NOVA SOUTHEASTERN UNIVERSITY
Office of Institutional Effectiveness

QEP Report Card: 2012

December 2012

Report No 12-09

2012 Quality Enhancement Plan Report Card

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Executive Director, Institutional and Community Engagement

Office of Institutional Effectiveness
Nova Southeastern University

Foreword

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

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

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

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

The QEP at NSU has served the additional function of creating dialogue and networking opportunities for faculty at diverse academic units, who otherwise might not have an opportunity to interact. These quarterly facilitated discussions have provided rich networking opportunities and a place to share best practices to enhance student engagement at Nova Southeastern University. It is clear that the QEP is one vehicle at NSU to allow NSU's mission and values to flourish.

The following presentations of implementation and assessment capture a rich array of information from each of the 16 academic schools/centers. This fifth year volume of the QEP Report Card reflects NSU's substantial commitment to continuous quality enhancement.

Barbara Packer-Muti, EdD
QEP Director and
Executive Director, Office of Quality Assessment of
Institutional and Community Engagement

Acknowledgments

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

QEP Committee Chair
Barbara Packer-Muti, EdD
QEP Assessment Director
Executive Director, Institutional and Community Engagement
Office of Institutional Effectiveness

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College of Pharmacy
Lisa Deziel-Evans, PharmD, PhD
Silvia E. Rabionet, EdD (alternate)
Mailman Segal Center
Nurit Sheinberg, EdD
Oceanographic Center
Jose V. Lopez, Ph. D.
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College of Optometry
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- James Hibel, PhD
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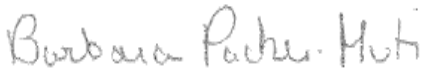
Shepard Broad Law Center
- Judith Karp, JD,
- Nancy Sanguigni, MBA (alternate)

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



Barbara Packer-Muti, EdD
QEP Assessment Director
Executive Director, Institutional and Community Engagement
Office of Institutional Effectiveness

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Research and Scholarship

College of Health Care Sciences (AKA College of Allied Health and Nursing)

(Online Resource and Publication Center for Faculty and Students)

Guy Nehrenz, EdD, RRT, Executive Associate Dean, QEP Director
Sandrine Gaillard Kennedy, EdD, Alternate Director

Stage of Implementation:

Final-ongoing for information purposes only.

Assessment Data:

Over 100 publications, including textbooks and chapters, from students, faculty, and alumni have been added to the center. This visibility allows new students and faculty to view the accomplishments of their peers in a centralized location. Another success of the center is that since the inception of the QEP, 2162 faculty and students completed the CITI Human Research Protection program. The CITI training link can be found in the student/faculty research center. Prior to loss of the data regarding satisfaction regarding the center, over 87% of participants felt the center made them more knowledgeable of the accomplishments of faculty and students in the area of publication, while 88% of participants felt that the center increased the recognition of student accomplishments. Prior to the move to Blackboard, 50% of respondents stated that they had contributed to the discussion board, while none have contributed to the discussion board since the transition.

Challenges:

The main challenge throughout the implementation of the QEP has been technology. While students were taking courses in Web CT, the Center was moved Blackboard. This was because WebCT was unable to support the load placed on the server. Courses began transition to Blackboard from WebCT in the third year of the QEP and continue to this day to be moved. The delay in matching the two systems for students created major obstacles to success.

Another problematic component was in the area of discussions. It was determined that students tend to be more active in their program student centers then the faculty student research center. Again, this is mainly due to lack of access or visibility once transferred to Blackboard as students continued courses in WebCT. Survey data was lost in the center during the transition from Web CT to Blackboard, and the current user statistics appear to be inaccessible.

Future:

The research and publication center will be for information and training purposes only in the future. Manuscripts will continue to be posted in the center to keep students and faculty up on the accomplishments of their peer and colleagues.

Additional Comments:

We have learned that it is important to keep the QEP within the walls of the college and to not be dependent upon external resources of which you have no control. It is important to note however that even though there were issues, the center remains an excellent place to post research and publication information for both students and faculty as well as research policies and training such as CITI.

College of Pharmacy

Student Engagement in Pharmacy Scholarship (SEPS)

Lisa Deziel-Evans, Pharm.D., Ph.D., Unit Director
Silvia Rabionet, EdD, Alternate Director

Stage of Implementation:

Information for the Student Engagement in Pharmacy Scholarship (SEPS) QEP continues to be gathered. SEPS QEP Surveys were administered for the third time to the 2012 entering Nova Southeastern University College of Pharmacy (NSU COP) students (Class of 2016 Entry-Level and Class of 2015 International). Measures included in the online survey include:

- Research Self-Efficacy Scale (RSES)
- Research Outcome Expectations Questionnaire (ROEQ)
- Interest in Research Questionnaire (IRQ)
- Personal and Demographic Characteristics (full form)
  - Information about previous and current participation in formal research activities
  - Information about satisfaction with activities

Information is also gathered from the American Association of Colleges of Pharmacy (AACP) Exiting Students Survey and college reports. Data for this longitudinal study will be gathered for at least five years, with the expectation that the interventions will show improvement in student interest in research activities and future careers.

Assessment Data:

Outcome Measures:

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

Achievement of the above stated outcomes is measured by student and faculty rubrics, course grades, and student self-assessments. Baseline educational outcome self-assessment has been completed by NSU COP entering first year students for several years. Students completing research related activities are expected to complete reflection exercises. In addition, quantitative data is collected related to student career decisions through both the alumni and graduating student surveys and through college reports outlining student authored posters, presentations, and publications.

Data for the study continues to be collected and examined. It is expected that more complete results will be available after data is collected for the 2013 entering class (August 2013) and the 2010 cohort, which will be graduating in May 2014. All students from the entering class of 2012

were required to attend the HPD Research Day in February 2012; all other pharmacy students were encouraged to attend. Statistical data for the study at this point is limited as this is a longitudinal study that requires results from students as they progress through the curriculum. Actual statistical comparisons of entering and graduating student responses will be available in summer 2014.

The college continues to provide research and scholarship opportunities for students, with opportunities expanding each year, especially with the implementation of the Ph.D. program in the College of Pharmacy (2010). Research opportunities and training for students include required research and design coursework, research advanced pharmacy practice experiences, research elective courses, and faculty led research projects. The number of student authored posters and presentations has increased over the past three years. Although full statistics have not yet been analyzed, this year's American Association of Health System Pharmacists (ASHP) Mid-Year Clinical Meeting (December 2012, Las Vegas) will include at least 14 student authored posters. As a baseline comparison, three years ago, there were no NSU COP students presenting posters at this meeting, which is considered the premier annual meeting for hospital-based pharmacists.

An update on the American Association of Colleges of Pharmacy (AACP) survey data originally reported in the 2008 report and updated annually is provided in Table 1.

Table 1. AACP Graduating Student Survey Results

Education upon graduation	**2008 N=208**	**2009 N=41**	**2010 N=217**	**2011 N=217**	**2012 N=188**
Pharmacy First Year Residency/Fellowship Programs	36 (6)*	11 (28)*	45 (21)*	48 (30)*	39 (24)*
Second Year Pharmacy Residency/Fellowship Programs	NA	NA	NA	NA	4*
Dual Pharmacy Residency - Master's Program	0	0	5	0	0
Pharmacy Master's Program	2	0	2	1	1
Pharmacy PhD Program	3	3	6	1	2
MBA Program	23	3	20	21	11
JD or Other Law Program	5	0	5	3	1
Other Health Professions (MD, DDS, DVM, etc.)	2	1	3	6	5
Other Non-Pharmacy Master's Program	5	1	3	4	6
Non-Pharmacy PhD Program	1	1	2	0	0
Fellowship	1	1	4	5	5
No Plans for Further Education in the coming year	120	18	109	91	99

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

Rubric data is being collected for analysis and to help support data found on the online surveys. Bivariate analysis will be used to establish the relationship between variables related to

demographic characteristics and experience with research-related variables. Logistic regression analysis will be used to identify those variables that better predict research interest and research self-efficacy. Path analysis will be conducted to assess the relationship of the variables with the level of research interest as proposed by the theoretical model.

Challenges:

The disconnect that exists between the project and the mission of the college continues as a major challenge. However, the implementation of the Ph.D. program within the College of Pharmacy and the presence of graduate students in the Pharm.D. courses provides role-models to the entry-level students and exposure to research opportunities. Increased expectations for faculty scholarship and recent hires of faculty with funded research has also greatly increased opportunities for student involvement. In addition, a much tighter job market for pharmacists is forcing the entry-level students to find ways to make themselves more competitive. Knowing that they must be competent consumers of research and that residency and fellowship programs look favorably on research experience is encouraging more students to pursue research opportunities. While these changes are positive, they do make it more difficult to assess the effect of the planned interventions. However, in the long run, the desired outcomes of increasing student engagement in scholarship and research are being met.

Future:

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

Follow-up surveys will be administered to NSU COP second and third year students in the spring semester and annually thereafter until the students graduate.

Additional Comments:

Lessons Learned

Participation in the QEP project provided the NSU COP a number of learning opportunities. The importance of choosing a project that aligns well with the college's mission and vision is primary among this. Because the outcomes of this project fell somewhat outside the college's primary mission, it suffered from logistical and interest issues that would not have been present with a project that was better aligned. In the same vein, it was difficult to engage students, faculty, and administration in a project whose outcomes were positive and desirable but would affect a small number of students, making it difficult to see statistically significant changes. However, these issues brought forth a number of discussions that have better enabled the

college to implement college-wide projects that are better planned and embraced by all stakeholders.

In spite of the mentioned challenges, the QEP project highlighted the need to increase student engagement in research and scholarship in the College of Pharmacy and initiated dialogue and action to provide additional opportunities to students. Information and outreach related to research and scholarship is now provided to the Pharm.D. students during orientation and awareness of opportunities has greatly increased among students. The QEP project also opened avenues to integrate graduate Ph.D. students with professional PharmD students to improve understanding in both groups of the roles bench, translational, and patient research play in the profession of pharmacy.

Interest in research and scholarship among students has increased as awareness has strengthened. Even though many of our students will not pursue traditional research positions post-graduation, knowledge of the research process make our graduates more marketable and will enhance their ability to perform well in the pharmacy field.

Although the NSU COP QEP project is still ongoing, it has already increased student opportunities and engagement in the research and scholarship area, which is expected to have a positive impact on the graduates' decisions related to pharmacy practice area, residency/fellowship pursuit, and ability to provide high quality patient care.

Mailman Segal Center for Human Development

(Enhancing academic engagement through scholarship and research)

Nurit Sheinberg, EdD, Director

Stage of Implementation:

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

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

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

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

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

Assessment Data:

Data has was collected during the Fall semester of 2008; and Winter, Summer, and Fall semesters of 2009, 2010, 2011 and 2012. Following are the results for data collected over the winter, summer and fall semesters of 2012.

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

Data to assess this outcome was collected through two instruments, a locally developed rubric that tracks students' research accomplishments (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their

perception of factors that facilitated or prevented them from participating in the research process (indirect measure).

Rubric results:

- A total of 21 practicum students participated in research activities at MSC during the Winter, Summer, and Fall semesters of 2012.
- Students participating in research were enrolled in the following academic programs:

Winter Semester 2012

Academic Program	*Number of Students*
CPS, clinical psychology	6
ABA	4
SHSS	1

Summer Semester 2012

Academic Program	*Number of Students*
CPS, clinical psychology	6
ABA	2

Fall Semester 2012

Academic Program	*Number of Students*
CPS, clinical psychology	9
SHSS	1

Students participated in different components of the research project

Component of research	*Percentage of students that participated in this component*	*Academic program*
Literature review	5%	CPS
Development of research design	10%	CPS
Data collection	100 %	ABA CPS
Coding	0%	ABA CPS
Presentation of findings	10%	ABA

Questions related to research participation	*Answered Yes*
Ability to participate in research projects	100%
Received support to participate in research projects	88.9%
Satisfaction with research experience at MSI	88.9%
MSC provided with a range of opportunities to engage in research	55.5%
Ability to participate on difference components of the research process	55.5%

As the results suggest, the majority of students that completed the questionnaire were satisfied with their ability to participate in research projects during their practicum experience at MSC. Moreover, they stated that MSC provided them with a range of opportunities and that they received support from their supervisor and other staff at MSC to participate in research experiences. However, some students mentioned that they felt their role was limited and they would have liked to learn more about the implications of some of the studies; they also stated that they would have liked to participate in more components of the research process and not only on data collection. In the past, students that completed their practicum experience have stated that they would like to receive more information about the different ongoing studies at MSC. As a response to this, the students' practicum supervisor now presents them with a list of all the ongoing research opportunities at MSC and students are asked to choose a research project to be part of. In addition, the director of research has met with students wanting to pursue their own projects at MSC. This led to two students conducting their own study and presenting it at a research conference during the 2012 year.

<u>Outcome #2:</u> Students will demonstrate enhanced academic engagement in their scholarship and research by increasing presentation of cases and research projects.
Data to assess this outcome was collected through two instruments, a form that tracks frequency of submission and acceptance (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their perception of factors that facilitated or prevented them from submitting and presenting their work at conferences (indirect measure).
Results from tracking form:

- Two practicum students submitted and presented their work to a conference

Submissions	*Academic Program*	*Conference Submission*	*Type of Submission*	*Status*
Submission #1 Two practicum students	CPS	American Psychological Association 2012 Name of presentation: Attendance as a Predictor of Oral Language and Early Literacy Skills in Preschool-age Children	Research	Presented

Student questionnaire results:

Questions related to conference submissions	*Answered Yes*
Did you submit or were part of a team that submitted a presentation?	25%
Did you receive support to submit a presentation?	25%

As the results suggest, only 25% of the students submitted a presentation for a conference. This represents a slight decrease from the past two years. The submission was accepted for presentation. The students who submitted presentation stated that they received support in the submission process. A number of students stated that they would have liked to received support and guidance on this process. Based on these responses, more opportunities will be presented to students to be part of the conference submission process since this number has not increased.

