QEP Report Card: 2008

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Nova Southeastern University

Gimol Thomas George, EdD, School of Dental Medicine
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I extend my thanks and appreciation and look forward to a productive year ahead.

Barbara Packer-Muti, EdD
QEP Assessment Director
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Foreword

This document addresses the progress and status of Nova Southeastern University's (NSU's) Quality Enhancement Plan (QEP) at the end of the first year of implementation. The Commission on Colleges of the Southern Association of Colleges and Schools has encouraged institutions to focus on their core facet—*how they enhance student learning*. In particular, institutions applying for reaffirmation of accreditation must include with their Certification a **Quality Enhancement Plan** that describes a five-year plan to enhance student learning at the institution. Based upon on-going university-wide participation with input by its faculty, students, and administration, academic leadership at the university worked to develop a QEP topic that weaves its four priorities into a central goal that would be relevant for all centers at NSU. That goal, Enhancing Student Academic Engagement, is realized by pursuit of three engagement objectives:

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

Each of NSU's 16 academic units elected one of these three strategies to enhance the academic engagement of their respective students. Each unit developed an assessment plan, which includes the unit's QEP learning outcomes, direct and indirect measures of the learning outcomes and anticipated plans to improve student learning; these matrixes are contained in Appendix A.

NSU's QEP Committee, comprised of faculty members and administrators from each of the university's 16 academic units, serve as directors or alternates. The members meet quarterly to provide direction and consultation for NSU's QEP and to coordinate the efforts at each of the individual units.

This narrative represents self-reports from each of the academic units reflecting progress made in meeting QEP objectives as of November 2008, and challenges, if any, that the units have confronted as they move forward with QEP implementation and assessment. Actual assessment data will be provided by each unit in January 2009. A summary report of the assessment data will be available in the spring 2009.

A table of current status for each unit's QEP is contained in Appendix B.

Barbara Packer-Muti, EdD
QEP Assessment Director

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Scholarship & Research

Mailman Segal Institute
Nurit Steinberg, Director
Christine Reeve, Alternate

Stage of implementation:
MSI is tracking current students' participation in research activities by completing the locally developed rubric that tracks the nature and extent of student participation in staff's research activities. At the completion of each student's internship at MSI, students complete a questionnaire assessing their perception of factors that facilitated or prevented their ability to participate in research projects, submit their research work for presentation at conferences, and write and submit proposals for research funding. Implementation is on track.

Challenges:
There are a smaller number of students engaging in research activities who are currently completing internships or practicum at MSI than was anticipated.

Assessment data available in January 2009 at the completion of QEP year one:
MSI was not able to begin collecting data until the start of the current academic year (September 2008). We will only have initial data on a small group of students.

Additional comments:
None

College of Allied Health and Nursing
(Development of an Online Resource Center for Research and Publication)
Guy Nehrenz, Director
Sandrine Gaillard Kennedy, Alternate

Stage of implementation:
The online resource center has been in operation since January 2008. Several items have been added and continue to be updated to include, student publications, faculty publications, research resources, links etc. CAHN has completed an initial user survey and have made changes in the center based on comments.

Challenges:
The main challenges include introducing a new item into the daily routine of both students and faculty. To improve this situation, we are going to enlist the help of a mentor from each program to follow-up with students in the center. This will be included as scholarship and teaching for the purpose of promotion. An additional challenge is a technological one, related to the use of SharkLink which does not allow the WebCT area used for the Online Resource Center to appear to all students/faculty (as it is a non-CRN course). A meeting has been scheduled with OIT, IZone, the QEP Assessment Director and the CAHN QEP team to search for a solution.

Assessment data available in January 2009 at the completion of QEP year one:
As stated, we have initial survey data that has been put to use to improve and add to the center.

Additional comments:
None

College of Pharmacy
(*Student Engagement in Pharmacy Scholarship)*
Lisa Deziel Evans, Director
Silvia Rabionet, Alternate

Stage of implementation:
The College of Pharmacy QEP is in the process of developing an interest and engagement survey and collecting baseline information from our first year students related to their interest and engagement in pharmacy research and scholarship. An extensive literature review related to pharmacy students' interest and involvement in scholarly activity has been completed. First year students have been oriented on the use of the electronic portfolio and outcomes system and have been given a deadline of December 15 for completing the rubric related to college competencies. It is expected that the survey instrument will be developed by the end of this semester. As this is a longitudinal study, which the college expects to continue beyond SACS' five year mandate and hopes to publish, it is important to ensure that the survey is valid and reliable and that IRB approval has been obtained. Once IRB approval is obtained, data collection will begin.

