursuit of the three engagement objectives:

- Enhancing Student Academic Engagement in Scholarship and Research
- Enhancing Student Academic Engagement in Dialogue and Exchange
- Enhancing Student Academic Engagement in Clinical Experiences

The overall QEP goal and three objectives were produced during the CIPP Input Evaluation phase through the collected efforts of the Board of Trustees, the SACS Reaffirmation Leadership Team, the Council of Deans, and various faculty and administrative groups. It also took into account a number of significant factors including the need for enhancing the engagement of NSU's student learners, the need for emphasizing student learning outcomes, and the need for affording academic units sufficient flexibility in order to enhance their respective academic missions.

In the fall of 2005, President Ferrero addressed a memo to NSU's sixteen academic deans asking them to nominate an individual from their academic unit to lead the operationalization of the QEP within their unit, to serve as the academic unit's coordinator for the plan, to ensure that the academic unit responds in a timely and appropriate manner to the QEP requirements, and to serve as the academic unit's representative to the university-wide QEP Committee (see Appendix A: NSU QEP Committee Roster). Dr. H. Wells Singleton, Dean and Academic Provost of the Fischler School of Education and Human Services, was named Chair of the QEP Committee and Dr. Amon Seagull, Assistant Professor in the Graduate School of Computer and Information Sciences and Director of the School's Research and Planning, was named Vice Chair.

Following President Ferrero's memo, the QEP Committee was established and began work to operationalize the plan as part of the CIPP Input Evaluation phase within each academic unit. Through within-center deliberations and cross-center conversations in committee, over the winter and spring of 2006, individual centers determined the nature of their realization of NSU's QEP goal and objectives. The committee also used its Web site (<http://qep.nova.edu/>) to communicate and share ideas among committee members

and the entire NSU community. The committee also used their customized WebCT classroom to collaborate and to share documents.

One of the hallmarks of the NSU culture is the encouragement of innovation within its respective academic units. A foundational assumption of this encouragement is the belief that each academic unit's faculty, administration, and staff knows the needs of its students the best and develops quality academic programs, scholarship and research, and community service built around these locally identified needs.

By supporting innovation within the academic units, the entire university benefits from the experiences of these individual initiatives as faculty, administration, and staff from the units share the lessons they have learned with the larger NSU community. Because of this centralized-decentralized system, best practices are easily transported from unit to unit as NSU functions as one knowledge management system with sixteen innovative academic units.

This same cultural strength was applied to the QEP development process. All sixteen units worked with representatives from the central administration to seek input and to reach consensus on the goal and objectives of the QEP, and then each unit was directed to select one QEP objective in which it would develop an action plan that would help it to enhance that particular area of student academic engagement within the academic unit. As the various engagement enhancement plans take form in the sixteen academic units, the knowledge gained from the individual QEP's will be shared across the NSU community throughout the CIPP Process and Product Evaluation phases. As a result, the entire university will ultimately benefit from the lessons learned across these sixteen integrated action plans, all designed to enhance student academic engagement. That is the power of NSU's QEP approach.

## **VII. Rationale and Theoretical Underpinnings for the Proposed QEP**

Over the last 20 years, as higher education has shifted from a teacher-centered to a learner-centered orientation, substantive attention has been devoted to assessing the outcomes of student learning. SACS has been at the forefront of the dialogue that has attended this shift, and the new *SACS Principles of Accreditation* reflect the commitment of its member institutions to enhance student learning. The Quality Enhancement Plan, a critical component of reaffirmation under the *Principles*, emerged as a vehicle for institutions to demonstrate this commitment and to mobilize institutional resources in unique and innovative ways toward this end. The QEP enables institutions to expand and vary the lens through which they evaluate student learning and to establish a plan through which they enhance it.

The theoretical underpinnings and rationale for NSU's QEP project derive from a broad array of educational research, including but not limited to:

- Edgerton's (2001) "pedagogies of engagement"

- Light’s work on the educational development of the undergraduate (Association of American Colleges and Universities, 2002)
- Chickering and Gamson’s (1987) “Seven Principles for Good Practice in Higher Education”
- Astin’s (1993) extensive correlational research on “what matters in college” and the “theory of involvement”
- Pascarella and Terenzini’s (2005) research exploring the impact of college on student development
- The National Survey of Student Engagement (NSSE; 2003)

Edgerton’s 2001 report on the status of higher education, developed on behalf of the Pew Charitable Trust, emerged at the forefront of a national dialogue regarding the need for “new pedagogies of engagement” from which “resourceful, engaged workers and citizens” would emerge. Contributing to this dialogue, Light’s research revealed that among the most significant factors contributing to student development at the undergraduate level is the active engagement or involvement of the student in the academic experience. Astin’s (1993) extensive exploration of factors that “matter” in the college experience revealed that student involvement—reflected in the manner in which students approach their education—is a critical factor in student development, both from an academic and a personal perspective, as well as in student satisfaction with the educational experience. Pascarella and Terenzini’s (2005) multi-decade research on how college affects students underscores the integral relationship between student engagement in the academic experiences of college and the level of their knowledge acquisition and cognitive development. Research emerging from the NSSE project highlights the importance of student involvement in a diverse array of experiences and the significance of patterns of involvements, in particular, frequency of engagement. Underscoring the NSSE initiative, the first report of which was produced 2003, is the assertion that the nature and extent of student participation in their educational experiences—defined as encompassing a broad array of educational activities—effectively reflects the quality of the institution and, thereby, the quality of students’ education.

Reflecting on the large body of research underpinning student engagement in the educational experience, Kuh (2004) contends that such engagement lies at “the intersection of student development research, assessment practice, and the scholarship of teaching” (p. 167), pointing out that “the student engagement premise is deceptively simple, even self-evident: the more students do something, the more proficient they become” (p. 167) This empirical relationship, Kuh notes, has been established since the 1930s, through the research of Ralph Tyler, and was reinforced in subsequent research over the ensuing decades. Kuh indicates, in fact, “This principle has been corroborated countless times by research studies that show that educationally purposeful activities are precursors to student learning and personal development” (p. 168).

More recently, the Association of American Colleges and Universities’ Network for Academic Renewal Conference, held in April 2005, focused attention on the “New Academy,” a concept set forth in the AACU national panel report, *Greater Expectations: A New Vision for Learning as a Nation Goes to College*. This report called for “higher



education to help college students become intentional learners who can adapt to new environments, integrate knowledge from different sources, and continue learning throughout their lives” (Executive Summary, ¶ 25).

Emerging from the national dialogue and intensive research on engagement of students in the academic experience is a consensus that among the factors that enhance student learning are: active student engagement in the learning process; engaging students in activities in which theory is applied in practice; transmission of understanding and knowledge through mentorship; exposure to diverse modes of inquiry and exploration of knowledge; and technological facilitation of inquiry and exploration. Underpinning these factors are the concepts of intentionality—the intention of the student to learn, and student ownership of and responsibility for learning.

The concepts and values reflected above provided the impetus, as well as a foundation, for exploration of NSU’s QEP activities, a process that was broadly participatory and involved faculty, academic unit deans, administration, and students throughout the period of reflection and development time that extended back to 2000. Further, they dovetailed with the university’s Mission, Vision, and Values, the essential elements of the university’s strategic plan that are continually assessed and refined through stakeholder investment in the planning process. Finally, they mirrored areas of compelling concern for NSU relative to student learning and enrichment of the student educational experience, with which wide consensus had been generated through institutional dialogue in various forums over the previous five years.