Outcome #3: Students will demonstrate enhanced academic scholarship and research by improving the quality and quantity of research proposal submission for grant funding.
Data to assess this outcome was collected through two instruments, a form that tracks frequency of submission and acceptance of proposals for grant funding (direct measure) and a student questionnaire that was administered at the completion of each semester to ask students about their perception of factors that facilitated or prevented their ability to write and submit proposals for grant funding (indirect measure).
Results from tracking form:

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

Student questionnaire results:

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

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

Challenges:

MSC's QEP began implementation in the Winter semester of 2008; data collection began in the Fall semester of 2008, and continued during the Winter, Summer, and Fall semesters of 2009, 2010, 2011, and 2012. There has been some variation in terms of the number of students participating in research projects at MSC since the inception of the QEP.

Semester	# of students participating in research
Fall 2008	14
Winter 2009	2
Summer 2009	10
Fall 2009	6
Winter 2010	7
Summer 2010	4
Fall 2010	11
Winter 2011	8
Summer 2011	6
Fall 2011	10
Winter 2012	8
Summer 2012	6
Fall 2012	10

For the purpose of MSC's QEP we are including only students participating in research activities as part of their practicum experience. This poses some limitations in terms of the number of available students who can participate in research activities since the number is dependent on the number of students completing a practicum experience at MSC. In addition, students at MSC are pursuing clinical practicum experiences that have specific requirements that need to be completed, thus, limiting the time they have available to engage in research related activities. Additionally, practicum students are only at MSC for one or two semesters, limiting their ability to engage in long term research projects. However, the systems that have been put in place as a result of the QEP to facilitate students' access and participation to research activities at MSC have also benefitted students not completing a practicum at MSC. Several additional students have participated in a range of studies. For example, over 90 graduate students at the Center of Psychological Studies and the Graduate School of Humanities and Social Sciences have been involved in the evaluation of the Early Reading First Project and the Palm Beach County Child Outcome Study. Ten students participated as research assistants as part of a series of Presidents' Faculty Research Development Grants, and another student completing her Psy.D. became a research assistant as part of a project funded by the A.D. Henderson Foundation.

Based on the feedback received by students, mechanisms currently in place to engage students in research activities seem to be working since all of the students that completed a practicum during 2012 were able to participate in research activities. Moreover, the data suggests that over half of the students were able to participate in different components of the research process and that they felt supported in the research activities they participated.
Also, for students interested in submitting a proposal for presentation at a conference, they were able to do it successfully. However, the number of students submitting for conference presentations continues to remains small, with no student participating in the process of

writing and submitting proposals for funding during 2012. Thus, a priority for the upcoming year will be to increase the number of students participating in these two areas.

Future

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

- Meetings with students will continue, additional meetings for specific groups will be held as well based on students' interests and experience conducting research.
    - Research meeting will be set up based on their supervision meetings so that they can be better informed about different research activities and opportunities.

- Students will continue to be required to participate in a research related activity as part of their practicum experience at MSC. Also, they will be encouraged to develop their own original research project.
    - This was successfully implemented during the 2012 year and will continue during in the future.
    - Students will meet with the research director prior to beginning their practicum and will commit to participate in a research study (either ongoing or student generated) and will ensure that their practicum schedule includes the time needed to participate in research activities.
    - Students will be expected and required to actively participate in research- this will be included as part of their practicum responsibilities.

- Review the mechanisms in place to increase student participation in both presentation proposal and funding proposal writing and submission.
    - Upcoming conference and funding opportunities will be identified and students will be invited to participate in the writing and submission process. This information will be disseminated at supervision sessions.
    - Based on their interests and available opportunities, students will be invited to join different writing teams.
    - Students will be encouraged to look for additional opportunities and will be supported in their attempts to write their own proposals for funding and for presentation at conferences.

Oceanographic Center

(Student Engagement in Oceanography and Marine Biology)

Jose Lopez, PhD, QEP Director
Charles Messing, PhD, Alternate Director

Stage of Implementation:

The OC continues to offer the distinguished seminar series. This year the QEP seminar was provided by Dr Roberto Iglesias-Prieto on April 20, 2012, who spoke on "Building Reefs with Light; Developing Bio-Optical Models for Coral Calcification". To date we have offered eight seminars. Presenters have include faculty and scientists from among the most prestigious oceanographic and marine biology centers in the country and worldwide, such as the Scripps Institute of Oceanography (University of California San Diego), and the Marine Biological Laboratory, Woods Hole, MA.

Assessment Data:

Assessment data depends on data collected over a substantially longer period of time than the program has run, e.g. measures of learning outcomes rubrics recorded before students defend their theses, proportions of students completing thesis versus capstone tracks, and numbers of thesis-derived peer reviewed publications. As a result, because we have only had eight seminars, we cannot yet identify any changes in outcomes, whether associated with the seminar series or reflective of other factors. The data we have been collecting will serve as a baseline against which to gauge future changes.
In brief, assessment of the QEP seminars will consist of responses to questionnaires.

On a broader scope, we have compiled student assessment data as part of the Ocean Center's ASLO (Assessment of Learning Outcomes) report. Some of this data is shown below under "Updates".

In the longer term, the primary currency in assessing the success of an OC graduate consists of a combination of successful publication of research results in peer-reviewed journals (and, to a lesser extent, presentation at scientific conferences in front of peers), and either acceptance into a more advanced academic program. All of these values are being recorded over time.

For example, for 2012, approximately 100 peer reviewed publications were produced by Oceanographic Center faculty, researchers and students. A brief list of recent publications from the OC - http://nova.campusguides.com/content.php?pid=126783&sid=2617486; and https://www.nova.edu/publications/ocean/currents-newsletter/index.html

Challenges:

Due to Hurricane Rina in October 2011, the original date for our fall QEP seminar with Dr Roberto Iglesias-Prieto was affected and postponed to 2012.

There has also been a general decline in the proportion of students returning post-seminar questionnaires. We are looking into more effective ways of assessment, such as responses to our questionnaires after each seminar.

Future:

We have scheduled two promising talks for the 2013 QEP:
1. Brian Bowen (University of Hawaii, Manoa)- "Origins of tropical marine biodiversity"; and a lunch forum for graduate students: "The origins and future of wildlife conservation", January 10, 2013
2. Forest Rowher (San Diego State University) – "Marine microbes on coral reefs", April 10, 2013

As part of Dept of Education Title V grant, the OC has been able to obtain new electronic "clicker" technology for immediate feedback from audiences. These will be tested at upcoming seminars.

Additional Comments:

The NSU Ocean Center QEP seminars continue to yield enriching experiences. Based on very high attendances and informal feedback to our professors, we have learned through our surveys that our student body generally yearns for these type of forums. They enjoy the high caliber of science presented, in addition to the chance to mingle informally with the speaker and other faculty in the social event that follows each seminar.

With the opening of the new Center of Excellence in Coral Reef Ecosystems Sciences (COE-CRES), our seminars will now be presented in a modern, state of the art facility dedicated to coral reef research. Presentations are placed on a wide screen, and with interactive "smart boards". These novel components should enhance both student and faculty engagement, attendance and participation even further.

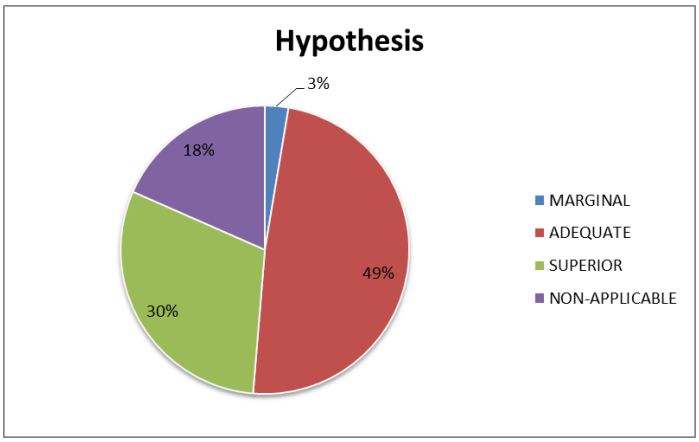
Guest speakers bring an added, novel dimension to the research culture by providing a boost, and different research aspect that may be very different from the resident faculty. Overall, we are finding that these events positively impact the research atmosphere here at the OC and thus NSU overall.

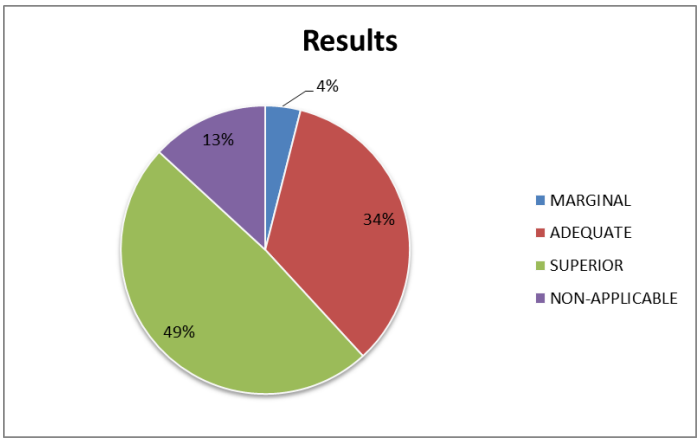
Update:
The following pages include most of the current assessment data available. From 2001 to the present the OC has recorded at least 201 graduate thesis proposals. In 2011, there was a total of 23 capstone and research thesis defenses.

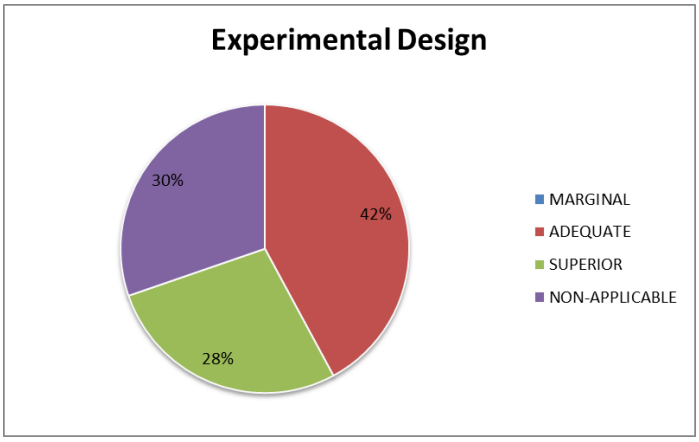
Th results of Thesis Presentation Rubrics (pie charts) are show below

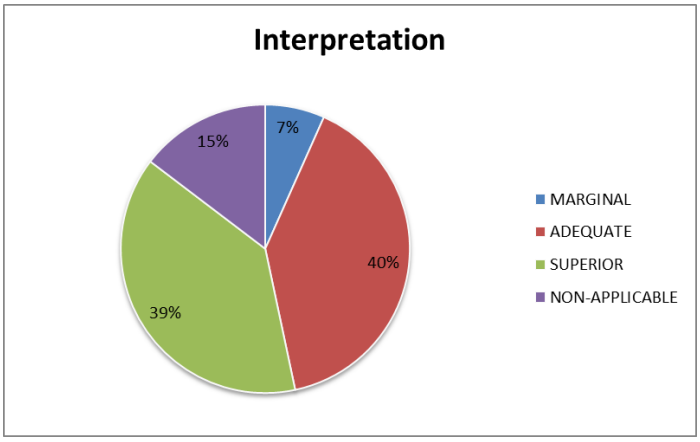
- Scientific Method
- Scientific Writing
- Oral Presentation