Challenges:
Since the inception of the QEP program, the College of Pharmacy has had three representatives on the QEP committee. Unfortunately, the initial representatives encountered barriers to moving the project further but did not implement needed changes to ensure its feasibility. For example, the original QEP submitted by the college required summer research participation by undergraduate pre-pharmacy or pre-health professions students. Discussions with the administration of the Farquhar College of Arts and Sciences indicated that the targeted students, especially those in dual admissions programs, would not have time in their schedules, even in the summer, to participate in research activities. This issue was not resolved and changes were not implemented that would ensure a workable process. In addition, the original representatives did not include faculty in the QEP planning, leaving the college with limited information on expectations. The current representatives have made changes in the college's QEP plan, in conjunction with the Dean and the faculty, to focus on interest and engagement of scholarly activities by students in the pharmacy program. The related literature review has been completed, data collection instrument development is proceeding, and baseline data should be collected by the beginning of winter semester. Additional interested faculties are being recruited to work on this subject.

Assessment data available in January 2009 at the completion of QEP year one:
Due to the recent changes in the project, it is unlikely that assessment data from current students will be available in January. However, it is expected that the survey instrument related to interest and engagement will be completed and the projected submitted to IRB by the beginning of the year. Once IRB approval is received, baseline data collection will begin and students will be surveyed on an annual basis. Once baseline data is collected, an information session on scholarship in pharmacy will be conducted for all first year students, and the survey will be re-administered. Additional data will be collected from students who are completing research electives, after their third year poster projects, and through the use of portfolios. Some baseline data has been collected from the Graduating Student and Alumni surveys and will be assessed in conjunction with the baseline data from the surveys.

Additional comments:
Dr. Silvia Rabionet has a strong research interest in this area and has done an extensive literature review related to student interest and engagement in pharmacy scholarship. Her expertise, with Dr. Lisa Deziel-Evans' assistance, should move this project forward quickly, putting the college's project back on track.

Oceanographic Center
(Distinguished Marine Scientist Seminar)
Charles Messing, Director
Richard Spieler, Alternate

Stage of implementation:
OSC has, so far, offered two seminars on schedule: Dr. Edith Widder (*Applications of Bioluminescence in Ocean Monitoring and Ecosystem Conservation*) in November 2007 and Dr. Nick Funicelli (*Bringing Science and Technology into Ecology: Marine Protected Areas from the Tortugas to the Kennedy Space Center*) in April 2008. Both were delivered to capacity audiences. The third seminar, scheduled for 14 November 2008, will be delivered by Dr. Shirley Pomponi of the Harbor Branch Oceanographic Institute (*Ocean and Human Health: Threats, Benefits, Challenges, & Choices*).

Challenges:
Challenges have been limited chiefly to scheduling: two invitees were interested in offering seminars but could not fit visits into their schedules for this year.

Assessment data available in January 2009 at the completion of QEP year one:
Assessment depends on data collected chiefly over a substantially longer period of time than the program has run, e.g., measures of learning outcomes rubrics recorded when students defend their theses, proportions of students completing thesis versus capstone tracks, and numbers of thesis-derived peer-reviewed publications. As a result, because we will only have had three seminars by the time the report card is due, we do not yet expect to be able to identify any changes in measures. However, we will submit all available measure data in January 2008. Much of this will serve as a baseline against which to gauge future changes.

Clinical Experience

Graduate School for Humanities and Social Sciences
James Hibel, Director
Alexia Georgakopolus, Alternate

Stage of implementation:
GSHSS is currently collecting the data on our four survey instruments and expects to begin preliminary data analysis soon.

Challenges:
GSHSS has been working on issues around implementing an Opinio survey, including identifying appropriate email sources for alumni. Given that we don't anticipate the response rate we'll require, we'll next face the challenge of sending the surveys out as hard copies, as needed.

Assessment data available in January 2009 at the completion of QEP year one:
GSHSS expects to have data available.