### **VIII. Facilitating Factors: A Statement of Institutional Capacity and Commitment**

As part of the institutional assessment and reflection in the CIPP Context Evaluation phase, the university identified a number of key characteristics that define NSU as an organization. The essence of these key characteristics has been NSU’s deep commitment to innovation and responsiveness in meeting the needs of its primary stakeholder—the student. We believe this commitment is reflected in the QEP development process pursued by the university and in the proposal that emerged from that process. Sustaining institutional capacity and commitment as the university transitions from plan to implementation will be critical in accomplishing the objectives outlined in this proposal. As a private, not-for-profit institution, NSU has enjoyed substantial independence in pursuing dynamic solutions to the challenges that confront higher education. In the process, we hold that a number of key institutional characteristics have dovetailed and contributed to NSU’s growth, maturity, and stability. We believe these characteristics, highlighted below, will provide substantial leverage in achieving the promise and potential of NSU’s QEP.

***Capacity for cross-disciplinary dialogue and collaboration:*** As NSU has matured as an institution of higher education, the degree and quality of its cross- and inter-disciplinary dialogue and collaboration has increased and improved. In NSU’s new strategic plan adopted in 2005, a critical continuing pursuit supporting the Enhancing Scholarship and

Research Essential Planning Priority is the goal of increased collaboration on scholarly endeavors among academic units.

Success in meeting this goal can be seen in the collaboration of multiple academic units to produce degree programs such as the Master's in Criminal Justice, Counseling, and Biomedical Informatics; and to enhance existing degree offerings as can be seen in the creation of an array of graduate degree minors that can be taken by NSU students from across the university. NSU's progress in this Essential Planning Priority can also be noted by the extensive interdisciplinary collaboration of faculty exhibited through the annual President's Faculty Research and Development Grant and Quality of Life Faculty Community-Based Applied Research Grants programs in which faculty from multiple academic units come together to propose and conduct cross-disciplinary research projects. These endeavors along with other collaborative initiatives have helped to establish a strong culture of cooperation and shared vision throughout the institution.

The context of the QEP was developed through this collaborative milieu via a broadly participatory process of dialogue and planning that involved representatives from multiple academic units and disciplines. Inherent in NSU's proposed QEP implementation process is the concept of the learning community which will encourage an eventual extension of the plan to all academic units in the university over the years of the QEP. By design, the QEP will engage participants in an on-going process of sharing and dialogue with the other academic units relative to QEP process and outcomes. Facilitating this transportability of knowledge and expertise is NSU's aforementioned institutional climate that supports and encourages cross-unit and cross-disciplinary initiatives. Multiple opportunities are available throughout the university community for the identification of common interests among diverse and allied disciplines and for the coalescing of those interests into viable pursuits. Implementing the QEP within this dynamic academic climate is anticipated to facilitate accomplishment of project objectives.

***Climate of assessment:*** NSU is deeply committed to the pursuit of continual institutional improvement. In that interest, the university maintains a highly integrated and well-developed set of planning, assessment, and budgeting processes. As reflected in NSU's response to Core Requirement 2.5 in the Compliance Certification, institutional reviews of programs, operations, and services at multiple institutional levels "are a primary vehicle through which the institution gauges success relative to its mission and through which continuous institutional improvement is pursued." The results of assessment contribute to informed decision-making in all realms of institutional operations.

A hallmark of NSU's culture of assessment is a multi-level, multi-party philosophy and methodology which can be seen especially in its Academic Review process. In this rigorous assessment of student learning outcomes and overall academic program quality, each degree program is reviewed by its own faculty and administration, an external group of peers within NSU, and a consultant external to the university. This process culminates in a meeting between the dean and the president during which the results of the Academic Review are discussed and an action plan resulting from the review is generated.

The QEP will be pursued in the context of NSU's broader institutional planning and assessment activities, such as the Academic Review program and Gallup Campus Engagement initiative described above, which will provide overall structure and support throughout the process. The assessment component of the QEP, considered to be integral to the project's overall success, will be facilitated through the multi-level, multi-party processes that NSU has established and honed.

***Adaptation and responsiveness:*** Among NSU's institutional hallmarks is the capacity to adapt and change in a dynamic educational environment. The dual pursuit of enhanced responsiveness and continuous institutional improvement create a "work-in-progress" environment that enables the university to react, assess, and respond to both challenges and opportunities in creative and innovative ways.

Throughout its history, NSU has demonstrated a distinguished record of developing programs to meet the workforce development needs across the United States and the world as exemplified by its programs in education, computer and information technology, business, nursing, and pharmacy. More recently the institution has also developed programs and collaborative projects to address economic development issues challenging the state of Florida. Examples of this type of initiative are NSU's joint projects with the United States Geologic Survey, the University of Florida, and Florida Atlantic and Florida International Universities to create the South Florida Science Consortium; its participation in Florida Atlantic University's Center of Excellence in Biomedical and Marine Biotechnology; and the cooperative agreement with Siemens to create an International Demonstration Site where the two organizations will collaborate on the research and development of new technologies, applications and services.

NSU has also adapted and improved its academic programs in response to the latest findings emerging from its own research and scholarship on teaching and learning, as well as the results and best practices identified by its colleagues. This pattern of reflective practice can be seen in NSU's success in meeting the needs of its diverse student body and in utilizing a variety of learning technologies to teach and supervise its students. In addition, as evidence in support of the positive effects of student academic engagement continued to accrue, NSU worked to invigorate its academic programs along these lines and to assess the outcome of these efforts. For example, NSU's undergraduate programs and law program have participated in the National Survey of Student Engagement, and NSU has incorporated new software solutions to support greater student-to-student and student-to-faculty interaction for both face-to-face and online learning. The results of these preliminary engagement-building efforts helped lead NSU to identify student engagement as one of its core values and to focus its QEP on student academic engagement in learning, research, and service.

As NSU's QEP develops over time, the university intends to learn from the process in "real time," modifying and refining project activities as the need is indicated, while not compromising core objectives. The dynamic institutional climate that characterizes the

university is anticipated to facilitate such real time response just as it has done so throughout its history.

***Organizational structure and empowerment:*** NSU maintains a centralized / decentralized organizational structure that complements and fosters an institutional environment in which innovation and change are the norm. Authority and responsibility are dispersed at multiple levels, empowering units and faculty in their pursuit of educational endeavors. This system maximizes accountability while fostering and supporting creativity, leadership, and vision. Centralized management in key areas allows the university to achieve certain economies of scale and ensures integrated coordination where needed and control where warranted; academic program operations and oversight rests with the individual academic units. Two areas that exemplify this organizational structure at NSU are the Innovation Zone (IZone) and faculty development.

With the IZone, the university created a centralized resource designed to provide support for online teaching solutions while developing and implementing a variety of pedagogical online teaching models. The philosophy of the IZone is faculty-centered. The department uses a service/team approach to assist faculty in developing Web-based courses by developing, designing and promoting the use of a variety of technologies in the online academic setting. In this model each academic unit identifies the model of pedagogy that best meets the needs of its students, faculty, and programs and works with the IZone to develop and adapt delivery systems, software applications, and training resources to bring the best of technology to teaching and learning. The academic units continue to develop, deliver, and assess their programs, but they collaborate with the IZone to provide state-of-the-art digital learning environments.

With faculty development, each academic unit identifies its specific needs and develops and assesses its own programs in teaching and learning, research and scholarship, and other specialty areas such as clinical supervision. In addition, NSU has developed institution-wide programs that meet faculty development needs which have been identified across the university. Two good examples of this centralized-decentralized structure are the annual President's Faculty Research and Development Grant and Quality of Life Faculty Community-Based Applied Research Grants programs in which dollars from the academic units and the central administration are combined to fund research projects across the university and the South Florida community. As an institution NSU regularly evaluates the overall success of these two programs while the respective academic units assess the quality and quantity of the scholarly output of their faculty members who participate in these programs.

In the same vein, implementation and evaluation of the QEP will be achieved through a balance of central oversight and unit-directed programmatic operation. Replication of the university's organizational structure as described above is designed to maximize the potential for effective implementation and achievement of the project's objectives.