Scientific Method

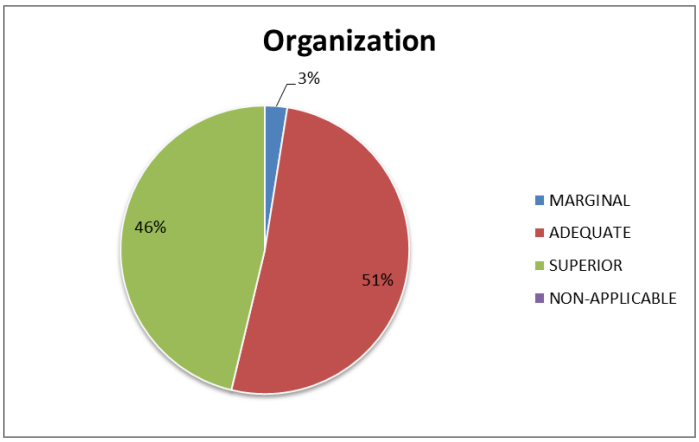


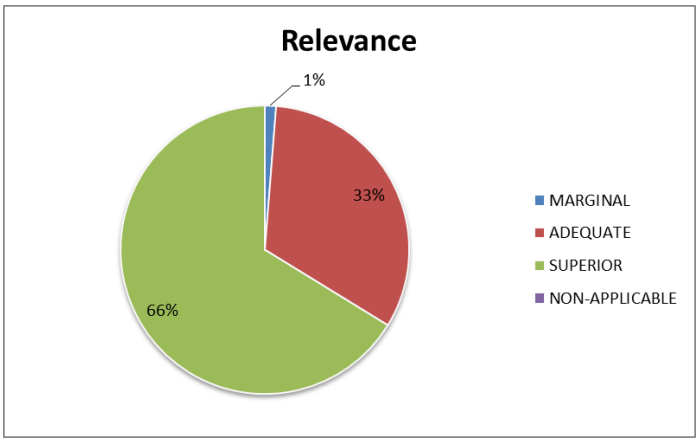


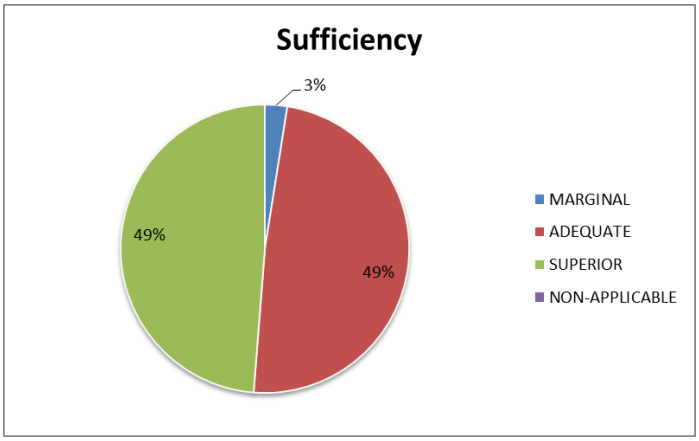


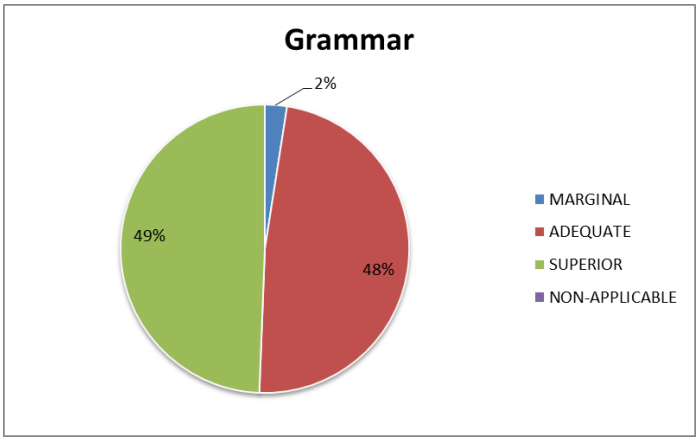


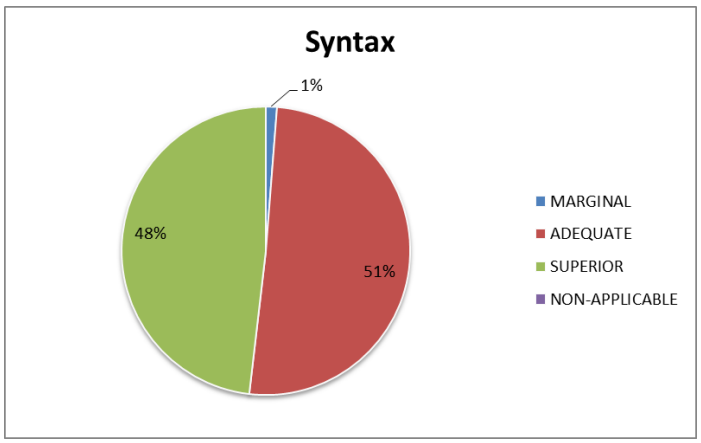
Scientific Writing

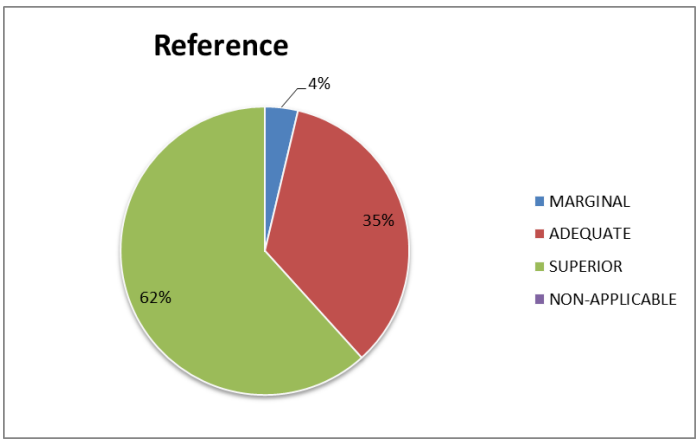




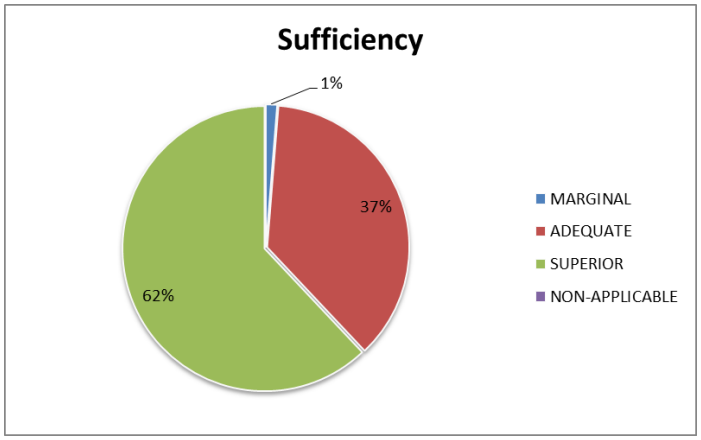


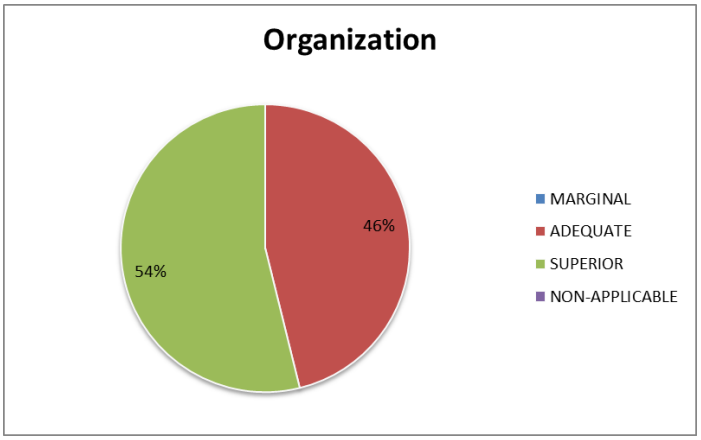


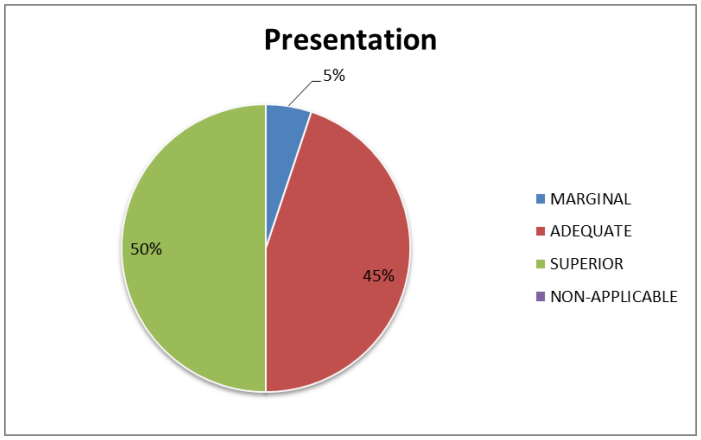


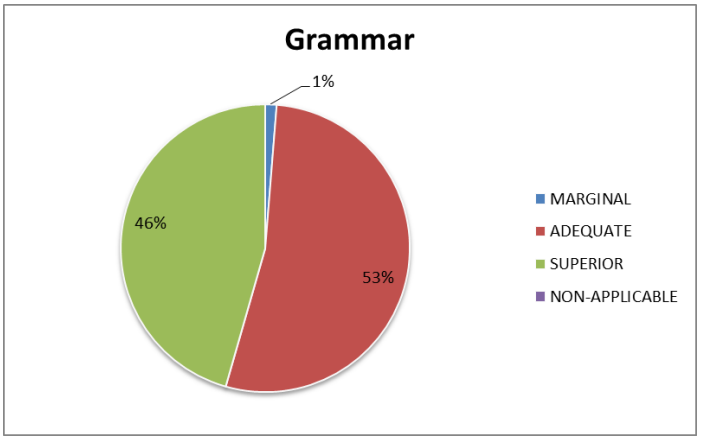


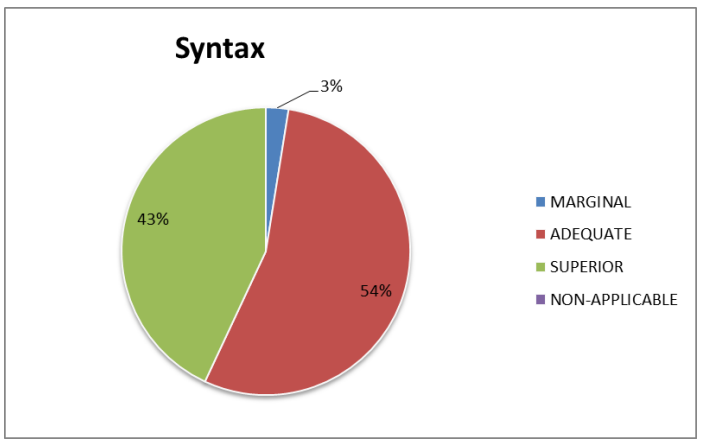
Oral Presentation

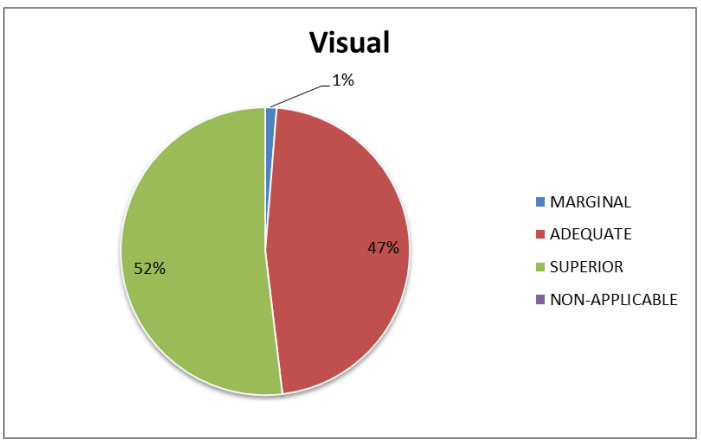












Dialogue and Exchange

College of Medical Sciences

(Enhancing Learning through Engagement)

Cheryl C. Purvis, PhD, Director
KV Venkatachalam, PhD, Alternate Director

Stage of Implementation:

The College of Medical Sciences is midway through Year 6 of its QEP implementation.
CMS has completed five full years of implementation. QEP initiatives for our college continue to be implemented annually.

The QEP plan for our college was designed to enhance academic engagement by increasing dialogue and exchange between students and faculty. To promote student learning and improve academic performance, student's grades are monitored in all their basic sciences throughout the year. Course directors identify students experiencing academic difficulty and notify faculty teaching in their courses. Mandatory and student-requested sessions are conducted regularly to promote academic engagement. The CMS QEP committee representatives for each department review the data for each course.

Assessment Data:

See annual report

Challenges:

Student evaluation of the QEP program depends on students completing evaluations.
However, student participation for the 2012 Student Survey was at a record high. Our college had the most participation this year with 50% of our students completing the survey.
The average for all of the other schools was 23%.

Faculty evaluation of the QEP program depends on faculty submitting comments.
However, over time expectations of faculty participation and documentation have become routine. Therefore specific comments to improve the system are unnecessary.

Future:

The College of Medical Sciences plans to continue our QEP initiatives.

Additional Comments:

Our QEP plan has enhanced academic engagement for our students, as well as our faculty.
Our QEP documentation has promoted early intervention for students at risk and increased retention. Sessions with students have improved academic performance and increased student/faculty interactions. Faculty and administration recognize the benefits of our QEP initiatives for our college.

QEP Activities Fall, 2011-Winter, 2012

Contents:

Summary of Student Progress:

I. **Year 2 students**
   A. Number of students:
   B. Tract:
      1. Dental: 1
      2. Medical: 2
   C. Outcome: all passed all courses; matriculated either College of Dental Medicine or College of Medicine

II. **Year 1 students**
   A. Tract
      1. **Dental**
         a. Number of students: 8
         b. Outcome: all students passed and matriculated College of Dental Medicine
      2. **Medical**
         a. Number of students: 17
         b. Outcome: 1 student was dismissed, 1 student on probation elected to take year 2; 15 students passed and matriculated College of Medicine

Summary of Student/Instructor Interactions:

I. Mandatory sessions time spent (all departments): 121 hours
II. Student-requested time spent (all departments): 136.3 hours

QEP Activities Fall, 2011-Winter, 2012
Anatomy Department

Learning Outcome:

I. Students will improve performance in didactic courses.
   A. **Fall, 2011**:

      1. **<u>Medical Histology:</u>** (18 students) (2 instructors)

a. Number of students with averages below 80% after:
1. Exam 1: 1
2. Exam 2: 1

b. Time spent:
1. Mandatory sessions (average <80%): 10.0 hours
2. Student-requested: 5.5 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 11
2. Number of students with final average ≥ 80% and < 90: 6
3. Number of students with final average ≥ 80% 17
4. Number of students with final average < 70%: 1
5. 1 student was dismissed from the College at the end of the semester

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

a. Number of students with averages below 80% after:
1. Exam 1: 0
2. Exam 2: 0

b. Time spent:
1. Mandatory sessions (average <80%): 0 hours
2. Student-requested: 5.5 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 5
2. Number of students with final average ≥ 80% and < 90: 3
3. Number of students with final average ≥ 80% 8
4. Number of students with final average < 70%: 0

3. **Medical Gross Anatomy:** (18 student) (3 instructors)

a. Number of students with averages below 80% after:
1. Exam 1: 5
2. Exam 2: 1
3. Exam 3: 1

b. Time spent:
1. Mandatory sessions (average <80%): 33 hours
2. Student-requested: 22.5 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 7
2. Number of students with final average ≥ 80% and < 90: 10
3. Number of students with final average ≥ 80%: 17
4. Number of students with final average < 70%: 1
5. 1 student was dismissed from the College at the end of the semester

4. **Dental Gross Anatomy:** (8 students) (3 instructors)

a. Number of students with averages below 80% after:
1. Exam 1: 0
2. Exam 2: 0

3. Exam 3: 0

b. Time spent:

1. Mandatory sessions (average <80%): 30 hours
2. Student-requested: 25 hours

c. Final Outcome:

1. Number of students with final average ≥ 90%: 6
2. Number of students with final average ≥ 80% and < 90: 2
3. Number of students with final average ≥ 80% 8
4. Number of students with final average < 70%: 0

B. **Winter, 2012**

1. **Medical Neuroanatomy:** (17 student) (2 instructors)

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

1. Exam 1: 0
2. Exam 2: 1

b. Time spent:

1. Mandatory sessions (average <80%): 0 hours
2. Student-requested: 2.5 hours

c. Final Outcome:

1. Number of students with final average ≥ 90%: 12
2. Number of students with final average ≥ 80% : 4
3. Number of students with final average ≥ 80% 16
4. Number of students with final average < 70%: 1
5. 1 student was dismissed from the College at the end of the year

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

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

1. Exam 1: 1
2. Exam 2: 0

b. Time spent:

1. Mandatory sessions (average <80%): 5.5 hours
2. Student-requested: 4.0 hours

c. Final Outcome:

1. Number of students with final average ≥ 90%: 4
2. Number of students with final average ≥ 80%: 4
3. Number of students with final average ≥ 80% 8
4. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. Fall 2011

1. Medical Histology:

a. Instructor evaluations: 5/5

b. Course evaluations: 4/4

c. Prevalent comments: very satisfied

2. Dental Histology:
   a. Instructor evaluations: 5/5
   b. Course evaluations: 4/4
   c. Prevalent comments: very satisfied

3. Medical Gross Anatomy:
   a. Instructor evaluations: 5/8
   b. Course evaluations: 3.47/4
   c. Prevalent comment: very satisfied

4. Dental Gross Anatomy:
   a. Instructor evaluations: 5/5
   b. Course evaluations: 3.86/4
   c. Prevalent comment: very satisfied; very helpful

B. Winter 2012

1. Medical/Dental Neuroanatomy:
   a. Instructor evaluations: 5/5
   b. Course evaluations: 4/4
   c. Prevalent comment: very satisfied; always helpful

III. Faculty will report improved faculty/student interactions:

A. Fall 2011

1. Medical/Dental Histology: Instructors Comments: None
2. Medical Gross Anatomy: Instructors Comments: Almost all students came. Students who needed help always came.
3. Dental Gross Anatomy: Instructors Comments: Students were well prepared and came with questions.