Additional comments:
None

College of Optometry
(Enhancing Optometry Student Engagement in Clinical Externships)
Kim Reed, Director
No alternate identified

Stage of implementation:
Presently, COO is ending the second assessment cycle of fourth year students using the new assessment/grading rubric that was developed during the early part of year 1 of our QEP. At our mid-year fourth year congress Nov 3 and 4, we will survey this first group of fourth year students regarding their perceptions of the new system, particularly as it relates to enhancing the learning experience. As we gather data from this class related to our QEP, we will share that information with the specialty and primary care service chiefs, who will in turn refine the pre- and post- tests where needed. Skills surveys of fourth and third year students were done in May using the Opinio® software provided by NSU; this will be done each April/May throughout the QEP cycle and likely annually thereafter as well. Alumni surveys are done less frequently; the timeline for our next alumni survey will be determined by College Administration. Because the Gallup poll (and our follow-up surveys) illuminated the former clinic grading system as an area of relative weakness for the College, we are especially interested in our 2008 Gallup results for the current third year class. Although the third year students do not participate in externships, they are being evaluated using the same assessment rubric generated from the QEP, and their feedback is vital to our ongoing improvement as a College.

Challenges:
Because of the size and complexity of our externship program, effective communication with our site directors is sometimes less efficient than would be ideal. We have encountered unexpected difficulty in communicating the proper intent and use of the new assessment rubric, a difficulty which we hope will be reduced and eliminated by the end of the academic year 2008 – 2009.

Assessment data available in January 2009 at the completion of QEP year one:
COO will have a solid foundation of baseline assessment and survey data, and preliminary survey data about the new grading/assessment form in January 2009. Alumni data will not be available as the survey has not yet been administered.

Additional comments:
None

College for Psychological Studies
Ana Fins, Director
Sarah Valley-Gray, Alternate

Stage of implementation:
The Center for Psychological Studies' plan focused on the transition from "theory to practice" in its clinical training programs. Early in the QEP planning stages student, faculty and supervisor input was requested to determine areas of clinical training to further enhance. The overall plan centers on two main areas: 1) additional training/improvements to practice prior to the first clinical training experience (via pre-practicum training and Professional Development Institute), and 2) strengthening communication, feedback, and involvement with practicum/intern supervisors.

Based on the initial input, the doctoral program revamped the pre-practicum experience beginning with the winter term 2008. This incorporated more practical (hands-on) experiences into the semester-long course that precedes their placement into the first practicum. Furthermore, the first Professional Development Institute (PDI) was held May 30-31, 2008. The PDI centers on the complex areas encountered by students in practicum. In addition to the student training, doctoral, specialist and masters practicum supervisors were provided with continuing education workshops (on campus and at the Orlando student educational center) designed to enhance communication with supervisors, obtain feedback on student performance and ways to improve training, and assist them in enhancing their skills in supervision.

Currently we are retooling the pre-practicum course based on feedback from students in preparation for Winter 2009. Exploring ways to implement aspects of this training into the practicum training of the other programs is in process. The second Professional Development Institute is scheduled for May 29 and 30, 2009. New workshops for practicum supervisors are currently being planned, as well as visits to practicum sites. The site visits are designed to further enhance CPS-practicum site communications.

Moreover, students will be surveyed regarding their practicum experiences and preparation during the winter semester.

Challenges:
The primary challenge we face is increasing PDI attendance this coming year. While student registration for the inaugural PDI conference was high, many did not show up on the dates of the conference. We are identifying ways to increase attendance for the next PDI conference.

Assessment data available in January 2009 at the completion of QEP year one:
CPS collected direct and indirect data in the 2008 pre-practicum course and PDI. Currently data sets for these data are being created. Once the data are organized, we will begin analyzing the results and will be able to provide these by January 2008.

Additional comments:
None

College of Dental Medicine
Gimol Thomas-George, Director
Steven Kelner, Alternate

Stage of implementation:
A new QEP Director and Alternate were recently appointed. They are currently reviewing the assessment methods and tools and expect to start the implementation process in the near future.

Challenges:
Due to the heavy schedules of the CDM faculty members, it will be difficult to get several faculty members' participation in the QEP processes

Assessment data available in January 2009 at the completion of QEP year one:
It is expected that preliminary assessment data will be available in January.

Additional comments:
None

Shepard Broad Law Center
Angela Gilmore, Director
Gail Richmond, Alternate

Stage of implementation:
During October 2008, the Law Center administered the pre and post tests designed to measure "student level of familiarity with clinical practica and offerings" to the part-time students who will be eligible to register for clinical practica next academic year. We are in the process of entering into a spreadsheet enrollment statistics that will allow us to compare full-time and part-time student participation in practica and practica substitutes.