***Technological capacity:*** NSU offers a sophisticated technological environment that enhances the ability of the university to support a wide array of educational,

administrative, and operational endeavors. Over the last ten years NSU has invested more than \$154 million in building a technology infrastructure that includes 51 electronic classrooms with nearly 2,500 computers, 115 “smart” classrooms, 58 compressed videoconferencing classrooms with worldwide links, and wireless computer network access that is nearly universal. This figure also includes the capital to develop and upgrade NSU’s technology systems and software applications including the implementation of the latest operating systems--Banner and Vista along with network, security, and backup system upgrades.

A perfect example of NSU’s commitment and leadership in providing the best technology environment for its students, faculty, and administration is the Florida LambdaRail, LLC (FLR). The FLR was created by NSU, Florida Atlantic University, Florida Institute of Technology, Florida International University, Florida State University, University of Central Florida, University of Florida, University of Miami, University of North Florida, and University of West Florida, to facilitate advanced research, education, and economic development activities in the State of Florida, utilizing next generation network technologies, protocols, and services. The FLR is complementary to the National LambdaRail (NLR) initiative, a national high-speed research network initiative for research universities and technology companies. At NSU, the FLR provides opportunities for university faculty members, researchers, and students to collaborate with colleagues around the world on leading edge research projects. The FLR also supports the State of Florida’s economic development and high-tech aspirations.

The breadth of the university’s technological capacity, as exemplified in projects such as the Florida LambdaRail, is addressed in the response to Comprehensive Requirement 3.4.14. This capacity will facilitate achievement of Objective II, Enhancing Student Academic Engagement in Dialogue and Exchange, outlined in this proposal. In the response to Comprehensive Standard 3.4.14 and 3.8.2, the latter related to library/learning resource training for students, the university outlines a comprehensive program for ensuring equivalency in the scope and frequency of technology and library/learning resource training provided to students. This program will provide a natural vehicle for enhancing student academic engagement through technology-assisted dialogue and exchange.

***Lifelong learning:*** NSU’s mission statement articulates the university’s commitment to preparing students for lifelong learning and for fostering “inquiry, research, and creative professional activity, by uniting faculty and students in acquiring and applying knowledge in clinical, community, and professional settings.” This commitment has been an integral part of the university’s mission since its founding and is reflected in NSU’s advertising tag line “Beyond the Classroom.”

At NSU, students benefit from a faculty that is also committed to lifelong learning. Most of the professors have real world experience, allowing them to share both theory and practice with their students. Faculty members also conduct research and scholarship that produce new information and cutting-edge solutions that can be applied in the real world. In addition to the rich learning environment provided by the faculty, supervisors and

mentors in schools, hospitals, clinics, agencies, businesses, and cultural organizations provide guidance and assessment to our students as they apply theory and research to practice. Lastly, more than 1,000 members of the community volunteer on advisory boards, as speakers, and in other capacities at NSU to further enrich students' learning and to model the value of lifelong learning.

The university's QEP focus, academic student engagement, emerged from this institutional commitment. The three components of the QEP are intended to extend student learning beyond the textbook and outside the classroom in a variety of ways, promoting a quest for lifelong learning and fostering a sense of inquiry. This focus on lifelong learning also led the university to include its Mailman Segal Institute for Early Childhood Studies and University School in the QEP, so that in addition to those enrolled in NSU's post-secondary programs, students in the university's pre-school and K-12 programs will also benefit from the project.

***Community involvement:*** NSU has a rich and deeply entrenched history of community involvement. Providing service to the community through a variety of programs and resources has always been an integral component of the university's mission. The university's Office of Volunteerism and Community Service provides all NSU students, staff, and faculty the opportunity to develop leadership abilities and a sense of belonging and civic responsibility through involvement in campus and community life. The success of this commitment can be seen through the results of many initiatives. For example, in the University School Community Service Program each upper division student provides a minimum of 75 hours of service across their four years of high school with many students providing 400 or more volunteer hours. In 2002, *Washington Monthly* ranked NSU third in the country for private schools in terms of community service based upon the percentage of federal work-study funds used for community service to support such successful programs as America Reads.

Besides community service, the university is also a leader in clinical service. NSU's seventeen different clinics provide personalized state-of-the-art health care at more than 300,000 patient visits each year. NSU's Health Care Center staff mirrors the diversity we have in South Florida, and they use this diverse perspective to understand the unique characteristics and health care needs related to cultural, ethnic, and religious diversity and to bring this perspective to our students in the classroom and the clinic.

NSU's commitment to community involvement helps to support the institution's mission of preparing its students to acquire and apply knowledge in clinical, community, and professional settings. Engaging students in service to the broader community provides a natural laboratory for extending learning beyond the classroom. Further, it provides an invaluable experience through which students may forge their own lifelong commitment to give back to the communities in which they live. Objective III of NSU's QEP, Enhancing Student Academic Engagement in Clinical Experiences, will serve to strengthen and reinforce the university's commitment to the community and to real-world education.

These characteristics facilitate the university's continuous pursuit of institutional enhancement, and together they attest to NSU's capacity to implement a viable, productive QEP in support of enhanced outcomes of student learning. They also provide a contextual framework that demonstrates the NSU QEP is a logical next step for the university and helps to explain how the plan naturally emerged through our self-reflection activities and continues to develop along the contours of these institutional norms.

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## Appendix A: NSU QEP Committee Roster

### Chair

Dr. H. Wells Singleton      Fischler School of Education and Human Services

### Vice Chair

Dr. Amon Seagull      Graduate School of Computer and Information Sciences

### Academic Unit QEP Directors and Alternates

Dr. Jim Hibel	Graduate School of Humanities and Social Sciences
Dr. Alexia Georgeakopoulos (Alt)	Graduate School of Humanities and Social Sciences
Dr. Charles Messing	Oceanographic Center
Dr. Richard Spieler (Alt)	Oceanographic Center
Dr. Ana Fins	Center for Psychological Studies
Dr. Sarah Valley-Gray (Alt)	Center for Psychological Studies
Dr. Allan Schulman	Farquhar College of Arts and Sciences
Dr. Naomi D'Alessio (Alt)	Farquhar College of Arts and Sciences
Dr. Laurie Dringus	Graduate School of Computer and Information Sciences
Dr. Amon Seagull (Alt)	Graduate School of Computer and Information Sciences
Dr. Maryellen Maher	Fischler School of Education and Human Services
Dr. Soledad Arguelles (Alt)	Fischler School of Education and Human Services
Dr. John Baldwin	College of Pharmacy
Dr. Marcus Droege (Alt)	College of Pharmacy
Dr. Robyn Kaiyal	University School
Dr. Peter Murray	College of Dental Medicine
Dr. Franklin Garcia-Godoy (Alt)	College of Dental Medicine
Dr. Steve Bowen	College of Osteopathic Medicine
Dr. M. Isa Fernandez (Alt)	College of Osteopathic Medicine
Dr. Guy Nehrenz	College of Allied Health and Nursing
Dr. Barry Freeman (Alt)	College of Allied Health and Nursing
Dr. Christine Reeve	Mailman Segal Institute for Early Childhood Studies
Dr. Melissa Hale (Alt)	Mailman Segal Institute for Early Childhood Studies
Dr. Peter Finley	Huizenga School of Business and Entrepreneurship
Dr. Kimberly Reed	College of Optometry
Dr. Marc Taub (Alt)	College of Optometry
Prof. Angela Gilmore	Shepard Broad Law Center
Prof. Gail Richmond (Alt)	Shepard Broad Law Center
Dr. Howard Hada	College of Medical Sciences
Dr. Lori Dribin (Alt)	College of Medical Sciences

### **At-Large Members**

Dr. Ron Chenail	Office of Research, Planning, and Governmental Affairs
Dr. Fred Lippman	Health Professions Division
Dr. Dian Moorhouse	Office of Research, Planning, and Governmental Affairs
Dr. Frank DePiano	Office of Academic Affairs
Ms. Kathryn Blanco	Office of Student Affairs

## **Appendix B: Unit-Level QEP Development**

In addition to the University-wide discourse described in Section VI: Institutional Dialogue and the Emergence of the NSU QEP, the academic units engaged in internal processes to identify the exact nature of their QEP initiatives during the CIPP Context and Input Evaluation phases. That development is described in this appendix.