B. Winter 2012

1. Medical /Dental Neuroanatomy: Instructors Comments: None

QEP Activities Fall, 2011-Winter, 2012
Biochemistry Department

Learning Outcome:
I. Students will improve performance in didactic courses.
A. **Fall, 2011**:

1. Medical Biochemistry I: (18 students) (4 instructors)
   a. Number of students with averages below 80% after:

1. exam 1: 10
2. exam 2: 3
3. exam 3: 0

b. Time spent:
1. Mandatory sessions (average <80%): 5 hours
2. Student-requested: 3 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 10
2. Number of students with final average ≥ 80% and < 90: 8
3. Number of students with final average < 70%: 0

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

a. Number of students with averages <80% after:
1. exam 1: 2
2. exam 2: 2
3. exam 3: 0
4. exam 4: 0

b. Time spent:
1. Mandatory sessions (average <80%): 5 hours
2. Student-requested: 3 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 4
2. Number of students with final average ≥ 80% and < 90: 4
3. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. **Fall, 2011**

1. Medical Biochemistry I: (18 students) (4 instructors)
a. Instructor evaluations: 4.3/5
b. Course evaluations: 3.35/4
c. Prevalent comment: None

2. **Dental Biochemistry**: (8 students) (4 instructors)
a. Instructor evaluations: 4.65/5
b. Course evaluations: 3.63/4
c. Prevalent comment: Faculties were very helpful. Exams and course contend were hard. There were constant help from the instructors.

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2011**

1. Medical Biochemistry I: Prevalent Instructors Comments: Students in general were not prepared for one of the Q/A sessions due to other exams on the same week. When there

were no exams for that week QEP sessions were excellent, students were very well prepared and were awesome.

2. Dental Biochemistry: Prevalent Instructors Comments: Could have used more sessions. Overall scheduled sessions went thru awesome.

QEP Activities Fall, 2011-Winter, 2012
Microbiology Department
Learning Outcome:
I. Students will improve performance in didactic courses.

A. **Fall, 2011**

1. Dental Microbiology I: (8 year l students and 1 year-2 student) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 0
      2. exam 2: 0
      3. exam 3: 0
   b. Time spent:
      1. Mandatory sessions (average <80%): 0 hours
      2. Student-requested: 3 hours
   c. Final Outcome:
      1. Number of students with final average ≥ 90%: 7
      2. Number of students with final average ≥ 80% and < 90: 2
      3. Number of students with final average < 80%: 0

B. **Winter, 2012**

1. Medical Microbiology : (16 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 1
      2. exam 2: 1
      3. exam 3: 2
      4. exam 4: 2
      5. exam 5: 0
   b. Time spent:
      1. Mandatory sessions (average <80%): 6 hours
      2. Student-requested: 32 hours
   c. Final Outcome:
      1. Number of students with final average ≥ 90%: 6
      2. Number of students with final average ≥ 80% and < 90: 10
      3. Number of students with final average < 80%: 1
      4. 1 student elected to enroll in second year of the program

2. **Dental Microbiology II**: (8 year l students and 1 year-2 student) (1 instructor)
   a. Number of students with averages below 80% after:

1. exam 1: 0
2. exam 2: 0

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

c. Final Outcome:
1. Number of students with final average ≥ 90%: 7
2. Number of students with final average ≥ 80% and < 90: 2
3. Number of students with final average < 80%: 0

II. Students will report improved faculty/student interactions:

A. **Fall, 2011**:

1. Dental Microbiology I: (8 students) (3 instructors)
a. Instructor evaluations: 5/5
b. Course evaluations: 3.64/4
c. Prevalent comments: Availability to assist students outside of the classroom setting were excellent. Very helpful in explaining the difficult topics that encompassed microbiology.

B. **Winter, 2012**

1. Medical Microbiology: (16 students) (3 instructors)
a. Instructor evaluations: 4.8/5
b. Course evaluations: 3.25/4
c. Prevalent comment: "very helpful and always available"

2. Dental Microbiology II: (9 students) (1 instructor)
a. Instructor evaluations: 3/5
b. Course evaluations: 2.9/4
c. Prevalent comment: "It was difficult to approach the instructor."

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2011**

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

B. **Winter, 2012**

1. Medical Microbiology: Prevalent Instructors Comments: "Some students were not prepared for all the discussion sessions."
2. Dental Microbiology: Prevalent Instructor Comments: None

QEP Activities Fall, 2011-Winter, 2012

Pathology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2011**:

1. Optometry Pathology: (3 students) (1 instructor)

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

1. exam 1: 0
2. exam 2: 0
3. exam 3: 0
4. exam 4: 0

b. Time spent:

1. Mandatory sessions: 0 hours
2. Student-requested: 3.83 hours

c. Final Outcome:

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

II. Students will report improved faculty/student interactions:

A. **Fall, 2011**:

1. Optometry Pathology: (3 students) (1 instructor)

a. Instructor evaluations: No report

b. Course evaluations: No report

c. Prevalent comment: “always available and very helpful”

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2011**

1. Optometry Pathology: Prevalent Instructors Comments: None

QEP Activities Fall, 2011-Winter, 2012

Pharmacology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2011**:

1. Pharmacology I: (3 students) (1 instructor)

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

1. exam 1: 0

2. exam 2: 1
3. exam 3: 0

b. Time spent:
1. Mandatory sessions (average <80%): 5 hours
2. Student-requested: 2.5 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 1
2. Number of students with final average ≥ 80% and < 90: 2
3. Number of students with final average < 70%: 0

B. **Winter, 2012**

1. **Pharmacology II**: (3 students) (1 instructor)

a. Number of students with averages below 80% after:
1. exam 1: 0
2. exam 2: 0
3. exam 3: 0

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

c. Final Outcome:
1. Number of students with final average ≥ 90%: 1
2. Number of students with final average ≥ 80% and < 90: 2
3. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. **Fall, 2011**:

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

B. **Winter, 2012**:

1. Pharmacology II: (3 students) (1 instructor)
a. Instructor evaluations: No report
b. Course evaluations: No report
c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2011**

1. Pharmacology I: Prevalent Instructors Comments: None

B. **Winter, 2012**

1. Pharmacology II: Prevalent Instructors Comments: None

QEP Activities Fall, 2011-Winter, 2012
Physiology Department
Learning Outcome:

I. Students will improve performance in didactic courses.
   A. **Fall, 2011**:
      1. Medical Physiology I: (17 students) (2 instructors)
         a. Number of students with averages below 80% after:
            1. exam 1: 5
            2. exam 2: 5
            3. exam 3: 1
         b. Time spent:
            1. Mandatory sessions (average <80%): 14.5 hours
            2. Student-requested: 14 hours
         c. Final Outcome:
            1. Number of students with final average $\geq$ 90%: 11
            2. Number of students with final average $\geq$ 80% and < 90: 5
            3. Number of students with final average < 70%: 1
            4. 1 student was dismissed from the program

   B. **Winter, 2012**
      1. Medical Physiology II: (16 students) (3 instructors)
         a. Number of students with averages below 80% after:
            1. exam 1: 6
            2. exam 2: 2
            3. exam 3: 1
            4. exam 4: 1
         b. Time spent:
            1. Mandatory sessions (average <80%): 7 hours
            2. Student-requested: 3 hours
         c. Final Outcome:
            1. Number of students with final average $\geq$ 90%: 10
            2. Number of students with final average $\geq$ 80% and < 90: 5
            3. Number of students with final average < 70%: 1
            4. 1 student was dismissed from the program

      2. **Dental Physiology**: (8 students) (3 instructors)
         a. Number of students with averages below 80% after:
            1. exam 1: 0
            2. exam 2: 0
            3. exam 3: 0
            4. exam 4: 0
            5. exam 5: 0
         b. Time spent:

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

c. Final Outcome:

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

II. Students will report improved faculty/student interactions:

A. **Fall, 2011**:

1. Medical Physiology I: (17 students)
   a. Instructor evaluations: no report
   b. Course evaluations: 3.52/4
   c. Prevalent comment: Students liked the course giving it an overall average of 3.52 out of a possible 4.0.

B. **Winter, 2012**:

1. Medical Physiology II: (16 students)
   a. Instructor evaluations: no report
   b. Course evaluations: no report
   c. Prevalent comment: none

2. **Dental Physiology**: (8 students)
   a. Instructor evaluations: no report
   b. Course evaluations: no report
   c. Prevalent comment: none

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2011**:

1. Medical Physiology I: Prevalent Instructors Comments
   a. These students were proactive and requested several QEP review sessions for the group before the first exam and two group sessions before each of the second and third exams. Generally, students came to sessions with questions.

B. **Winter, 2012**:

1. Medical Physiology II: Prevalent Instructors Comments: The group as a whole was a very focused and came to the exam review QEP session well prepared and with lots of questions. In sessions with individual students, it was obvious that they had been giving the material a lot of thought.
2. Dental Physiology: Prevalent Instructors Comments
   a. Most students came to QEP sessions prepared with questions.

College of Osteopathic Medicine

(Building a Sense of Community through Academical Societies)

Albert Whitehead, DMD, QEP Director

Stage of Implementation:

The Nova Southeastern University College of Osteopathic Medicine (COM) established Academical Societies in July 2005 to build and grow our sense of academic and community spirit. The community engagement activities that were implemented during the first years served as the platform for the subsequent step in the process. At this time, the implementation has been completed with continued review of the program by the Steering Committee through several feedback mechanisms: direct student and faculty feedback, and Annual Academical Society Survey. Below are the recent highlights of the implementation.

2009-2010 academic year: The Doctor of Osteopathic Medicine (DO)Program expanded the Academical Societies presence throughout the curriculum. Academical Societies served as the organizing structure for assigning students to their small group learning and lab activities; and, engaged students in conducting a series of focus groups designed to assess the quality of courses and instruction beyond the standard assessment processes.

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

2010-2011 academic year: The Academical Society Steering Committee reviewed the program and made recommendations designed to enhance faculty engagement and encourage Society participation in Community Service. The Committee developed faculty roles and defined responsibilities and activities that would enhance the student's experience and improve faculty engagement. In addition to enhancing the faculty engagement, the Steering Committee identified the need to re-tool faculty advisement for medical students at risk. In addition to faculty development workshops, the Office for Medical Education developed a formal structure to ensure tutoring and study groups in each society. Peer–peer tutoring and peer run study groups were implemented in the fall term with favorable outcomes. After the first semester, out of 240 students enrolled in the Class of 2015: 1 student is considered at risk of being dismissed from medical school. 6 students will be required to remediate 2 classes, and 11 students will be required to remediate 1 class. Feedback from faculty advisors and students was very positive in regards to the changes in the advisement system.

Academical Societies has provided a "home within a home" for the students and serve as the platform from which they launch their many community focused activities. Effective August

2010, the COM implemented a policy mandating that every student complete a total of 40 hours Community Service by the completion of the second year of medical school. To assist the students, the leadership within each Society took an active role in organizing community service projects for their Society.

2011-2012 academic year: The Steering Committee elected to not make any changes to the Program at this time based on student feedback and faculty input. The Committee has recommended that the students be placed in Societies for graduation ceremony purposes and hooding of graduates by respective Society Faculty advisors.

Future Considerations: Evidence has supported that Academic Societies have met the goal of creating community within a large student population and consideration to continue "the thread" by utilizing the Academical Society concept in Alumni Affairs and NSU Advancement, i.e. Homecoming Activities promoted through Societies, Advancement utilizing Societies as a means for donations, etc….

Challenges:

Continued engagement of faculty

Additional Comments:

None

Farquhar College of Arts and Sciences

(Assessing Student Perceptions of Classroom Engagement)

Naomi D'Alessio, Ph.D., Director

Stage of Implementation:

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

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

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

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

All classes and instructors in the Farquhar College of Arts and Sciences are assessed by students using an online evaluation tool maintained by the Office of Information Technology. Up until

the winter semester of 2008, the following evaluation form was used. It was comprised of the following 9 questions:

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

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

10. I was better able to comprehend new material because of course-related discussion. [Discussion is any personal academic interaction which might occur in the classroom or laboratory (if applicable), outside the classroom, in my professor's office, through electronic communications, or telephone discussion with my professor and/or fellow classmates.]
11. I was better able to ask more questions and receive valuable feedback because of course-related discussion.
12. My interactions with other students in the course were enhanced by course-related discussion.

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

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

1. PSYC 1020 (Introduction to Psychology)

2. COMP 1500 (College Writing)

3. BIOL 1500 (Biology I)

Data were collected from all sections of these courses offered during Fall 2008, Winter 2009, Fall 2009, Winter 2010, Fall 2010, and Winter 2011. Sections in which two students or less responded to the evaluation questions were eliminated from the study. Data which met the inclusion criteria described were subjected to a correlation analysis.
In Fall 2011 and Winter 2012, the protocol was modified and all sections of classes in the Farquhar College of Arts and Sciences were reviewed based on student responses to the three QEP questions. A mean score on the three QEP questions was determined for all courses taught during the fall of 2011 and the winter 2012 semesters. Courses where the mean score for academic engagement was better than the mean for all courses were identified. Faculty teaching courses in this group were identified. The courses selected for review were those where the average class size was above the mean class size. Faculty in this group were identified and were asked to provide a description of the activities in their classes that enhanced student's perception of academic engagement.