We are finalizing the student self-assessment of skills, the faculty assessment of student skills and the supervisor assessment of student skills. We intend to administer the assessments during November or December 2008.

Challenges:
Fewer students than we expected took the pre and post tests. We imagine we will have similar challenges with the student self-assessment but not with the faculty and supervisor assessments.

Assessment data available in January 2009 at the completion of QEP year one:
Yes.

Additional comments:
We are currently discussing ways to increase student "buy in". One idea is to familiarize students with the Law Center's QEP earlier in their law school careers – perhaps during the first year of law school.

Dialogue & Exchange

Graduate School of Computer and Information Sciences
(Blended Learning: Enhancing Student Engagement in Campus-based Courses with Online Discussion Activities)
Laurie Dringus, Director
Amon Seagull, Alternate

Stage of implementation:
The GSCIS project is underway. We began implementation and assessment in winter 2008, continuing in spring 08 and fall 08.

Challenges:
Perhaps our main challenge has been to streamline our assessment process. Our survey and data collection methods have evolved. We believe we now have a good system for assessment as we continue in fall 08. Another challenge is simply helping participating faculty and students maintain an awareness of the QEP. We communicate with our faculty often through email communications, meetings, and updates on our P-21 wiki. We would like to see more activity in the wiki, but we do know that it takes time to achieve a steady awareness.

Assessment data available in January 2009 at the completion of QEP year one:
Yes, we have assessment data from winter 08, spring 08, and will include fall 08 in the January report.

Additional comments:
We've observed that the QEP needs a sustained commitment by both higher administration and faculty. Participating faculty in our project should be commended regularly for their efforts.

Farquhar College of Arts and Sciences
(A Quasi-Correlational Technique to Examine the Relationship between Perceptions of the Influence of Course-Based Discussion on Classroom Performance)
Allan Schulman, Director
Naomi D'Alessio, Alternate

Stage of implementation:
Currently examining those courses with multiple sections (e.g. introductory/survey courses) to determine if there is a relationship between a section's mean score on each of three QEP-related questions on the course evaluation form and mean grade for that particular section.

Challenges:
None; unobtrusive measures embedded in pre-existing measurement instrument used in all classes. Faculty has been engaged throughout the process including discussions at faculty workshops and meetings.

Assessment data available in January 2009 at the completion of QEP year one:
Yes

Additional comments:
None

College of Medical Sciences
Howard Hada, Director
Lori Dribin, Alternate

Stage of implementation:
By the end of December, 2008, the CMS plan will have been fully implemented for 1.5 academic years.

Challenges:
Prior to establishment of a QEP Committee, with a representative from each department, protocol information and responsibilities for faculty and data collection was problematic.

Assessment data available in January 2009 at the completion of QEP year one:
Yes

Additional comments:
None

School of Business and Entrepreneurship
Peter Finley, Director
Leslie Tworoger, Alternate

Stage of implementation:
The course is currently being offered as a pilot by Dr. Jeff Fountain, and has eleven students enrolled. The course will run for the second eight weeks of the fall term, 2008. Data should be available at the end of the course (mid-December). Dr. Fountain will be tracking the number of posts made for each topic, the number of posts made by each student, and will be keeping track of emails and other correspondence from students that can be used to analyze the course and help us troubleshoot the course in the future. Further, Dr. Fountain and the students will be asked to complete a post-experience survey that was created to addresses the assessment questions presented in the QEP matrix.

Challenges:
Adding a course to the graduation requirements that asks students to complete work on a pass/fail basis for zero credits could present a challenge. The pilot will help determine whether this is a feasible expectation. In the event that there is considerable "push back" from the students, the possibility of attaching this course to an existing, for-credit course could be explored. Further, the size and scope of the QEP plan is a concern, particularly as the School of Business continues to grow its undergraduate population.

Assessment data available in January 2009 at the completion of QEP year one:
Assessment data for the pilot study will be available in late December. This data will include the results of the student surveys, the professor's survey, the number of posts per topic and per student, as well as qualitative information from the professor.

Additional comments:
None

Fischler School of Education and Human Services
(Problem Based Learning)
Maryellen Maher, Director
Soledad Arguelles, Alternate

Stage of implementation:
Four distinct phases have been incorporated into the FSEHS QEP as follows: Phase I – Planning; Phase II – Development; Phase III – Implementation; and Phase IV – Evaluation. The third phase, implementation, will occur at the undergraduate and doctoral level effective 2009 Winter Term; implementation will occur at the master's level effective 2009 Fall Term.