**College of Allied Health and Nursing (CAHN):** The plan stemmed from the development and retooling of the online PhD programs and the need for a mentoring and information dissemination area for PhD and Master's students regarding research and publication. Much of this occurred during informal talks with faculty and students as well as Chairs and Directors. The plan document originated with the Associate Dean for College Operation, and was reviewed by the faculty and other administrators. Faculty will continue to shape the plan as it develops.

**Mailman Segal Institute for Early Childhood Studies (MSI):** In developing the present QEP, the academic staff of MSI met monthly to discuss coordination of the programs throughout MSI and to conduct strategic planning for the academic and research programs throughout the center. In addition, the Director of Academic Programs and the Director of Clinical and Therapeutic Programs met regularly with the Dean to discuss this planning. In developing the present QEP, the academic staff of MSI met monthly to discuss coordination of the programs throughout MSI and to conduct strategic planning for the academic and research programs throughout the center. In addition, the Director of Academic Programs and the Director of Clinical and Therapeutic Programs met regularly with the Dean to discuss this planning. The ongoing development of the QEP process will additionally include student and trainee input. Once per quarter, students and trainees will meet with the Director of Clinical and Therapeutic Programs and the Director of Academic Programs to guide and develop the plan for academic and research programs. Through this process, the MSI academic team developed and continued to revise this QEP initiative.

**Oceanographic Center (OC) :** The QEP was the initial concept of members of the OC QEP committee. In May 2006, the nascent concept was presented at a faculty meeting and to officers of the student association for discussion. The full conceptualization of the QEP was the result of incorporation of the comments of these bodies.

**College of Pharmacy (COP):** This QEP concept originated at the COP Executive Committee and was based upon ongoing COP assessment efforts involving its faculty and students. The membership includes the Dean, the Executive Associate Dean for Academic Programs, the Associate Dean for Research and Graduate Education, both department chairs (Pharmacy Practice, and Pharmaceutical and Administrative Sciences), the Program Directors of the distance sites (West Palm Beach and Ponce, PR), and the Director of the International Program. Prior to any discussion of the QEP, and over the preceding year, all faculty were (and continue to be) involved in Strategic Planning for the College. Note that students entering the dual program enter after graduation from high school with high GPAs, as enthusiastic and highly oriented to pharmacy. In addition, both the College Dean and the Associate Dean of Academic Affairs have met both formally

and informally with pre-professional and undergraduate students, through the auspices of the very active Pre-pharmacy Club on campus, and utilized input from these meetings in the development of the QEP proposal. Additionally, as the project is implemented a committee will be established to provide oversight, modifications, suggestions, assessment, etc., and students will be a component of this committee.

**College of Medical Sciences (CMS):** The plan was initially developed through a series of discussion meetings attended by senior administration including the Dean, Assistant Dean for Academic Affairs, Assistant Dean for Student Affairs, and Course Coordinator for CMS seminar courses. After agreeing on general themes and implementations, proposals were presented to Department Chairs. A faculty council meeting was held for a discussion session on all aspects of the plan to obtain a general consensus. This was particularly important, since many of the faculty would be directly involved with implementation. A subsequent Chairs committee meeting was held to review comments and modifications for the plan. The plan was presented to medical school track CMS students for comments and suggestions.

**College of Osteopathic Medicine (COM):** The concept for implementing academical societies was first presented to the COM Student Government Association Executive Board (SGA E-Board) by Dr. Albert W. Whitehead, Assistant Dean for Student and Administrative Services. The SGA E-Board held several meetings in discussing the concept, and a Student Task Force was formed with the charge to develop such a program. Announcements went out to all students in regards to academical societies and interest in being a member of the Student Task Force. A total of fifteen students from the M1 and M2 class volunteered to be a part of the Student Task Force. The Student Task Force met over 6 months to develop the program and create a document that was sent to all students and faculty for discussion. Dr. Whitehead held open discussion forums throughout the process to provide a means for student input. This document was presented to faculty throughout the process at the monthly COM Faculty Meetings to keep faculty members updated and provide a forum for faculty input. Faculty members were invited to volunteer as faculty advisors to the academical societies. Faculty advisors were assigned to an academical society based on gender, faculty discipline and interests to ensure an adequate “mix” of faculty to assist the students on academic and career advising. A meeting was held with faculty volunteers to review the document that the Student Task Force prepared and input was solicited. Upon finalization of the document, the document was emailed to all COM students, COM faculty, CMS faculty, and staff. In addition, alumni were contacted and asked to serve as Alumni Mentors for the academical societies, and alumni volunteers were assigned based on their gender, specialty of practice and interests.

**Farquhar College of Arts and Sciences (FCAS):** After encouraging discussion and seeking initial input from College faculty and subsequent discussion by College leadership, we decided to focus our attention on Objective II; namely, increasing academic dialog and discussion among students and faculty. However, it is our intent to broaden the conversation to include students and other stakeholders. To this end, the plan for the FCAS QEP was also shared with members of the Farquhar College Advisory

Board at their September meeting. Board members (who are community leaders, alumni, and employers) were favorably impressed with the plan and agreed with the selection of “classroom engagement” as the focus. There has been ongoing conversation with faculty, academic directors, advisers, and other academic directors regarding the QEP. Also, in September, a summary of the college's QEP proposal was sent to student leaders of all academic clubs (e.g., Psi Chi; Tri Beta, etc.) as well as a general mailing to all student members of the Undergraduate Student Government Association.

**Fischler School of Education and Human Services (FSEHS):** The theme of Problem Based Learning (PBL) as the focus for the FSEHS QEP emanated from a comprehensive process involving input from faculty, students, and administration. Subsequent to the initial meeting of the NSU QEP committee held on 1/11/06, a FSEHS QEP steering committee was formed and convened for its inaugural meeting on 2/7/06. This committee is chaired by the NSU QEP FSEHS representative and works most closely with the FSEHS Provost and University Dean. The committee meets on a regular basis soliciting input from faculty and students at large and providing faculty and students with periodic updates. Focus groups were conducted with faculty and administrators during the month of June and with students during the month of July. Data gathered from the focus group participants was analyzed independently for faculty and students. Three core themes emerged (i.e., Instructional Strategies, Professional Development, and Technology). These themes were shared with faculty during the September 2006 faculty retreat in preparation for the continued development of a wide ranging five year plan. Problem Based Learning was showcased during the 2007 Faculty Retreat as faculty shared instructional strategies toward this end. Additional components of the developmental phase include but are not limited to the following: student surveys, student interviews, monthly webinars, and the use of MPGCasts. The initial steering committee has been expanded. Additionally, Planning and Implementation Committees have been formed at the undergraduate, master's, and doctoral levels to facilitate the integration of PBL into the respective degree level curriculum.

**Graduate School of Computer and Information Sciences (GSCIS):** The concept of the plan originated as an initial dialogue with the dean of GSCIS, the Director of Research and Planning, and some faculty members to generate ideas for how the school may expand its effort to improve student engagement in our campus-based master's programs. The discussion focused on our successful experience with threaded discussion boards in our online master's and blended online and campus-based doctoral courses. We discussed how we could extend best practices of using asynchronous threaded discussion boards in our campus-based master's courses from what it is today with only some faculty members electing to use online discussion activities to support interaction outside of campus meetings. Our experience in online courses has indicated that the use of online office hours is one example of a best practice that increases faculty availability to students and increases the level of interaction with students. The faculty has begun an ongoing discussion of the development of the QEP proposal, with dialogue and updates on the QEP occurring regularly through faculty meetings and email discussions. Students are also included in the QEP process. To involve students in the QEP process, a focus group is being established consisting of selected campus-based master's students and

doctoral students. The focus group consists of selected campus-based master's students from various programs such as Computer Science, Computer Information Systems, and Information Systems, and selected Computing Technology in Education (CTE) doctoral students with professional background in online learning, who can provide input on the QEP. Focus group discussions will likely take place online given the distance learning culture of our school.