Assessment Data:

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

Table 1

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

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

Table 2

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

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

Table 3.

PSYC 1020 - Correlation among discussion related questions and grades for six semesters - untreated (N=91)				
	Q10	Q11	Q12	Grades
Q10		**0.911	**0.737	**-0.498
Q11			**0.784	**-0.461
Q12				**-0.405

**Correlation is significant at the 0.01 level

*Correlation is significant at the 0.05 level

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

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

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

Challenges:

Data collection depended on students completing course evaluations and the response rate was not been sufficiently robust to generate sufficient data for the smaller number of experimental sections.

Additional Comments:

A review of the data suggested that students could identify the classes in which they perceive enhanced academic engagement through dialogue and discussion. Those data were collected for six semesters and although labeled as baseline data, in reality, they identified the sections of the courses in which enhanced opportunities for academic engagement were occurring. Based on the premise that strong response on the engagement questions identified the faculty who provide enhanced opportunities for dialogue and discussion, the Farquhar College of Arts and Sciences revised its Quality Enhancement Plan for Fall 2011 and Winter 2012. 896 classes for Fall 2011 and 870 classes for Winter were reviewed and a mean engagement score was determined for each semester based on student feedback for the three QEP questions on the course evaluation survey. Faculty were identified who received strong engagement scores on the discussion related questions for two or more classes, had higher than the mean on the percent of students who responded to the evaluation, and had classes with higher than the mean number of students enrolled. Those faculty members were asked to provide information on the practices that they used to enhance student engagement. A summary of best practices to enhance students' academic performance are described below.

1. Faculty with good engagement scores designed their courses to foster student engagement. In planning their lessons, they considered not only what they would be doing during the class but also what students would be doing. In other words, they designed their classes with student engagement in mind.
2. Faculty carefully orchestrated the events that took place in their classes. They were particularly attentive to the flow of the lesson. They worked to make the lessons relevant to the students and used ancillary materials such as slides, stories, and videos to demonstrate a point. They used deliberate pedagogical strategies and assignments that would make the learning meaningful to students.
3. Students were expected to come to class prepared to engage the lesson. In many cases students were quizzed at the start of the class. Quizzes, which mostly involved short writing assignments, were based on their pre-class preparation. This was done consistently throughout the term so that students knew what to expect. Faculty felt that having students prepared to engage the material allowed them to actively construct knowledge, rather than to passively receive it through more traditional methods of instruction. These exercises also allowed students to delineate their interests, curiosities, and passions. Students were encouraged to engage their academic interests and find connection to the things that were meaningful to them.
4. Faculty sought ways to create a comfortable, interactive learning environment within the classroom. They created opportunities for students to work together in class and developed these student-centered assignments throughout the semester. They also encouraged students to work on certain types of homework assignments together outside of class time, encouraging use of electronic discussion boards. Faculty encouraged students to ask questions and treated students with respect.
5. Faculty with strong engagement scores learned their student's names and addressed them by name both in and out of the classroom.
6. Faculty with strong engagement scores indicated that they were very attentive to new developments in their field and incorporated that information into their lectures. They also found ways to encourage students to read primary literature and to be aware of new events in the discipline. This they felt helped students see the relevancy in what was being studied.

The Quality Enhancement Plan was designed to enhance student learning by creating an active community of energetically engaged student learners. The initial data showed a significant correlation between the students' perceptions of engagement and their academic achievement. We are currently in the early stages of the review of engagement strategies. Questions regarding the effectiveness of various engagement strategies on student success are yet to be explored. Methods to broaden the discussion to include more faculty in the conversation are yet to be determined.

Fischler School of Education

(Problem Based Learning)

Timothy D. Shields, EdD, Director
Soledad Arguelles, PhD, Alternate Director

Stage of Implementation:

Three of the four simulations are fully implemented and on-going data collection is in progress after each term. As in years past, all simulation teaching faculty are required to participate in training specific to the simulations prior to receiving a course assignment. All of the active simulations are managed by Simulation Steering Committees. The Committees meet with the QEP Director on a regular basis to review assessment data and make recommendations for improving the simulation experience.

Doctoral Simulation

The doctoral level simulation was fully implemented for the Winter Term of 2009 and has run each term since. For the calendar year of 2012, doctoral students took part in the simulation with faculty teaching 32 sections of the simulation course over the course of the year.

The faculty involved with the doctoral simulation met on a regular basis throughout the year to discuss and share best practices in teaching the simulation. Throughout the year, the simulation faculty have worked with the other leadership faculty to discuss common interests and academic and course planning. Significant course and curriculum revisions are being discussed currently for roll out in the Fall of 2013.

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

Undergraduate Simulation

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

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

Masters Educational Leadership Simulation

The Steering Committee for the Master's Simulation went through the Planning Stage and developed a design document for a school administration Simulation. The new simulation was Alpha tested with the content area faculty for deployment in the Winter 2012 (201230) term. Two groups of students have gone through the simulation. As course enrollments improve in the MS EDL program, more students will receive the simulation experience as their capstone.

Masters Teacher Education Simulation

A new simulation is being deployed to replace the capstone portfolio for the GTEP Teacher Education Program. This new simulation will enroll its first students in March of 2013.

Assessment Data:

Data collection for the Doctoral and Undergraduate Simulations has been on-going. Student focus groups are held after every term to collect data about the process. Data for the most recent term, Fall 2012 continues to show a high level of student satisfaction with the simulation experience.

The doctoral and undergraduate simulations were reviewed by an external evaluator. The research found:

After an external evaluation was conducted, there were areas that showed potential for growth within each of the simulations. The Leadership Simulation has potential to create greater collaborative efforts through small changes with scheduling and course registration, along with creating greater continuity between the simulation course and the theory course. Additionally, the course is poised to offer specific skill building opportunities regarding conflict resolution both personally and in a work environment.

The Managing Diversity Simulation for undergraduate students has potential for growth in providing greater exposure and practice working with multiple grade levels, along with providing a greater depth of analysis and understanding of intervention choices when dealing with diversity challenges. Both simulations are poised to provide greater opportunities for development of personal relevancy in learning.

Additionally, both simulations currently employed at the Fischler School of Education and two that are in development are fostering disruptive innovation and are leading the industry in simulation use. Further in-depth development and use of additional technologies and social media are certain to push the boundaries of what has already been established by the school. This will place the instructors and experts at the school in the position of acting as leaders and mentors to other universities and schools that desire to offer instruction using this platform. As part of a Vision 2020 plan for the university and the school, simulation use has the potential to use strategic thinking and planning in modern and ground-breaking ways. This will undoubtedly lead to greater research and discovery. One particular area of study that could be

pursued immediately is the impact and learning differences between genders when using simulations as a pedagogical aid.

The simulations also offer an opportunity to expand to a larger portion of certain demographic bases as well. In particular, the younger 18-25 undergraduate demographic is likely to respond as favorably if not more to the somewhat older, doctoral demographic due to the media rich nature of the simulations, particularly if social media is employed as part of the process. Research has indicated that most individuals in this demographic regularly interact with social media.

Additionally, international students are likely to respond favorably as well due to the multisensory input and output of simulations which is highly beneficial for English as Second Language learners. Again, research supports these methods and has proven to be beneficial in not only language but content development as well. The school has the potential to offer learning capabilities to global learners not previously expressed or experienced.

The introduction of simulations into the curriculum at the Abraham S. Fischler School of Education has created an effect on the entire educational direction of the school. It has demonstrated the school's ambition and intention of delivering the highest quality education while using cutting edge technology to expand and the lead the direction of current and future learners.

The exploratory study conducted in 2011 of the Doctoral Leadership Simulation found the school is being successful in the employment of simulations in the development of leadership knowledge, skills, and abilities and in the development of copious dialogue and scholarly collaboration. The simulation is leading the introduction of this pedagogical aid in the education field and is poised to act as a model for other schools and universities that desire to implement simulations as part of the curriculum pedagogy. With the implementation of the recommendations from this external evaluation, the two simulations currently employed and the two in development will position the Abraham S. Fischler School of Education at the forefront and as leaders in this realm. Additionally meeting the Vision 2020 goals and adhering to three of Nova Southeastern University's core values of academic excellence, student centered instruction, and innovation is not only attainable but highly likely.

Many of the doctoral student respondents felt that a strength of the simulation was the opportunity to work o teams with their fellow students to make decisions and work towards consensus. At the undergraduate level, students felt the strength of the simulation was in exposing them to real-life classroom situations.

A major program evaluation of the doctoral simulation was completed as part of a doctoral dissertation. The findings of this study were positive. From the abstract of the study, "a student survey instrument, the Leadership Simulation Skills Effectiveness Survey (LSSES), using alumni of the course was used to assess the effectiveness in meeting the objectives of both the course and the QEP goals. Six scales were measured including the first scale regarding demographic

and student characteristics, four quantitative subscales that included 16 themes and 69 items, and the final scale that included three qualitative questions. Analysis of the data served to assess the course objectives and the goals of the QEP. The results provided useful insight which validated and confirmed that the course objectives and the QEP goals were indeed being demonstrated. The sample size included 446 respondents out of a total of 1766 (25% response rate)" (Davis, 2011).

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

Challenges:

The lack of student enrollments in some key courses has caused a delay in the ongoing roll-out of the MS Educational Leadership Simulation. The high work load of the Master's faculty with licensure and accreditation work combined with the curriculum inflexibility caused by meeting the standards of those organizations has made it difficult to implement simulations at the Master's level.

Additional Comments:

As a result of the QEP process, the faculty involved in all of the simulations has observed the direct benefit of a curriculum that is highly engaging. This has created a broader interest in faculty adding more engaging material into their courses, including videos and collaborative assignments. Additional mini-simulations have been developed by faculty as a way to teach in a case study-based model.

Most involved have identified the challenges of peer work groups and the need for more student training in conflict resolution. Getting all students engaged remains an issue and a challenge for project-based work.

At the master's level, there was review and updating of the curriculum to enhance the student experience. More work in that area is expected.

As a result of the QEP, nearly every School of Education student will experience a simulation as part of their curriculum.

Graduate School of Computer and Information Sciences

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

Laurie P. Dringus, Ph.D., QEP Director
Amon B. Seagull, Ph.D., QEP Alternate Director

Stage of Implementation:

Fifth year

Assessment Data:

In eight course sections in 2012, 106 students participated in principally two kinds of activities. All of the instructors responding to the end-of-term survey reported some or substantial increase in student learning as a result of the QEP initiative. We collected data from 38 (duplicated) students enrolled in four of the course sections (four different instructors). Students continue to report high levels of satisfaction with the initiative (30:1, agree: disagree) and less extreme but still high levels of perceived contribution to learning (6:1, agree: disagree).

Challenges:

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

Future:

Our data suggests that some on-campus students value the online medium and others want even more technological innovation. Our initiatives will persist to clearly extend student engagement in ways that are dynamically supportive of an academic environment that exists beyond the physical classroom and its class schedule.

Additional Comments:

What we have learned

- At the onset of the project, we recognized a logistical problem in that GSCIS campus-based master's students are working adults attending evening classes who have limited ability to visit the campus regularly with faculty and engage with other students outside conventional class time.
- Our initiatives have indicated that blended learning serves to fill a broader logistical need for improving service quality for campus-based students that can lead to a number of positive gains, such as increased convenience and access to the course and to the course instructor, increased connectivity with faculty and other students, and increased student engagement and active participation.
- We learned that the result of online activities that supplement campus class activities has led to high levels of student satisfaction and increased perceived levels of student engagement.

- We discovered there is an organic growth of successful blended learning strategies in accord with recognizing our instructors' unique teaching practices and instructional preferences.
- As our project developed and initiatives were tested by instructors in their campus courses, and student survey data revealed a positive response to those initiatives, there was also an increased satisfaction level expressed by instructors who felt their choice of blended learning initiatives had impacted students positively.
- Our experience reveals blended learning has become a standard adoption practice in our school and is a valuable part of the learning experience in our campus courses.

Huizenga School of Business and Entrepreneurship

(Contemporary Issues in Business: Enhancing Dialogue)

Peter Finley, PhD, Director
Leslie Tworoger, DBA, Alternate Director

Stage of Implementation:

The Contemporary Issues in Business focus has been implemented and is a cornerstone of every section of Management 2050 (Principles of Management). The shift to the lead professor model allowed for greater control over the QEP, including ensuring that all students were actively engaged in the process, were exposed to the same high-quality articles and that accurate data collection was occurring at the conclusion of every term.

At this time students continue to be engaged in the Contemporary Issues in Business discussions within the MGT 2050 course. This content is in the common syllabus that faculty should adhere to.

Assessment Data:

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

Challenges:

At the conclusion of the 2011-2012 academic year, the lead professor model was phased out and control of curriculum is being transitioned to a course academic leader. Under the new model there will be less direct control of courses and greater academic freedom for the professors teaching the courses. However, the Contemporary Issues in Business focus remains an important part of the course and is reflected in the syllabus as such.

Additional Comments:

At this time the Contemporary Issues in Business focus could be considered fully integrated into a course and, more importantly, the culture of a management education segment of the undergraduate business core of courses. The Huizenga School is generally prepared to move on to new quality enhancement plans with full faith that this focus will continue to add value to the education process and deliver a high quality opportunity for dialogue and exchange between students and faculty members.

University School

(Enhancing Dialogue and Exchange by increasing faculty to student and student to student discussions via e-learning tools)

Elizabeth C. Brennan, EdD, Director
Sherry M. Newman, EdD, Alternate Director

Stage of Implementation:

University School is midway through Year 6 of its QEP implementation for the 2012/13 school year. The program began as a pilot program, utilizing WebCT, with three faculty members in 2007/8, to increase dialogue and exchange between/from student to faculty and student to student, has developed into a center-wide program within the upper school with 100% of faculty members participating in integrating on-line interactive resource tools (Blackboard, Successnet, Share Point, Math XL, University of Texas Instruments, etc.) in a fully blended classroom environment.