Challenges:
None

Assessment data available in January 2009 at the completion of QEP year one:
Assessment data will be available at the end of the 2009 Winter Term as this is the first term the PBL Simulation will be implemented with doctoral students (i.e., Leadership Simulation) and undergraduate students (i.e., Diversity Simulation) and at the end of the 2009 Fall Term for master's students (i.e., Professional Code of Conduct Simulation).

Additional comments:
The PBL Simulations are linked directly to programmatic learning outcomes across degree levels as follows:

Problem Solving
Inquiry and Critical Thinking
Communication
Leadership Development

College of Osteopathic Medicine
(Academical Societies)
Albert W. Whitehead, Director
Steve Bowen, Alternate

Stage of implementation:
Implemented, as planned in 2008.

Academical Societies have been implemented in all years of the medical student-body. In phase one, the focus was creating a sense of community within each society. All societies participated in monthly academic and social events and a annual COM Cup Event was held at the end of the academic year that was a "capstone" experience of society activities. Phase II included creating the Excellence in Peer Mentor Program and Wellness Program. Students in each society selected individuals 3 student/society for EMPs and 2 students/society to act as Wellness Directors. The EPMs provide mentorship to all students in their society and created a collegial atmosphere in which to seek out assistance for academic and personal reasons. Wellness Directors plan activities throughout the year promoting health, and wellness. Presenting we are instituting more faculty engagement in to the societies. Faculty members have volunteered to be members of the society and act as advisors.

Challenges:
The implementation of the Academical Societies have gone smoothly and have become an integral part of student-body life both academically and socially. The barrier for continued success has been the approval of funding for the societies. In 2008-09, the budget request was denied. We have requested funding again for 2008-09

Assessment data available in January 2009 at the completion of QEP year one:
Initial assessment through participation records, and student surveys have been positive. Outcomes have been limited due to the philosophy of the AS is based on the student's entire experience in medical school and as alumni.

Additional comments:
None

University School
Robyn Kaiyal, Director
Elizabeth Brennan, Alternate

Stage of implementation:
In 2007-2008, University School implemented its QEP pilot program. Three Upper School teachers began using WebCT as an additional resource tool in a blended classroom setting in American History AP, Geometry and Statistics Honors and Science Honors. According to assessment data generated from both students and faculty, the pilot program succeeded in addressing the QEP's stated goals. Faculty and students perceived an increase and improvement in communication between students and students and students and teachers when compared to baseline performance levels. As a result, student achievement improved in the classroom. Furthermore, students felt that they received the skills needed to take future on-line university courses.

The pilot program also acted as a bridging activity between the Upper School and NSU. Faculty, however, noted that for future reference, it would beneficial to take full advantage of all aspects of WebCT which include whiteboard, more live chats, video

links, etc. in order to use WebCT as a core part of the course rather than a simple resource tool.

This school year, 14 additional faculty members, with a minimum of two faculty members per department, are in the process of implementing WebCT as a resource tool in a blended classroom setting. At present, teachers are required to post discussions threads and assignment links and correspond via email to enhance academic engagement. The three teachers from the pilot study continue to implement WebCT in their classrooms as well.

Anecdotal data suggests that students and faculty both perceive an increase in dialogue and exchange, and that students want their teachers to use WebCT in all of their classes. Students involved in after-school sports and the performing arts rely on WebCT to access past assignments and notes they missed in class due to early dismissals, and appreciate the accessibility of teachers willing to meet on line after-hours and/or the tutorials posted after classes.

A number of official meetings between administration and the QEP facilitator have occurred since August 2008. During these meetings, updates on QEP implementation is discussed, as well as any challenges faculty and students have confronted. In addition, the QEP is an area of focus within the school's strategic plan and SAC's improvement plan. Accordingly, updates regarding QEP implementation and its progress are presented at faculty meetings. In April 2008, a wiki was created that included the QEP's objectives and goals. This year a separate wiki will be created for just the QEP.

Challenges:
Faculty is very supportive of the project, understand its goals, and look forward to becoming active participants. There is little resistance, if any, to the project's implementation. The only challenge the faculty faces relates to the time in which it takes for students to receive user names and passwords. As a result, access to WebCT is delayed until the technological aspects are resolved. Refinement of that system is in discussion now between Diane Lippe, Diane Valovich and NSU.