**Huizenga School of Business and Entrepreneurship (SBE):** The general direction of this proposal stemmed from a number of faculty meetings at which the QEP process received considerable time and attention and was based upon ongoing SBE assessment efforts involving its faculty and students. While suggestions from the faculty were varied, a theme emerged that suggested a concentration on teaching beyond the traditional curriculum is important for enabling our students to achieve in the work place. It was suggested by a number of faculty members that students are not as “well read” as they should be, and that, while many do well in courses, they are not staying current with business issues as we would hope. This QEP initiative, then, addresses this issue by helping the students expand their thinking to include contemporary and controversial issues. Students were involved in the development of the QEP Plan in two distinct ways. First, one-on-one interviews were conducted with twelve undergraduate students in the spring of 2006. The intent was to determine whether online discussion groups would be perceived as an added value, what topics would be most salient to students, what the grading format should be, etc.. SBE QEP Director Dr. Peter Finley also asked the students to suggest possible areas of concern. They suggested that the faculty must consider training students to use WebCT, and create policies for dealing with posts including “questionable or objectionable” content. Second, Dr. Preston Jones, SBE's Associate Dean for Academic Affairs, and Dr. Finley hosted a focus group of graduate students and asked them to reflect on their undergraduate experience to discuss possible topics for inclusion in our focus groups. They were also invited to comment on and critique our proposed format. Following this discussion, SBE altered some aspects of the plan. For example, this group suggested the course should be limited to students who have already earned a specific number of credits (which we set at 60), to ensure they have sufficient background in business education to make a meaningful contribution to the discussion. As SBE proceeds with the QEP, Dr. Finley will continue to conduct interviews with undergraduates to refine the plan as needed.

**University School (USCH):** In preparation for the creation of the 2006 – 2009 Strategic Plan, USCH implemented a series of self-review exercises designed to better inform committees as to the current state of the school's various programs. In this process, it was determined that the school does a satisfactory job of providing an instructional atmosphere that both students and teachers view as supportive and caring. Using NSSE surveys, it was determined that more than 60% of the school's students and parents feel that teachers offer adequate support both in and out of the classroom, and that teachers care for the students' overall well-being. In the spirit of the Quality Enhancement process, however, the school has determined that this issue is deserving of further attention, especially as future trends threaten to complicate its success. Following this stage, a survey was sent to representatives of administration, faculty, students, and

parents with the same purpose of creating a baseline of the school's strengths and weaknesses. The results of this process were quantified in order to determine areas to be addressed in the next Strategic Plan. From these results, a basic outline of the plan was written in committee and approved by the Headmaster and Headmaster's Advisory Board. This plan was then sent to various committees school-wide for approval. Once specific Action Plans were approved, these committees were then charged with developing three year implementation strategies to meet the plan's goals. Once written, these goals and implementation strategies were approved by the school's senior administrative team and Headmaster.

**Center for Psychological Studies (CPS):** A comprehensive process was utilized in the development of this plan that involved input and support from critical constituencies and stakeholders. Discussion regarding quality enhancement initially took place with the dean, director of academic affairs, director of clinical training, program administrators and faculty. They were introduced to the QEP process and possible directions were discussed. Further discussion to shape potential QEP plans took place with CPS administrative and clinical training committees and full faculty. Concomitantly, a QEP Student Advisory Group was created in conjunction with the Student Government Association. In addition, informal discussions with various students were scheduled. Meetings with off-site coordinators, alumni and practicum representatives insured familiarity and input from members of these groups. As further refinement and implementation of the plan continues, the faculty, administrators, student advisory groups, alumni and agencies providing practicum experiences and hiring graduates will be consulted on an ongoing basis and kept abreast of progress.

**College of Dental Medicine (CDM):** CDM's Dean conceived of the plan and chartered a working group of academic administrators at CDM to develop and refine it. The working group met and consulted with NSU faculty members, postgraduate students, and undergraduate students, including organizations such as the Student Research Group. The draft proposal was presented to NSU's QEP committee and NSU Vice Presidents who provided constructive feedback and suggestions for improvement.

**Shepard Broad Law Center (Law):** This plan reflects the work of two faculty committees, Curriculum and Governance. Each committee included at least eight faculty members, one student, and an administrator. Although serving in their faculty capacity, four committee members (three of the nine on the Curriculum Committee and one of the eight on the Governance Committee) are alumni/ae of the Law Center and could provide insights from their experiences. The student member of each committee is a part-time evening student, an important factor for our QEP project.

**College of Optometry (COO):** The College faculty had a brainstorming session at a faculty meeting to develop new concepts for clinical education. Feedback from student and alumni surveys and course evaluations regarding the perceptions of the various components of our clinical track were considered. Some of the suggestions generated at that meeting have already been implemented, and are not included in this QEP.



**Graduate School of Humanities and Social Sciences (SHSS):** This proposal was initially conceptualized and co-authored through meetings between the QEP committee member and QEP alternate member from SHSS, Dr. James Hibel and Dr. Alexia Georgeakopoulos, and was based upon ongoing SHSS assessment efforts involving its faculty and students. Initial discussions regarding the QEP project were held between Dr. Hibel and all faculty members regarding the framework of three topic areas for the QEP proposal. These discussions were held via email and all faculty members were provided with all available information regarding project options and were invited to suggest which of the three areas they would prefer as the primary topic area. After polling all faculty members, the consensus was to investigate the third area, practicum experiences. The co-authors met and developed an outline for proposed concept paper and then discussed the project at departmental faculty meetings on two occasions and held an open meeting for all faculty members. At these meetings faculty members were apprised of the nature of the proposed project and suggestions were sought for suggestions regarding the proposed design and implementation of this projects. These ideas were then incorporated into the QEP Concept Paper submitted to the QEP Committee. Following feedback from the QEP Committee, and following a meeting with the University President at which the QEP project was described in terms of the institutional context, the project was again discussed by the co-authors at departmental faculty meetings, and a faculty-wide meeting was scheduled. These discussions, including further meetings with the department chairs resulted in additional feedback. This feedback, along with suggestions from the QEP committee itself, has been incorporated into the present document. SHSS administration informed the student body by email about the project and provided all students with the description of the program. Also, SHSS has hired a student as a teaching assistant and another student will be participating in the project as an independent study.

## Appendix C: Sample Resources Consulted by Academic Units

### Farquhar College of Arts and Sciences (FCAS)

- Bonwell, C. C., & Eison, J. A. (1991). Active learning: Creating excitement in the classroom. *ASHE-ERIC Higher Education Report No.1*. Washington, DC: The George Washington University, School of Education and Human Development.
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- Mintz, J. (1998). Involving students in their own learning: When the students become the teachers. *Journal on Excellence in College Teaching*, 9(1), 69-85.
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### College of Pharmacy (COP)

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**Huizenga School of Business and Entrepreneurship (SBE)**

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- Hildebrand, J. A. (1995). Videoconferencing in the business curriculum. *Journal of Business and Technical Communication, 9*(2), 228-240.
- Krentler, K. A., & Williams, L. A. (2001). Electronic message boards to enhance student participation and learning. In S. Van Auken & R. P. Schlee (Eds.), *Marketing Educators' Association Conference proceedings* (pp. 51-56). Waikoloa, HI.
- Krentler, K. A., & Willis-Flurry, L. A. (2005). Does technology enhance actual student learning? The case of online discussion boards. *Journal of Education for Business, 80*(6), 316-321.
- Sivin-Kachala, J. (1998). Report of the effectiveness of technology in schools, 1990-1997. Washington, DC: Software Publisher's Association.
- Ang, R. (2005). Development and validation of the teacher-student relationship inventory using exploratory and confirmatory factor analysis. *The Journal of Experimental Education, 74*(1), 55-73. Retrieved February 7, 2006, from the Wilson Web database
- Hendricks, R. (n.y.). Cornerstones: the research building blocks of high performing schools. *Leadership Academy, 1-15*. Retrieved February 13, 2006, from [www.educationalimpact.com](http://www.educationalimpact.com)
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- Pianta, R., & Stuhlman, M. (2004). Teacher-child relationships and children's success in the first years of school. *School Psychology Review, 33*(3), 444-458. Retrieved February 7, 2006, from the Wilson Web database
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## Appendix D: Academic Unit Sample QEP Proposals

### Blended Learning: Enhancing Student Engagement in Campus-based Courses with Online Discussion Activities

#### I. Component

The proposed Quality Enhancement Plan by the Graduate School of Computer and Information Sciences (GSCIS) focuses on *QEP Objective II. Increasing Academic Dialogue and Discussion among Faculty and Students*.