Assessment Data:

To assess the 2011 Strategic Plan initiative, University School parents and students were surveyed using the NSSE survey. The survey findings identified the need to increase dialogue between faculty and students as a means for enhancing overall academic achievement as an overlying need in the school community. The goal of enhancing academic engagement through dialogue and exchange was incorporated into the Strategic Plan, placing the QEP in with one of the four categories outlined in the Strategic Plan. Data related to the current QEP 2012 was collected at the end of the 2011 school year through a student survey which measured quantity and quality of dialogue. Post measures were directly and indirectly linked to outcomes. The total cumulative number of "hits" to each blackboard classroom were collected directly via the Bb database. Indirectly, as measured by the survey, there was an increase in the type and degree of student collaborative interactions through the use of Wiki's, Blogs, and Discussion Boards within the Bb environment.

It is also clear from the data that faculty took advantage of the journals, email feature, quizzing feature, practice drills, data storage, tutorials, and resource postings. Teachers were able to extend their classroom discussions beyond the classroom by providing additional activities to enhance critical thinking skills outside of class. Students appreciate the fact that teaching materials are organized into a "neat package" and easily accessible for them to download via Blackboard.

Given the 100% percent usage identified in the 2012 data, we find the initial intended outcomes to be fully inherent/embedded both philosophically and in practice within the upper school as part of normal, day-to-day operations, policies and procedures.

Challenges:

Faculty is very supportive of the project, understand its goals, and look forward to continued productive learning outcomes. The primary challenges that need to be addressed for the future are:

1. Further training of teachers to apply these resources commensurate with classroom best practices for e-learning environments;
2. Ensuring each student has access to his/her own personal device or school-supplied device;

Future:

The results obtained from this study, as they relate to the established learning outcomes, are supportive of the gains attributed to blended learning opportunities, digital learning tools and the effective use of instructional technology. In accordance with past case studies, the qualitative findings from this study suggest that increased dialogue and exchange can enhance academic engagement, work towards increasing levels of critical thinking, and improve quality of work if implemented correctly. Plans are underway to extend these experiences to middle and lower school applications.

Additional Comments:

University School has provided a clear, cogent, and manageable system for our faculty, and will continue to provide a supportive environment for our faculty as they continue to utilize Blackboard as a mechanism for increased student engagement.

Clinical Experience

Center for Psychological Studies

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

Ana Fins, PhD, Director
Sarah Valley-Gray, PsyD, Alternate Director

Stage of Implementation:

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

Assessment Data:

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

The Center for Psychological Studies implements its QEP Learning Outcome 1 via two main mechanisms: the Professional Development Institute, which is a conference designed to cover a number of topics related to practicum experiences (e.g., suicide assessment) and a prepracticum course offered to first-year doctoral students, which serves to prepare students for practicum by providing in-depth practice in the basic communication/interviewing skills required of psychotherapists. The results below summarize the findings of these QEP components for 2012.

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

The Professional Development Institute (PDI) was held March 23 and 24, 2012; approximately 135 CPS students attended. As in previous years, the PDI consisted of sessions on Friday afternoon and all day Saturday. Friday sessions included presentations on documentation in clinical settings, understanding the role of executive function in the context of clinical practice and a keynote address by Dr. Raymond DiGiuseppe. On Saturday, students attended break-out sessions designed to address various aspects of clinical practice, some with specific foci such as working with adults, children/adolescents or in school settings; other sessions focused on more general areas of interest to all students such as supervision and managing the boundaries of psychotherapy. The afternoon program ended with program-specific break-out sessions for the doctoral, masters and specialist students. Across the two-day program there were a total of 15 different sessions.

Pre/post-tests of knowledge acquired in sessions (direct measure) comprised of specific material covered by the presenters were administered to student attendees during the conference. In the table below, data results are presented separately for the break-out sessions where assessments were performed. Results reflect mean percent correct on the test at pre-test and post-test time points (standard deviations are provided in parentheses). T-tests computed for the break-out sessions revealed significant differences on ten of the eleven pre/post comparisons including the Friday session ($t = 6.68$, $p<.01$) and the following Saturday individual sessions: Assessment of lethality and dangerousness in adults ($t=7.50$, $p<.01$), Group

psychotherapy (t = 8.64, *p*<.01); Basic therapeutic strategies for a beginning clinician's toolbox (t = 3.80, *p*<.01); Clinical conundrums: managing boundaries in psychotherapy (t = 5.55, *p*<.01), Evaluating suicidality in children and adolescents (t=5.77, *p*<.01); Making sense of supervision: Why supervisors do the things they do (t = 5.36, *p*<.01); DSM 5 – New categories and new disorders (t=7.18, p<.01); Psychopharmacology basics (t= 7.39, p<.01); Documentation in schools (t= 2.58, p<.05). These results suggest that students increased knowledge related to material covered.

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

Break-Out Sessions	Pre-Test	Post-Test
Friday session	71.9 (2.5)	86.8 (12.3)
Assessment of lethality in adults		
Group psychotherapy	51.5 (21.6)	85.2 (17.3)
Basic therapeutic strategies	67.4 (18.2)	80.4 (17.4)
Managing boundaries in therapy	56.0 (24.2)	81.0 (19.8)
Making sense of supervision	66.6 (20.2)	88.3 (17.5)
Assessment of lethality in minors	19.7 (21.9)	61.6 (34.3)
DSM V session		
Psychopharmacology	49.2 (30.0)	97.7 (10.6)
Working with immigrant families	74.3 (20.5)	77.3 (17.6)
Documentation in schools	66.8 (25.6)	100.0 (0.0)

Students were also asked to rate the PDI (indirect measure) at the end of the conference. Specifically, they were asked to rate the degree to which the information provided in the conference was adding to their practicum preparation. A total of 84 students completed the conference evaluation. Based on a 5-point likert rating (1 = not at all useful to 5 = extremely useful), 48% of students rated the PDI as either a 4 or a 5, 32% gave this item a rating of 3 and 14% rated this item a 2 and 4% rated this item as a 1. Additionally, when asked whether they would recommend the conference to other students approximately 63% responded in the affirmative.

<u>Student skills for interacting and communicating with clients (Direct and Indirect Assessment Instruments)</u>

The Attending Behavior Rating Scale (ABRS; direct measure) and the Measurement of Accurate response to Feeling (MARF; direct measure) were administered at the beginning and end of the doctoral students' prepracticum course (offered during Winter 2012). These scales are behavioral observation instruments designed to assess attending behaviors of clinicians and

were administered by the class instructors at the beginning and end of the semester-long course. Means (and standard deviations) for pre- and post-assessment scores are presented below (n = 69). Paired t-test analyses showed that all pre-post changes were significant, with higher scores on all post-tests (all *p*'s<.01). These results suggest that students' attending behaviors improved over the course of the semester.

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

ABRS	Pre-Test	Post-Test
Eye Contact[1]	3.7 (0.9)	4.0 (0.8)
Posture/Gesture[2]	3.2 (0.7)	3.7 (0.7)
Vocal Tone[3]	3.3 (0.9)	3.9 (0.7)
Verbal Attending[4]	3.2 (0.7)	3.7 (0.7)
Total Score[5]	13.4 (2.4)	15.3 (2.3)

[1]t=2.49, [2]t=4.26, [3]t=5.04, [4]t=4.54, [5]t=5.71

MARF	Pre-Test	Post-Test
Response to Content[1]	1.5 (0.6)	2.3 (0.6)
Response to Feeling (obvious)[2]	1.7 (1.1)	3.0 (0.8)
Response to Feeling (deeper)[3]	1.0 (1.0)	1.7 (1.1)
Total Score[4]	4.2 (2.4)	7.0 (2.0)

[1]t=9.45, [2]t=9.82, [3]t=6.17, [4]t=11.22

Students completed the Counseling Self-Estimate Inventory (COSE; indirect measure) at the same time points that the behavioral observations were conducted. The COSE is designed to measure trainees' self-efficacy and expectancy for success in counseling situations. Pre- and post-test scores were significantly different (t = 8.91, *p*<.001). At the beginning of the semester, the mean score was 147.0 (sd = 20.4), while on post-assessment the mean score was 172.1 (sd = 16.6). This finding reflects that over the course of the semester, students' self-efficacy in counseling situations significantly increased.

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

In preparation for the initial development of the Center's QEP a brief survey was administered to CPS students. These items were also administered during the fall 2012 semester to a subset of 113 second and third-year doctoral students. The table below summarizes results from the 2012 survey. Students were asked to rate on a 5-point Likert scale (1 = poor; 5 = excellent) their preparation for practicum, how practicum allowed them to integrate theory into practice, the communication between CPS and the site, the supervision received on-site and at CPS. Some of the items are designed to tap the students' perceptions regarding their preparation for practicum (which should be influenced by attendance in PDI and prepracticum course training). Others are meant to indirectly assess (through student perceptions) the Center's interactions

with practicum sites and supervisors, which we are increasing by implementing practicum site visits and increasing continuing education workshop opportunities for all practicum supervisors. In the following summary, students who were in the process of completing either first or second year of practicum were asked to rate each practicum experience separately. The table below summarizes these results using percentages. Year 1 and Year 2 practicum data are presented in separate tables. These results were comparable to data obtained in previous years.

Practicum Survey Results

Year 1 practicum

Survey item	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Preparation for practicum	15.0	39.8	24.7	15.0	4.4
Integration of theory to practice	4.4	15.9	24.7	27.4	24.7
Communication between site and CPS	11.5	15.0	15.0	20.4	20.4
On-site supervision rating	10.6	4.4	20.3	17.7	34.5
CPS supervision rating	7.1	1.8	21.2	21.2	46.9

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

Year 2 practicum

Survey item	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Preparation for practicum	8.1	18.4	51.0	18.4	4.1
Integration of theory to practice	4.0	2.0	16.3	46.9	30.6
Communication between site and CPS	6.1	4.0	20.4	30.6	22.4
On-site supervision rating	0.0	4.1	8.1	40.8	44.9
CPS supervision rating	0.0	6.1	10.2	42.9	38.8

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

As an additional indirect measure of the student's perspective regarding the prepracticum course and the professional development institute, the same subset of doctoral students was asked to indicate how useful prepracticum and professional development institute had been in helping to prepare them for practicum.

This year, two additional questions were included in the student survey. Students were asked to rate on a 5-point Likert scale (1= not at all useful to 5=extremely useful) how useful the prepracticum course and the PDI had been in preparing them for their practicum experience. With regards to prepracticum, 55% of students rated the experience with a 3 or higher, while approximately 34% of students rated with a 3 or higher the PDI experience.

Challenges:

None

Additional Comments:

The assessment results from this year and previous years suggest that our center's QEP initiatives modestly increase students' knowledge regarding clinical areas associated with practicum training (via PDI) and help enhance students' interviewing skills and counseling self-efficacy (as a result of prepracticum). It is somewhat difficult to tease out the direct effects of PDI and prepracticum training on practicum performance given that students receive additional training from other program-related courses and activities. Efforts of PDI and prepracticum have been directed primarily at students beginning their clinical training and have been required activities for all first year doctoral students. We are considering ways to engage more students from the educational centers as well as more advanced students. Among the options being explored by our Center, we are considering linking the PDI to the annual research conference sponsored by the Student Government Association and providing advanced students an opportunity to present at some of the break-out sessions in joint effort with faculty. We will also be evaluating the use of video conferencing to provide a live feed of the PDI to students at the educational centers. As we reflect on our QEP activities we realize that each year of implementation we have learned from the activities and have adjusted them annually as a result. We recognize that this is an ever-evolving process and, as such, we have an active planning group that is represented by each program in our Center.

College of Dental Medicine

(Enhancing Dental Student Engagement in Clinical Extramural Rotations)

Gimol Thomas George, EdD, Director
Steven M. Kelner, DMD, Alternate Director

Stage of Implementation:

The College of Dental Medicine's (CDM) Student Competency Document was revised to improve student learning. During the academic year 2011-12, the CDM's curriculum was changed from a requirement-based system to a competency-based system and curriculum, which ensures student competency in all disciplines. The College is currently creating various assessment tools to evaluate student competency. The clinical Team Leader System, which is an inherent part of the new competency-based curriculum, has been operating well. Presently, the CDM is in the process of instituting various evaluations to measure the effectiveness of the Team Leader System. In addition, a Faculty Standardization Needs Assessment was conducted to identify the teaching areas that require immediate faculty standardization. The faculty has been attending faculty standardization workshops related to competency assessment. In a related activity, Curriculum Committee members will be meeting with each faculty member at the CDM to ensure that all faculty members are following the same procedures in their teaching activities. The CDM's newly acquired extramural rotation at Miami Dade College has been functioning effectively and students are satisfied with the experience that they are receiving at this site. The CDM will monitor the status of all of its learning outcomes annually to ensure high student achievement.

Assessment Data:

During the academic year 2011-12, the CDM administered several evaluations to assess its learning outcomes. These assessments show that the majority of the learning outcomes have met or exceeded the College's expectations; therefore, improvement related to these learning outcomes is not necessary at this time. Assessment data gleaned from the 2011-2012 academic year for the learning outcome related to students' satisfaction with their clinical extramural rotations and community service programs show that more than 90% of students are satisfied with the faculty performance at these rotations as well as with the overall clinical extramural rotation. Patient Satisfaction Survey results from the College's main Davie clinic show that more than 85% of patients have agreed that their student dentists communicated with them effectively. Patient Satisfaction Survey results from the extramural rotation sites show that over 90% of patients are satisfied with the CDM.

Challenges:

The CDM continues to have difficulties in selecting appropriate Team Leaders, who have leadership skills to lead a team. Faculty standardization has been an ongoing issue with the CDM's Clinical Extramural Rotations. As these rotations are often staffed by CDM adjunct faculty members, the faculty standardization process at the CDM's multiple clinical rotation

sites has proven to be complex due to the variability in clinical techniques utilized by these faculty members in their practices. In addition, it is anticipated that it will be difficult to get some faculty members to participate in the QEP processes due to their heavy schedules.
Future:

In order to assess the effectiveness of the Team Leader System, the CDM is currently creating various assessment tools and identifying ways to conduct evaluations related to this newly instituted system. The CDM is also developing assessment tools to evaluate students' competency in their clinical procedures. These evaluation methods will assist the CDM to ensure that 100% of its graduates are competent General Dentists.