Assessment data available in January 2009 at the completion of QEP year one:
Mid-year assessment data will be collected in December; however, since the QEP works around the PK-12th grade University School calendar, all official data will not be collected until May 2009, upon conclusion of each course. At that time, qualitative and quantitative data will be collected. This data will include: internally developed student/faculty surveys, faculty based rubrics, and tally scores.

Additional comments:
Since the QEP is a "work in progress", administration has seen a need to review the wording in the learning matrix to make sure the objectives, as well as the direct and indirect measures, directly communicate the program's overall goal. Neither the objectives nor the measurements will change; however, the style of language may be edited to express the project's goals more clearly.

APPENDIX A
QEP Matrixes

Mailman Segal Institute

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	A locally developed rubric will be used to track the level of competence in research accomplishments. Included in the rubric are measures for implementation, data collection, data analyses, entry, report writing, and data dissemination. The individualized rubric includes goals for tracking the mastery of predetermined criteria.	A questionnaire will be developed to ask students their perception of factors that facilitated or prevented them from participating in the different aspects of the research process.	The assessments will be administered at different points during the student practicum or internship experience to assess student participation. Responses will help in the identification of processes supporting or impeding participation. The rubric will help ensure student engagement in all aspects of the research process. Modifications may be made to ensure engagement and participation.
Students will demonstrate enhanced academic engagement in their scholarship and research by improving the quality and quantity of research proposal submissions for grant funding	Annual count of proposals submitted and accepted, and the use of locally developed instruments	A tracking form to record frequency of students' submission and acceptance of research proposals for grant funding.	A questionnaire to assess students' perception of factors that facilitated or prevented the ability to write and submit a proposal for grant funding.	The total count of proposals submitted will help determine if this aspect of engagement is being accomplished. If no increase, 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.

College of Allied Health and Nursing

Enhancing academic engagement through scholarship and research	Measure	Instrument		Anticipated use of data to improve student learning
		Direct	**Indirect**	
Students will perceive benefit from the ability to share research interests between students and faculty of the various programs in the College of Allied Health and Nursing.	Satisfaction with research assistance and collaboration. Satisfaction with center in general.		Locally developed survey instrument administered through WebCT.	Will assist in developing focused assistance methods in the area of research. Will allow planning an implementation of new assistance programs within the Research center.
Students will demonstrate knowledge of the procedures necessary to obtain IRB approval for their research.	Knowledge of research, human subjects and IRB procedures.	Successful completion of CITI training program (certificate must be submitted through research center).	WebCT quiz on IRB procedures	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.
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 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 understanding of the importance of research to the nation's health, and the advancement of pharmaceutical knowledge and practice.	1. Self-assessment of achievement of research goals 2. Faculty mentors' assessment of achievement of research goals	Evaluation set according to rubrics	Portfolio-style assessments	Students: Students are provided course evaluations at the end of the semester; students' self-assessment of performance will also be collected at that time. Faculty Faculty will use examinations, direct observation and portfolio review using rubrics to assess student academic engagement in research. Course evaluations are provided to individual faculty and to administrators in the College, and are used to inform curricular/course improvements where indicated.
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their knowledge of scientific research and methodologies.	1. Self-assessment of achievement of research goals 2. Faculty mentors' assessment of achievement of research goals	Evaluation set according to rubrics	Portfolio-style assessments	Students: Students are provided course evaluations at the end of the semester; students' self-assessment of performance will also be collected at that time. Faculty Faculty will use examinations, direct observation and portfolio using rubrics to assess student academic engagement in research. Course evaluations are provided to individual faculty and to administrators in the College, and are used to inform curricular/course improvements, where indicated.
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.	1. Self-assessment of achievement of research goals 2. Faculty mentors' assessment of achievement of research goals	Evaluation set according to rubrics	Portfolio-style assessments	Students: Students are provided course evaluations at the end of the semester; students' self-assessment of performance will also be collected at that time. Faculty Faculty will use examinations, direct observation and portfolio review via rubrics to assess student academic engagement in research.

				Course evaluations are provided to individual faculty and to administrators in the College, and are used to inform curricular/course improvements where indicated.