#### II. Rationale

Traditional higher education classes tend to provide limited faculty-student and student-student interaction. While there are some opportunities for students to interact with faculty and each other during classes, this typically is limited by the fixed-time class structure. In addition, students attempt, not always successfully, to speak with their professors immediately before or after class. Office hour meetings are usually not appropriate for short questions, and often do not suit the constraints of working professionals.

Online courses that use threaded discussion boards typically offer much greater opportunities for faculty-student and student-student interaction. Discussion boards support anytime-anyplace interaction among students and faculty. They are easy to use. Published research in this area, much by NSU faculty and doctoral students, clearly supports the enhanced interaction that is possible and the direct benefit in terms of learning outcomes. Email adds to this by providing the opportunity for one-to-one discussions.

The Graduate School of Computer and Information Sciences (GSCIS) has a long history of blending traditional and online pedagogies for enhancing engagement and learning. Since pioneering online learning at NSU in the early 1980's, GSCIS has continued its mission to foster innovation in online and campus-based education through its unique structure of degree programs. In addition, GSCIS continues to conduct research on the theory and practice of online learning environments in various pedagogical and technological contexts. In particular, the school promotes best practices in asynchronous activity to support its distance and international student body. It is prudent for GSCIS to continue to explore best practices and to cultivate a deeper understanding of how online interaction improves student engagement and learning in its campus-based and online courses. While some GSCIS faculty members already elect to use threaded discussion boards to enhance student engagement in their campus-based courses, the school would benefit by creating discussion boards for each campus-based class, thereby increasing accessibility for all students and the course professor. A discussion tool, when appropriately applied, can be useful to provide a range of online discussion activities. There are numerous and flexible ways that discussion boards can be used to increase engagement (e.g., for Q&A, resources sharing, discussions on content, etc.). The professor may moderate some threads, while other threads may be intended for student

use only, requiring no moderation from the professor. At minimum, an effective practice would involve faculty holding asynchronous office hours (e.g., an “online office hours” thread) and faculty facilitating student-only discussion (e.g., a “student lounge” thread) to supplement interaction outside of campus-based meetings.

The proposed intervention strategy would be to focus on the emergence of online discussions in campus-based master’s courses. The intent would be to: (1) enhance student engagement using threaded discussion boards and online tools that appropriately fit course content and learning objectives, and (2) assess the quality of interaction by measuring students’ and faculty members’ perceived value of online discussion activities.

### **III. Ownership**

The concept of the plan originated as an initial dialogue with the dean of GSCIS, the Director of Research and Planning, and some faculty members to generate ideas for how the school may expand its effort to improve student engagement in our campus-based master’s programs. The discussion focused on our successful experience with threaded discussion boards in our online master’s and blended online and campus-based doctoral courses. Our experience has been that discussion boards and other online tools have enhanced students’ access to faculty and have been helpful in supplementing standard lectures or presentations on course content. The research literature shows consistent patterns in positive learning outcomes when online discussion activities are integrated with other instructional activities. Presently, only some faculty members elect to use online discussion activities in their campus-based master’s courses. We discussed how we could extend best practices of using asynchronous threaded discussion boards to increase and support interaction outside of campus meetings. Our experience in online courses has indicated that the use of online office hours is one example of a best practice that increases faculty availability to students and increases the level of interaction with students.

The faculty has begun an ongoing discussion of the development of the QEP proposal, with dialogue and updates on the QEP occurring regularly through faculty meetings and email discussions. Students are also included in the QEP process. To involve students, a focus group is being established consisting of selected campus-based master’s students and doctoral students. The focus group consists of selected campus-based master’s students from various programs such as Computer Science, Computer Information Systems, and Information Systems, and selected Computing Technology in Education (CTE) doctoral students with professional background in online learning, who can provide input on the QEP. Focus group discussions will take place online given the distance learning culture of our school.

Dr. Laurie Dringus, Professor, serves as the Academic Unit QEP Director for GSCIS. She will assist in coordinating QEP activities involving faculty and students. She will inform faculty on QEP activities and facilitate the student focus groups. She will participate in all phases of the QEP process.

Along with working with the Academic Unit QEP Director, the assistant dean will be responsible for overseeing the implementation of the GSCIS QEP in our campus-based master's courses with adjunct faculty. The assistant dean will guide adjunct faculty to complete training sessions on how to use threaded discussion boards. He will work with the adjunct faculty to integrate online discussion activities in their courses.

The Director of Research and Planning will coordinate all assessment activities of the QEP. The Academic Unit QEP Director will assist in the development of surveys and other assessment tools.

Another expectation is that the implementation of this QEP will be a university-wide effort, and that other NSU academic departments will be interested in incorporating online discussion activities in their campus-based courses. Training will be developed most likely on the university-level (e.g., the group on Best Practices in Online Learning). In addition, GSCIS faculty members who are interested in sharing best practices strategies may volunteer to provide input on the training modules.

#### **IV. Implementation**

##### *Enhancing Student Engagement Using Online Discussion Activities*

*Objective:* Enhance student engagement using threaded discussion boards and online tools that appropriately fit course content and learning objectives.

*Action item:* Begin a gradual implementation of online discussion activities in campus-based master's courses.

Faculty will use threaded discussion boards in their campus-based courses, with a gradual implementation beginning fall 2007. Faculty will establish discussion boards at least for purposes of maintaining asynchronous office hours outside of campus-based meetings. Faculty may also choose to adopt other best practices with discussion boards at their discretion. The appendix contains a sample of possible strategies for online discussion activities to promote interaction in courses.

##### *Baseline of campus-based courses, registrations, and faculty head count:*

Time-period: Campus-based master's courses from summer 2005 through spring 2006 academic terms. This time-period represents a total of four academic terms, or one academic year.

Four master's programs offered in campus-based format: computer science, computer information systems, information systems, information security

Campus-based master's courses offered in 2005-2006: 44

Campus-based master's course registrations (duplicated) in 2005-2006: 566

Head count of faculty teaching one or more campus-based master's courses in 2005-2006: 14

Budgetary considerations: Presently, we anticipate that no additional funding would be necessary to implement this plan in GSCIS.

## **V. Expected Outcomes**

There are two main areas of focus of this proposed project:

1. Enhance student engagement using online discussion boards in campus-based master's courses.
2. Assess the quality of interaction by measuring students' and faculty members' perceived value of online discussion activities.

Assuming gradual, but university-wide adoption is achieved, there is a need to evaluate the effectiveness of this implementation strategy to refine best practices. This would involve seeking input from faculty and students on how online discussion activities have enhanced campus-based courses and, respectively, how the implementation has improved the instructional and learning experience.