Additional Comments:

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

College of Optometry

(Enhancing Optometry Student Engagement in Clinical Externships)

Melanie A. Crandall, OD, FAAO, Director
Julie Rodman, OD, FAAO, Alternate Director

Stage of Implementation:

The new assessment/grading rubric that was developed during the early part of year 1 of our QEP is being used for both our third year clinic and externship sites. Feedback seems to indicate that the rubric is working well in the fourth year setting of the externship sites. Participation with the form markedly improved in 2010, and now all sites are "on board" with the new system. The rubric may need to be altered for the 3rd year clinics or further training of faculty in its use may be necessary.

Assessment Data:

The students surveyed during 2009 overwhelmingly preferred the new grading rubric. Since that time, that cohort of students has graduated. Students who did not experience the "old" method have brought up a number of issues and problems with the rubric for third year clinic. It has been stated that faculty uses it in a capricious manner.
The rubric is used in our third year primary care clinic. A survey was completed in November of 2012 to address the efficacy of the rubric. In response to the question, "In general the 3rd year clinic is graded fairly", only 23 % of the third year class responded agree or strongly agree. When the same group was asked the same question regarding didactic classes and labs the response was 74% agree and strongly agree.

When asked, "My impression is that the clinic grading matrix is used uniformly by clinic preceptors," only 10% agreed, no one strongly agreed, and 76% strongly disagreed and disagreed.

As an unplanned extension of our original QEP, we have established a web board for students to provide in-depth information about the externship sites they attended; this will be maintained for future classes, so students will have another source of information prior to choosing their sites. The database has been building for two years, and we continue to seek input from students on how to further improve the process. The current class that has their externship selection at the end of this November should benefit from these efforts. Of the current class, 46 % agreed or strongly agreed they had been provided with enough information to make a choice regarding externships.

Challenges:

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

Future:

In January of 2013, we will convene a group with representatives of all stakeholders to improve the use of the grading rubric for the third year clinic. Further investigation needs to be done to evaluate if the rubric needs to be changed or if clinic preceptors should undergo further training.

Additional Comments:

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

Graduate School for Humanities and Social Sciences

(Enhancing the Practicum Experience for SHSS Students and Supervisors)

James Hibel, PhD, Director
Dustin Berna, PhD, Alternate Director

Stage of Implementation:

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

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

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

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

Assessment Data:

Phase three involved the assessment of the outcomes of the initiatives enacted by the three departments and the brainstorming of ways to enhance the initiatives based on the outcomes. This was done beginning in March 2009 by comparing baseline data on student performance and supervisor comments/feedback concerning practicum students with similar assessments made following the implementation of initiatives. These results were evaluated by department chairs and faculty, who developed and implemented enhancements of the initiatives. A re-assessment was performed of the outcomes following these revised initiatives. Assessments of the impact of these initiatives are reported below.

Supervisor reports were collected for External Practicums (DCAR MS and PH.D and DFT MS) for two years prior to academic year 2009, when the first interventions were initiated, and for the 2009 academic year, after the first initiatives had been implemented. Comparisons were made between supervisor reports of student performance prior to and after the implementation of these initiatives. These data were analyzed in early 2010, and after reviewing the results, enhancements were made to the initiatives and implemented during academic year 2010-2011. Results of student performance in practicum during this time were analyzed and are also reported below, including discussions related to each of the three academic units within SHSS.

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

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

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

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

Face-to-face practicum advising sessions are scheduled during RI and are held in distance format throughout the academic year. These sessions are designed to assist students not yet in the practicum sequence to prepare for practicum and to select appropriate sites based on their academic and professional goals. In light of the aforementioned information from the survey,

these sessions have been enhanced to include the above topics. Moreover, in individual advising sessions with students preparing to begin practicum more emphasis is now placed on professional preparation to enter practicum sites, particularly with students with limited or no prior professional experience.

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

The table below summarizes results for the pre-intervention assessments of students' professionalism, port-initial intervention and post enhanced intervention. Students were rated on a scale of 1 – 3, with 3 being excellent.

DCAR MS and PHD Pre and Two Post Intervention Scores

Item	Mean Score Pre Intervention April 2009 (N=26)	Mean Score Post Intervention, 2010 (N=20)	Mean Score Post Intervention, 2012 (F10-F11) (N=51)
Application of substantive conflict resolution knowledge score	2.8 76% scored	2.9 90% scored 3	2.8 85% scored 3
Application of practical conflict resolution skills score	2.8 81% scored 3	2.9 90% scored 3	2.9 86% scored 3
Professional character and demeanor score	2.9 89% scored 3	3 100% scored 3	2.9 94% scored 3
Collaborative teamwork performance score	2.8 81% scored 3	3 100% scored 3	2.9 96% scored 3

The differences after the implementation of initiatives were in the anticipated direction of increased scores for all four areas assessed, though students were highly evaluated even before the initiatives. Assessments made for the three trimesters of academic year 2010-11, following the enhanced initiatives were consistently better than the baseline, though perhaps slightly lower than the previous assessment. Overall, it appears that the initiatives have enhanced already good performance scores.

Department of Family Therapy (DFT) Initiatives

In the phase one needs assessment, supervisors of DFT Master's students expressed overall high levels of appreciation for supervisees and students expressed overall high degrees of satisfaction with the training received in the program through practicums. The aspects of the survey that were most relevant to DFT in developing enhancements was the apparent lack of clarity on the part of supervisors about the characteristics that Family Therapists have that distinguish them from the students they might be supervising from other disciplines. What was also relevant was the desire expressed by students to have DFT clearer about how to integrate into professional settings. In order to enhance these aspects of the program, DFT elected to develop and institute a major addition to the Internship and Practicum fair held annually in April or May. Similarly to DCAR and DMS, "professionalism" issues were also a theme for Family Therapy supervisors.

The Internship and Practicum fair is an event designed to introduce a large number of agencies that are interested in hosting practicum students or doctoral interns within their agencies. All Master's students eligible for practicum are required to attend the event. Initiatives were included in the event which took place in May of 2008, May 2009, and May of 2010. Each year, representatives of twenty current and potential practicum sites attended and forty-six students participated. Each of the agency representatives was provided with an "owner's manual" about SHSS Family Therapy students. Dr. Tommie Boyd discussed the belief systems and training of FT students, the nature and distinguishing aspects of FT training, including live supervision and a description of DFT's expectations of students while in external Practicum. Attendees were presented with an overview of the findings from the QEP survey, thanked for their participation and informed that the Department intended to stay closely in touch with supervisors to ensure that their needs were being met and that they were best able to access the unique contributions of DFT students.

In addition, attendees were provided with a copy of the AAMFT Core competencies which operationalize the competencies of Marriage and Family Therapists, and faculty bios to enhance collaboration between supervisors in the field and the faculty supervisors that students have during their practicums. In addition, students were provided with increased specific attention to "professionalism" issues through orientations to Master's practica and Practicum supervision. In addition, following review of the post-2009 fair, in 2010, in order additionally enhance relationships between the department and the supervisors, every site was visited at least once by the Practicum Coordinator during each trimester. Further, prior to enlisting a site, a face to face visit was made at the site between the supervisor at the site and the practicum coordinator.

Supervisor rating scores were assessed for master's students prior to and subsequent to the 2009 academic year. Items were selected regarding the supervisors' assessments of therapy and professional skills. Assessments of students' scores were again assessed in 2011, following the 2010 academic year. These findings are summarized in the table below. Items were rated on a 1-5 scale with 5 representing the highest rating.

Item	Mean Score Pre Intervention April 2009 (N=171)	Mean Score Post Intervention 2010 (N=73)	Mean Post Enhanced Intervention 2011 (F10-F11) (N=97)
Conduct themselves in a professional and effective manner	4.8 76% scored 5	4.8 84% scored 5	4.8 82% scored 5
Empathically communicate	4.9 85% scored 5	4.9 90% scored 5	4.9 92% scored 5
Solicit and implement supervision for learning	4.7 76% scored 5	4.8 80% scored 5	4.8 76% scored 5
Understand and respect multiple perspectives	4.8 80% scored 5	4.8 85% scored 5	4.8 87% scored 5
Follow site policies	4.8 80% scored 5	4.8 85% scored 5	4.8 84% scored 5
Participate in the practicum site as a valued and professional employee	4.8 86% scored 5	4.9 86% scored 5	4.9 90% scored 5
Balance supervision from multiple sources	4.8 84% scored 5	4.8 86% scored 5	4.6 85% scored 5
Articulate a coherent therapeutic orientation	4.6 63% scored 5	4.5 47% scored 5	4.4 45% scored 5
Access the appropriate	4.9 85% scored 5	5 96% scored 5	4.9 86% scored 5
Work independently and accurately assess the need for supervisory direction	4.8 80% scored 5	4.8 81% scored 5	4.7 78% scored 5
Responsible in fulfilling assignments as directed by supervisor	4.8 80% scored 5	4.8 84% scored 5	4.8 87% scored 5
Able to develop a theme or focus to organize therapeutic direction	4.6 63% scored 5	4.5 51% scored 5	4.4 52% scored 5
Articulate client issues in clear, concise manner	4.8 78% scored 5	4.8 81% scored 5	4.8 78% scored 5
Open to constructive feedback from supervisor	4.9 91% scored 5	4.9 93% scored 5	4.9 93% scored 5
Presents a clear understanding of client-therapist boundaries	4.8 83% scored 5	4.9 92% scored 5	4.8 88% scored 5

In the first assessment, all items except for two, “articulate a coherent therapeutic orientation”, and “develop a theme” showed either improvement or no change over the comparison period. It is notable that supervisors generally rated students highly initially, with all average ratings falling between 4.6 and 5.o on the 5 point scale. These findings appeared again in the subsequent assessment, following enhancements to the intervention, with the addition of

"work independently". Improvements were seen in both assessments in the percentage of supervisors giving students the highest ratings. The Department intends to continue to implement these initiatives and has enhanced them both at the Internship Fair and during course work and student orientations. Since the interventions seem to have been effective in enhancing professionalism, the department may consider interventions in the future to elevate the scores related to articulating clinical orientations and developing themes in session.

Challenges:

The Practicum Coordinator for DMS and DCAR has resigned and he will need to be replaced to ensure the smooth running of Practicum.
The collecting and signing of practicum forms before grades are due remains a challenge.

Additional Comments:

None

Shepard Broad Law Center

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

Judith Karp, JD, Director
Nancy Sanguigni, MBA, Alternate Director

Stage of Implementation:

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

Assessment Data:

Learning Outcome 1 – Familiarity with Clinical Practica and Offerings

The Law Center continues to expand efforts begun in 2011 to use technology to provide flexible opportunities for our part-time students to collect and absorb information about our clinical practica and offerings. Students can view on the Law Center student intranet website recorded individual presentations by the directors of each of the various clinics and a Powerpoint prepared by the Assistant Dean of Clinical Programs. Part-time students can access the clinical information at their convenience, at any time of the day as meet the needs of their part-time schedules and with these presentations substituting for the clinic lottery meeting, part-time students are provided the same access to the information as full-time students.

Sample links are provided below. Also provided is Clinic Lottery Selection data reflecting part-time students' involvement in the lottery selection process over the past five years. Since beginning the QEP, part-time student involvement has increased from 3% to an average of 7% of the total participation in the lottery selection process.

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

Clinic Lottery Selection	Total Students	Full-time Program	Part-time Program
October 2012	218	202	16
October 2011	220	207	13
October 2010	211	196	15
October 2009	245	224	21
October 2008	176	170	6

Learning Outcome 2 – Participation in Clinical Practica and Offerings

The Law Center continues to expand clinical practica and related offerings that increase the opportunity for participation by part-time students. In Summer 2012, the law center offered a new course providing students with an opportunity for skills development in a simulated setting: Collaborative Family Law Workshop. Another popular opportunity for clinical skills development continues to be the skills simulation workshop on negotiating techniques offered in an online teaching environment. Part-time students have enrolled in the online workshop while simultaneously participating in the part-time clinic experience. These online components enable part-time students to participate in clinical offerings while completing other academic requirements. Additionally, two new clinical offerings for full and part-time students were approved and are in the implementation process; a bankruptcy clinic program and a veterans' law clinic, the first of its kind in South Florida. (see http://www.nsulaw.nova.edu/spotlights/veteranclinic.cfm).

During the summer of 2012, the Law Center Technology Department and OIT assisted with the upgrading of the clinic classroom which now contains state of the art educational technology to enhance distance videoconferencing. This technology is intended to broaden off-site clinic placement opportunities while increasing interaction with students and their placement offices. Students in their final year of law school continue to participate in required courses to facilitate mastery of the skills necessary for effective study for the bar examination and success in the practice of law: Advanced Legal Analysis Workshop and Advanced Legal Analysis Lab. Clinic students are provided flexibility in meeting this requirement while they are involved in their clinic placements by enrolling and completing the class sessions and assignments online.
A number of presentations were held for students during the Winter 2012 and Fall 2012 semesters through the Law Center Career Development Office hosted by Assistant Dean Robert Levine. Attendance of both full-time and part-time students was strongly encouraged and students attending a number of the sessions receive a professionalism certificate for their participation. Several presentations were held during the early evening hours to particularly accommodate our part-time evening students. Topics for the presentations included: Interviewing and Networking Etiquette; Job Search Strategies; Judicial Clerkship Information

Session; Alternative Legal Careers; How to Start Your Own Law Firm; Social Media: An Ocean That Lawyers Swim In and Public Interest Law Day. Presentations are also recorded and available to all students electronically through our website.

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

Academic Year 2011 – 2012		Full-time Program	Part-time Program
Number of positions available in simulation courses:	1706		
Number of positions filled in simulation courses:		1184	298
Number of positions available in faculty supervised clinical courses:	100		
Number of positions filled in faculty supervised clinical courses:		55	6
Number of students involved in field placements:		94	13
Number of students involved in law journals:		109	12
Number of students involved in interschool skills competitions:		54	13
Number of students enrolled in independent study:		38	6

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

Academic Year 2009 – 2010		Full-time Program	Part-time Program
Number of positions available in simulation courses:	1334		
Number of positions filled in simulation courses:		901	266
Number of positions available in faculty supervised clinical courses:	110		
Number of positions filled in faculty supervised clinical		29	2

courses:			
Number of students involved in field placements:		69	6
Number of students involved in law journals:		100	10
Number of students involved in interschool skills competitions:		72	5
Number of students enrolled in independent study:		31	12

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

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

Learning Outcome 3 – Demonstration of Legal Skills

An Ad-Hoc Committee of the Law Center on Legal Education, an Ad-Hoc Skills Committee and The Program Review Committee at the Law Center presented the faculty with reports containing assessments and recommendations for expanding skills and clinical practica offerings for all students to make students “practice ready,” and to facilitate experiential learning.