The expected outcomes would include enhanced student-student and student-faculty engagement via wide adoption and effective use of threaded discussion boards in campus-based courses. Some general questions may serve as an impetus for demonstrating how online interaction improves student engagement and thus learning in campus-based and online courses:

1. What are the best practices for achieving quality online discussions?
2. How important are online discussions for students' learning experience?
3. How satisfied are students with online discussions in their campus-based courses?
4. How successful is blended learning in improving a sense of community in the class or in feeling that one is a part of the NSU community?
5. What patterns of student participation emerge from the online discussions?
6. What patterns emerging from online discussions guide us to a better understanding about quality participation and engagement?
7. What criteria can faculty use to best gauge the effectiveness of their facilitation and engagement in online discussions?
8. What practical strategies can faculty use to assess the level of participation in online discussions?

## **VI. Assessment**

### *Assessing the Quality of Interaction by Measuring Students' and Faculty Members' Perceived Value of Online Discussion Activities*

*Objective:* Evaluate the effectiveness of online discussion activities to promote quality interaction in campus-based courses.

A preliminary survey of faculty identified primary reasons cited for faculty using online discussion boards or tools in campus-based master's courses. Some primary reasons identified include:

- Provide student to professor access outside of class meetings
- Provide students with supplemental instructional and resource material
- Enable students to engage in content discussions outside of class meetings
- Enable students to share resources with one another
- Provide an open forum for students to interact with peers
- Provide an open forum for students to ask the professor questions about course requirements

#### *Specific Student Learning Outcomes*

Students will demonstrate enhanced academic engagement in their dialogue and exchange by attaining increased satisfaction with online interactivity included in campus-based courses.

Measures:

1. Student satisfaction of online interactivity
2. Quantity of interaction

Instrument: Locally developed surveys and WebCT forum activity reports.

Students will demonstrate enhanced academic engagement in their dialogue and exchange by attaining a deeper understanding of the course content through online interaction.

Measures:

1. Student perceptions of discussion value
2. Faculty perceptions of discussion value

Instrument: Locally developed surveys

Students:

*Action:* Survey the students for their perceptions of the value of online discussion activities in specific courses. There are three proposed options:

1. Reflection Embedded in End of Term Course Evaluations. Add to course evaluations specific questions related to the students' perceived value of online discussion activities in the course. Possible questions:
  - a. Select questions from options #2 and #3.



2. Reflection Using a General Survey for Students. Survey students to generate their feedback on their overall experience with online discussion activities in courses taken in the school. Possible questions:
  - a. How satisfied are you with the online activities included in campus-based and online courses in the School?
  - b. Have you attained a deeper understanding of the course content through online interaction?
  
3. Reflection Embedded in Specific Threads. People will generally remember their experience most vividly when they can reflect on their experience in real time. Establish specific threads where, at the appropriate time in the thread discussion, the professor will post one or more of these questions for student reflection and rating:
  - a. Did the use of the forum support your learning experience?
  - b. How was the use of the forums helpful to understanding the content?
  - c. Were meaningful resources shared on this topic?

Additional and tentative survey questions for possible inclusion for student surveys:

- a. How satisfied are you with the online tools (WebCT discussion forums, other) that enable you to participate in discussions?
- c. Do you feel that class members, as a whole, effectively participated in the use of the forum?
- d. Were class members cooperative and responsive?
- e. Was the instructor an effective facilitator of this thread?

As GSCIS begins to implement online discussion activities in campus-based master's courses in Fall 2007, assessment will also begin in Fall 2007 and will continue each term.

Faculty:

*Action:* Survey the faculty members for their perceptions of the value of online discussion activities.

- a. What are your best practices for achieving quality online discussions?
- b. How important are online discussion activities for faculty members to use in your campus-based course?
- c. How satisfied are you with the online discussions in your campus-based course?
- d. How do you assess the level of participation in online discussions relative to improving interaction and learning outcomes?
- e. Are the tools (WebCT asynchronous forum, others) you use for online activities sufficient for your instructional needs?
- f. Do you believe you receive enough technical and personnel support to achieve the level of interaction you desire in the online activities you have prescribed for your course?

As GSCIS begins to implement online discussion activities in campus-based master's courses in Fall 2007, faculty assessment will take place within the academic year with periodic follow-up as appropriate.

We expect the outcomes to persist beyond the five-year extent of the QEP. With gradual implementation beginning in Fall 2007, we believe the use of online discussion activities in campus-based courses will become standard practice.

#### Appendix: Possible online discussion activities to include in training modules

**Establish Online Office Hours** -- a thread is established where students can post their questions for the professor.

**Student-to-Student Interaction or Open Forum** – a thread is posted for students to dialogue (perhaps anonymously) on any topic or issue. This activity may be moderated or un-moderated by the professor. This activity gives students an opportunity to have an open thread to interact with peers.

**Faculty-to-Student Interaction** – a thread is posted for students to dialogue with the Professor on various issues, perhaps specified content areas.

**Discussion** -- establish specific threads or topics that gear the students to discuss course content. Threads may be established by the instructor or students, depending on how the instructor wishes to structure the discussions. The instructor would decide on appropriate timeframes for posting topics and allowing contributions.

**Team Projects** -- establish threads that help student teams or groups collaborate on specific tasks.

**Sharing Resources** -- establish threads that enable students to share specific literature and information sources related to course content. This may include literature synthesis -- comparing and contrasting of key sources to discuss the content in depth. A “Resources” thread may also be used to list sources without additional synthesis.

**Problem Identification** -- establish threads that present an article or information resource and have students identify the specific problem being addressed. (See Chapter or article discussion.)

**Problem Solutions** -- present a problem that the online class can solve in the Forums.

**Mini-course** -- use the Forums as an environment for students to present and manage their own mini-courses on specific topics in the content area.

**Chapter or Article Discussion** -- establish threads that enable students to discuss course content via a reading assignment. (See Problem Identification.)

Peer Critiques -- use the Forums for students to critique their peers on assigned projects. (For example, students evaluate their own performance in Forums.)

Mini-lecture or Mini-summaries-- Use the Forums to present a mini lecture (PowerPoint/other) and enable students to ask questions or contribute on that lecture.

Social Forum -- establish a thread where students may post anything of interest to them. Helps to establish a sense of community and promotes social interaction.

Announcements -- establish a thread to post announcements (instructor led)

Bios -- establish a thread for students and instructor to post their bios.

Guest Discussant -- arrange for a guest to join the Forum for a specific thread discussion.

Course Feedback or Textbook Feedback thread -- establish a thread for students to provide their feedback on the course or textbooks. This is particularly useful if students are able to provide anonymous feedback.

## College of Optometry's QEP

**I. Enhance the externship experience** for fourth year students at the College of Optometry, we propose to (1) improve the student evaluation process; (2) improve the site evaluation process; and (3) improve the externship course curricula.

### **II. Rationale:**

The mission of the College of Optometry is to

**prepare, educate and train optometric physicians to practice at the highest level of proficiency, integrity, and professionalism; and to provide a multidisciplinary environment that encourages scholarly activity, service, and lifelong learning.**

The faculty of the College of Optometry developed this mission statement at various faculty meetings; it has been reaffirmed by the faculty and administration each year since its initial adoption. The emphasis on clinical education is evident in the mission statement.

One of the College's Objectives is to:

Ensure varied clinical experiences in multidisciplinary settings that will prepare the student to achieve entry-level competence in the diagnosis and management of ocular and visual conditions.

Our three "in-house" (i.e. non-externship) clinical centers offer a broad patient base demographic profile, allowing for a multitude of clinical experiences for our students. The externship program is designed to further expand the number and variety of patient care experiences provided by our in-house clinics. Data pertaining to patient demographics, procedures performed, diagnoses reached, and management rendered are gathered through a web-based patient log system as well as our own clinical records management system.

Each clinical rotation has, as a primary learning goal, to help our students achieve our definition of entry-level competence. Behavioral objectives outline in detail the specific knowledge base and skill set required for the student to meet this goal. Our current system of student assessment broadly addresses the learning objectives; however, we have identified an opportunity for enhancing this assessment process by revising our student grading instrument. **One goal of our QEP is to enhance the correlation between our stated behavioral objectives and the assessment of student performance.**

The externship program is extensive and varied, both in clinical focus and geographical location. Taken as a whole, students and alumni rank their externship experiences quite favorably. This information is gathered through course reviews, an end-of-program survey of graduating students, and periodic alumni surveys. However, because of the

program's size and complexity, we often hear mixed reviews regarding the value of the externship program from individual students. The source of the differing feedback may be the site itself, the individual student, or other unknown factors. To improve and enhance the externship experience for all students, **another goal of our QEP is to improve our site evaluation process** to gain a better knowledge and understanding of each externship site so that we can work to ensure consistency among the various sites, to the greatest extent possible, while still respecting the sites' individuality.

Finally, we have organized a focus group, comprised of faculty members, students from the graduating class of 2006, and current externship site directors. The purpose of the focus group is to address the third component of our QEP, which is to **improve the externship course curricula**. We look forward to expanding our current curriculum review process that involves faculty members and student course ratings. Incorporating faculty, students, alumni, and site directors in an interactive relationship should generate a richer understanding of our program. Anticipated activities and expected outcomes are identified in a later section of this document.

### **III. Ownership:**

The College faculty had a brainstorming session at a recent faculty meeting to develop new concepts for clinical education. Feedback from Student and alumni surveys and course evaluations regarding the perceptions of the various components of our clinical track were considered. Some of the suggestions generated at that meeting have already been implemented, and are not included in this QEP.

The Director of Externships, with the input and assistance of the existing externship task force, will maintain primary responsibility for the oversight of the QEP, as both student assessment and site evaluations are reported to the Director of Externships. Any major curricular changes are reviewed and approved by the curriculum committee and the administration prior to inception. Following approval and implementation, the Director of Externships will communicate the curriculum to sites and students, and will be charged with ensuring its application.

We anticipate that a Coordinator or Director of Institutional Effectiveness will be appointed within the College of Optometry. The Director of Externships will report pertinent outcomes to the Office of Institutional Effectiveness at the two- and five-year marks following the full implementation of the QEP.

**IV. Implementation:** Specific actions to be taken, participants/stakeholders, and expected outcomes are outlined below:

- A. The **currently existing externship task force** will take on a greater role in externship administration, with the Director of Externships maintaining leadership over this group.

1. The task force will rely upon input from the focus group (described below) to make appropriate changes in the existing student assessment (grade) form to allow for more meaningful feedback regarding student performance.

***Expected Outcome:** The current grading form will be modified to emphasize specific written comments as opposed to a “default” rating scale. Suggested methods for improvement of student performance should be included in the feedback form. The link between meaningful feedback and improved performance is well-established in the literature. Therefore, it is anticipated that more detailed student performance feedback will result in improvement in performance in those areas of perceived weakness and enhanced student learning. Additional student performance assessment instruments may be implemented.*

2. The task force will also modify the current clinical externship course evaluation system to allow for more detailed feedback regarding each of our 40+ sites

***Expected Outcome:** Feedback from students will be linked to specific sites, allowing for specific and detailed review of the site, and intervention and corrective action by the College when necessary. This will illuminate any deficiencies at individual sites, which is not possible using the “aggregate” evaluation system currently in place. It is anticipated that better quality control of the existing externship sites will result in enhanced student learning.*

**B. A focus group comprised of faculty members, recent graduates, and site directors** has recently been formed to develop a specific curriculum for each clinical course offered at externships.

- A \$100 coupon toward continuing education conferences will be presented to site directors and graduates as a reward for participation
- A WebCT “course” space has already been created to enable on-line discussion of curriculum

***Expected Outcome:** A more detailed curriculum will be developed for each of two clinical externship courses based on feedback from student course ratings, site director feedback, and alumni surveys. We anticipate that student learning will be enhanced by improving the understanding by both students and site directors regarding the College’s expectations for student performance. Implementing better outcomes measures, including student self-assessment, objective measures, or others, will allow us to capture a finer-grained assessment of student learning.*

## Timetable for Implementation:

### Year 1:

Confirm continued participation by externship task force and focus group members; the focus group will be charged with primary responsibility for review of existing externship structure and curriculum and making recommendations to the externship task force regarding suggested modifications.

- Encourage participation in the evaluation and feedback process by students, faculty, and site directors
  - WebCT “course” discussion board will remain open to all students and faculty, as well as the focus group members, during Year 1
    - The Director of Externships will moderate any discussions and compile feedback provided on site
  - Site directors will be invited to offer any feedback about the externship program via email
- Stakeholders (students, faculty, site directors, alumni) will examine and evaluate existing assessment instruments:
  - Student assessment form
  - Site Evaluation form
  - Course syllabi and behavioral objectives
  - Curriculum materials
- The externship focus group will make recommendations to the externship task force regarding implementation of any changes

### Year 2:

- The Director of Externships will implement any new assessment instruments:
  - Student assessment form
  - Site evaluation form
- The externship task force will evaluate aggregate information gleaned from the new assessment instruments and include this feedback in the assessment of the curriculum, course syllabi, and behavioral objectives.
  - If major modifications in the curriculum are to be considered, this will be presented to the Curriculum Committee for consideration.
  - If modifications in the course syllabi and/or behavioral objectives are to be considered, this should be reflected also in the student assessment form(s).
- The Director of Externships will report on progress of this portion of the QEP to the Director of Institutional Effectiveness at year’s end.

### Year 3:

- The Director of Externships will implement any changes to the curriculum.
- Students will be asked to complete a self-assessment survey regarding their perception of their level of preparedness in a variety of areas. This

instrument has already been developed; data from the students graduating at the end of Year 3 will be compared to data from prior graduating classes.

- Site directors will be asked to complete a survey comparing overall student performance before and after the implementation of curricular changes.

Year 4:

- Data and feedback from a variety of outcomes will be analyzed by the externship task force
  - Alumni surveys
  - Student course surveys
  - Site director feedback of student performance
  - Results of students' self-assessments
  - Results of any objective measures of student learning (i.e. pre- and/or post-tests)
  - Student performance on national and state board examinations

Year 5:

The Director of Externships and the Director of Institutional Effectiveness will prepare a summary of how student learning has been enhanced by the changes brought about through the QEP. Suggestions for further action will be made to the Dean, if necessary.

Required resources:

1. WebCT space (already allocated)
2. CE vouchers (\$600 already budgeted and approved)
3. Student work study assistance in compiling survey and assessment data
4. Faculty FTE of approximately one and a half days per week to create position of Coordinator of Institutional Effectiveness to oversee QEP

Assessment of the QEP:

The assessment of the QEP will loosely follow the four-step assessment process as described by Donald Kirkpatrick (1959, 1975, 1998), which is briefly summarized below:

- Level 1: Reaction– What did the student think and feel about the training?
- Level 2: Learning – What is the resulting increase in knowledge or capability?
- Level 3: Transfer – To what extent is behavior and capability improved?
- Level 4: Results – What effects on the “environment” can be attributed to the student’s performance?

(1) The Director of Externships and the externship task force will continue to monitor student course evaluations. Comparisons will be made from evaluations completed before curriculum modifications to those completed after curriculum modifications as a measure of the students’ reaction to the change.



(2) The Director of Externships will maintain results of any objective measures of student learning that are employed, based upon recommendations of the focus group and the task force. Likewise, national and state board performance will be assessed and compared to data already on file.

(3) Site directors will be surveyed at the end of the first full year of curriculum modification as to their perceptions of student performance within the clinical settings.

(4) Alumni surveys will continue to be performed approximately every five years. It may be possible to conduct the survey to reflect a comparison of student perceptions before and after externship curricular changes, specifically regarding their overall preparedness for practice.

It is further anticipated that beyond the currently proposed QEP, that the Director of Externships will maintain student course evaluations, site evaluations, periodic site director, alumni, and student surveys, and focus groups in an ongoing commitment to providing excellent education to optometry students.