Assessment Data:

During Fall 2011, The Program Review Committee at the Law Center conducted a comprehensive review of the Law Center's Clinical Programs. The report was presented to the faculty and Clinic Directors met to review and discuss the report and to offer a consensus on the report's recommendations. At the same time, an Ad-Hoc Committee of the Law Center on Legal Education and an Ad-Hoc Skills Committee presented reports which included recommendations on clinical practica and related offerings that would enhance the clinical experience for part-time students. The recommendations included the following:

- Expand dissemination of information regarding benefits of clinics to increase clinic enrollment of full and part-time students.
- Identify and reach out to students who can benefit from a clinic experience.
- Establish "ad hoc" externships outside of the traditional clinic structure to provide additional opportunities for students to have direct skills experiences.
- Incorporate practical skills development across the curriculum in doctrinal courses.
- Offer intersession courses available to all students with a primary focus on practical skills development.
- Offer interdisciplinary courses/collaboration with other graduate programs in the University.
- Establish and refine formal measurements of achievement of learning outcomes related to clinical offerings.
- Provide systematic training for placement supervisors including training in assessment of student learning outcomes.
- Adopt a formal mechanism to track student success and clinical achievement (including job placement)

Challenges:

The Law Center realizes that part-time evening students have interests and needs that may be different than day students. Additionally, part-time students have many demands on their time and schedules. These different interests, needs and demands present challenges for fostering part-time student involvement in clinical practica and related offerings. First, part-time students generally have more work experience than their full-time counterparts because many are working while attending school part-time. Consequently, they do not seek out experiential learning opportunities such as those provided by participation in clinical programs. Additionally, some placement supervisors are reluctant to supervise and mentor students on a part-time basis because of concerns about the student's investment in the working hours. Extra outreach efforts have been necessary to obtain host offices for part-time students. Finally, placement of part-time students in host offices has been more difficult due to their limited time availability. The recommendations set forth in the committee reports provide some alternative ways to enhance the engagement and learning of part-time students, notwithstanding these challenges.

Future:

The Quality Enhancement Plan has provided the Law Center with an opportunity to focus on providing part-time students with the same clinical practica and related skills opportunities as

full time students. Simultaneously, the Law Center initiated a review of clinical programs which provided an additional opportunity to assess offerings for all students. The Law Center is committed to expanding clinical opportunities and skills development across the curriculum and will continue to discuss and facilitate implementation of the recommendations contained in the committee reports.

Additional Comments:

The Quality Enhancement Plan has provided the Law Center with an opportunity to focus on providing part-time students with access to and involvement in clinical practica and related offerings. The data included above reflects a modest increase in part-time student involvement in both the clinic offerings and simulation classes. However, additional information learned during the QEP process indicates that part-time students do not necessarily perceive a need for these types of clinical opportunities. These non-traditional students are often more mature, more experienced and more immersed in the work force which lends them to be more involved in exploring their own particular interests and options.

APPENDIX A

Indirect Assessment Measures: Student Engagement Survey Data

P Strategy: Scholarship and Research Percentage of students rating this item a "5" (Strongly agree)						
C2877. Offers significant opportunities to do scholarly research with faculty						
Academic Unit	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
College of Pharmacy	**20.0**	**22.6**	**17.7**	**21.8**	**25.3**	**28.3**
Oceanographic Center	**10.4**	**14.0**	**13.3**	**11.5**	**-**	**19.0**
College of Allied Health and Nursing	**25.8**	**17.4**	**16.8**	**34.6**	**28.8**	**33.3**
Mailman Segal Center	**-**	**-**	**-**	**-**	**-**	**-**

QEP Strategy: Scholarship and Research Combined percentage of students rating this item a "4" (Agree) and a "5" (Strongly agree)						
C2877. Offers significant opportunities to do scholarly research with faculty						
Academic Unit	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
College of Pharmacy	**72.3**	**57.8**	**58.2**	**57.3**	**60.9**	**67.3**
Oceanographic Center	**46.1**	**38.0**	**47.7**	**43.3**	**-**	**49**
College of Allied Health and Nursing	**65.2**	**46.1**	**45.1**	**60.6**	**61.8**	**68.3**
Mailman Segal Center	**-**	**-**	**-**	**-**	**-**	**-**

QEP Strategy: Dialogue and Exchange Percentage of students rating this item a "5" (Strongly agree)						
C2861. Students can always freely share their views with the faculty						
Academic Unit	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
College of Medical Sciences	**30.8**	**16.7**	**-**	**-**	**-**	**-**
College of Osteopathic Medicine	**1801**	**15.4**	**13.2**	**22.6**	**20.6**	**20.2**
Farquhar College of Arts and Sciences	**27.7**	**27.0**	**26.3**	**34.6**	**31.5**	**30.5**
Fischler School of Education	**23.3**	**25.1**	**22.0**	**40.1**	**35.5**	**32.6**
Graduate School of Computer and Information Sciences	**26.6**	**25.5**	**20.3**	**38.7**	**32.5**	**33.6**
School of Business and Entrepreneurship	**27.7**	**25.9**	**21.6**	**39.6**	**37.7**	**35.4**
University School		**-**	**-**	**13**	**-**	**-**

QEP Strategy: Dialogue and Exchange Combined percentage of students rating this item a "4" (Agree) and a "5" (Strongly agree)						
C2861. Students can always freely share their views with the faculty						
Academic Unit	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
College of Medical Sciences	**69.3**	**50.0**	**62.5**	**-**	**-**	**-**
College of Osteopathic Medicine	**70.1**	**69.6**	**59.6**	**58.3**	**64.6**	**55.9**
Farquhar College of Arts and Sciences	**7807**	**78.5**	**72.5**	**70.8**	**70.8**	**65.3**
Fischler School of Education	**75.7**	**79.5**	**66.6**	**75.8**	**72.3**	**70.2**
Graduate School of Computer and Information Sciences	**76.9**	**76.2**	**66.9**	**73.7**	**66.2**	**68**
School of Business and Entrepreneurship	**79.1**	**79.7**	**66.6**	**73.2**	**77.6**	**74.7**
University School	**-**	**-**	**-**	**42**	**-**	**-**

QEP Strategy: Clinical Experiences Percentage of students rating this item a "5" (Strongly agree)
C2876. Clinical experiences and work application are highly encouraged as part of learning

Academic Unit	2012	2011	2010	2009	2008	2007
Center for Psychological Studies	**46.7**	**39.7**	**39.1**	**57.2**	**55.3**	**62.4**
College of Dental Medicine	**26.5**	**-**	**25.4**	**35.5**	**39.5**	**35.5**
College of Optometry	**37.3**	**27.0**	**36.7**	**49.1**	**43.8**	**54.4**
Graduate School of Humanities and Social Sciences	**39.3**	**37.7**	**36.6**	**62.8**	**51.2**	**60.0**
Shepard Broad Law Center	**27.7**	**20.3**	**20.4**	**38.3**	**33.7**	**35.3**

QEP Strategy: Clinical Experiences Combined percentage of students rating this item a "**4**" (Agree) and a "**5**" (Strongly agree)						
C2876. Clinical experiences and work application are highly encouraged as part of learning						
Academic Unit	**2012**	**2011**	**2010**	**2009**	**2008**	**2007**
Center for Psychological Studies	**91.2**	**78.0**	**81.2**	**88.1**	**86.9**	**93.6**
College of Dental Medicine	**80.3**	**-**	**69.5**	**69.4**	**71.8**	**77.7**
College of Optometry	**90.5**	**82.8**	**79.8**	**86.7**	**81.7**	**83.0**
Graduate School of Humanities and Social Sciences	**83.3**	**66.5**	**67.2**	**89.2**	**87.6**	**88.0**
Shepard Broad Law Center	**77.7**	**54.7**	**56.7**	**74**	**69.5**	**78.2**

APPENDIX B

Quality Enhancement Plan Matrixes

RESEARCH AND SCHOLARSHIP

College of Allied Health and Nursing
College of Pharmacy
Mailman Segal Center
Oceanographic Center

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

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

COLLEGE OF PHARMACY				
Enhancing academic engagement through scholarship & research	**Measure**	**Instrument**		**Anticipated use of data to improve student learning**
		Direct	Indirect	
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 attitudes and interest related to research and scholarly activities. 2. Number of students expressing interest in research and scholarly activities. 3. Effect of interventions on student attitudes and interest related to research.		Evaluation through a Student Attitudes and Interest Survey Administered at the beginning of the curriculum (baseline); after an informational session (P1 year); after actual research involvement; and after poster projects (P3 year).	Students: Student attitudes and interest related to research will be measured and used to help target students for involvement in faculty research projects. Survey will be administered pre and post information session to determine whether the information provided affects student attitudes and interest related to conducting research. Faculty: Survey results will be used to target students expressing interest in participating in faculty research opportunities. Longitudinal data will be reviewed to determine if student attitudes and interest related to scholarship change after the information session, direct involvement, and poster session activity. These results will be used to determine whether curriculum and/or course objectives should be modified
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their knowledge of scientific research and methodologies.	1. Pharmacy student knowledge of scientific research and methodologies. 2. Faculty assessment of student knowledge of scientific research and methodologies. 3. Student reflection on the research experience.	Evaluation conducted using a rubric covering knowledge outcomes for scientific research and methodologies. Rubric will be used for faculty assessment and for student self-assessment.	Portfolio-style assessments pre-, during, and post research experience, which will provide student reflection of both experience and assessment results.	Students: Individual student knowledge of scientific research and methodologies will be assessed by both participant and faculty mentor. Student reflections written in the portfolio will provide the student longitudinal information on which to assess personal growth in the area of scientific research and methodologies. These skills are considered important for life-long learning. Faculty: Impact of research experience on knowledge of scientific research and methodologies will be assessed to determine whether curriculum and/or course objectives should be modified. Review of student self-assessments and portfolio reflections will be used to improve research experiences for future students and to identify ways to increase student involvement in research.

COLLEGE OF PHARMACY (CONTINUED)				
Enhancing academic engagement through scholarship and research	**Measure**	**Instrument**		**Anticipated use of data to improve student learning**
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.	1. Pharmacy student research skills. 2. Faculty assessment of student research skills. 3. Student reflection on the research experience. 4. Numbers of students continuing into research-based careers. 5. Number of presentations and publications including students as co-authors.	Evaluation conducted using a rubric to assess performance of research skills. Rubric will be used for faculty assessment and for student self-assessment. AACP Exit Survey & AACP Alumni Survey Compilation of student authored presentations and publications.	Portfolio-style assessments pre-, during, and post research experience, which will provide student reflection of both experience and assessment results.	Students: Individual student performance of research skills will be assessed by both participant and faculty mentor. Student reflections written in the portfolio will provide the student longitudinal information on which to assess personal growth in the area of research skills. Increased student engagement in research should be evident through increased numbers of students entering research-based careers as noted in the AACP Surveys and publications/presentations including students as co-authors. Faculty: Impact of research experience on student performance of research skills will be assessed to determine whether curriculum and/or course objectives should be modified. Review of student self-assessments and portfolio reflections will be used to improve research experiences for future students, to identify ways to increase student involvement in research, and to encourage interested students to publish and pursue research-related careers in pharmacy.

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

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

DIALOGUE AND EXCHANGE

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

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

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

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

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES				
Enhancing academic engagement through dialogue and exchange	**Measure**	**Instrument**		**Anticipated use of data to improve student learning**
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their dialogue and exchange by actively engaging in solving real world problems.	1. Student self-assessment 2. Faculty assessment of students	1. Simulations evaluated by both faculty and student rubrics 2. Individual course assignments with rubrics	1. Student course evaluations 2. Advisory group feedback regarding the assignments	1. Faculty will evaluate the data, review existing curriculum and make changes, if required. 2. Faculty will consult with an external advisory group to gain additional information regarding world of work realities and include the modifications in the curriculum, if required.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by assuming major responsibility for their own learning.	1. Student self-assessment 2. Faculty assessment of students	1. Course assignments that foster independent learning and are based on synthesis and other higher level skills with rubrics. 2. Student peer evaluations of course assignments using rubrics	1. Student course evaluations 2. Faculty and student focus groups	Faculty will review the feedback data and modify the curriculum, if required, to allow for appropriate opportunities for independent learning.

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

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

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

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

CLINICAL EXPERIENCE

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

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

COLLEGE OF DENTAL MEDICINE				
Enhancing academic engagement through clinical experiences	**Measure**	**Instrument**		**Anticipated use of data to improve student learning**
		Direct	Indirect	
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their preparedness for clinical externships and community service programs.	1. Students' self-assessment of preparedness for externships and community service programs. 2. Supervisors' assessment of students' clinical preparedness.	1. Student Performance Evaluation by Off-site Rotation Chief of Service	2. Student Evaluation of Off-site Rotation	The data will be used to identify weaknesses and strengths in student preparedness that can be addressed through training.
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing their satisfaction with their clinical externships and community service programs.	1. Students' self-assessment of the value and real-life training provided in externships and community service programs.		1. Student Evaluation of Off-site Rotation	The data will be used to identify weaknesses and strengths in student satisfaction that can be addressed through training.
Students will demonstrate enhanced academic engagement in their clinical experiences by using the language and cultural skills learned during pre-externship training.	1. Students' self-assessment of their ability to communicate and treat patients who speak a foreign language and who have a different cultural background to themselves. 2. Supervisors' assessment of students' language and cultural skills.	1. Student Performance Evaluation by Off-site Rotation Chief of Service 2. Patient Satisfaction Survey	2. Student Evaluation of Off-site Rotation	The data will be used to identify weaknesses and strengths in student language and cultural skills that can be addressed through training.

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

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

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

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