Oceanographic 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 their professional and social interactions with fellow students and faculty.	1. Non-mandatory Distinguished Marine Scientist seminar attendance. 2. Submission of post-seminar critique. 3. Evaluation of satisfaction with program and training. 4. Graduation exit survey.	1. Direct calculation (Internally developed) 3.Lounsbury Sense of Community Scale	2. Online student assessment (Internally developed) 4. Online assessment (Internally developed)	The increased number and quality of thesis-derived peer-reviewed publications will represent the program improvement. Published research results are a primary indicator of program success in research science.
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their understanding of scientific research, methods and presentation techniques.	1. Increases in research and understanding of scientific method in response to the seminar series will be determined by tracking the percent of thesis and capstone students taking course work involving original research.	1. Direct calculation (Internally developed)		The increased number and quality of thesis-derived peer-reviewed publications will represent the program improvement. Published research results are a primary indicator of program success in research science.
Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their involvement in research with faculty.	1. Monitoring the number (& percentage) of students enrolled in and completing the thesis track compared to the capstone track. 2. Tracking the number and quality of thesis-derived peer-reviewed publications.	1. Direct calculation (Internally developed) 2. Direct calculation (Internally developed)		The increased number and quality of thesis-derived peer-reviewed publications will represent the program improvement. Published research results are a primary indicator of program success in research science.

Graduate School of Humanities and Social Sciences

Enhancing academic engagement through clinical experience	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 pedagogical or procedural practices aimed regarding affective learning.
Students will demonstrate enhanced academic engagement in their clinical experiences through positive evaluation of their cognitive learning related to practice.	1. Student self-assessment of cognitive learning related to practicum sites 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 pedagogical or procedural practices aimed regarding cognitive learning.
Students will demonstrate enhanced academic engagement in their clinical experiences by describing the relationship between specific aspects of their	Reports from students, supervisors and graduates regarding the relationships between training and practice	Locally developed reporting format Needs assessment from supervisors and employers.		Departmental faculty will utilize the qualitative information regarding the practicum experience of students and graduates to enhance pedagogical or procedural practices regarding the fit between clinical training and practice. The information regarding the

clinical training, and their practice experiences.			needs of practicum supervisors and employers will be utilized by departmental faculty to enhance to training of students in consideration of these needs.
Students will demonstrate enhanced performance and satisfaction with practicum experiences.	Assessments by practicum supervisors and internal supervisors to rate students' performance in practicum. Student's ratings of satisfaction with their practicum experience	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	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.

College of Optometry

Enhancing academic engagement through clinical experience	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 developed[1]) 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.

Center for Psychological Studies

Enhancing academic engagement through clinical experience	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 developed[1]) 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.

Center for Psychological Studies

Enhancing academic engagement through clinical experience	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	Evaluation of student knowledge (internally developed objective test)		Topics for Professional Development Institute can be revised, with additions/deletions in topics covered dependent on acquisition of knowledge students demonstrate.
	Student skills for interacting and communicating with clients	Behavioral observations of student performance on standardized role-play client interviews during pre-practicum course (internally developed and externally developed rubric)	Student self-assessment of interviewing skills (externally developed)	Pre-practicum course will evaluate student interviewing/communication skills prior to course training and upon completion of course training. Specific skills will be evaluated and course emphasis will be tailored to student needs based on pre/post assessments.
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 communication with practicum sites

College Of Dental Medicine

Enhancing academic engagement through clinical experience	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. Locally developed rubric.	2. Locally developed survey.	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. Locally developed survey.	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 them selves. 2. Supervisors' assessment of students' language and cultural skills.	1. Locally developed rubric.	2. Locally developed survey.	The data will be used to identify weaknesses and strengths in student language and cultural skills that can be addressed through training.
Students will demonstrate enhanced academic engagement in their clinical experiences by improving their clinical proficiency.	1. Patients' assessment of the quality of treatment. 2. Students' self-assessment of improved clinical proficiency following the training provided in externships and community service programs. 2. Supervisors' assessment of students' clinical skills gained during externships and community service programs.	1. Locally developed survey.	2,3,4. Locally developed survey.	The data will be used to identify weaknesses and strengths in clinical proficiency that can be addressed through improved training.
Students will demonstrate enhanced academic engagement in their clinical experiences by increasing the communications between mission leaders, faculty members and students.	Measuring the amount of Web-CT internet activity among: 1. students, and 2. faculty members and participants in the externships and community service programs.	1,2. Quantitative analysis		The data will be used to identify weaknesses and strengths in terms of qualitative assessment to identify areas for improvement.

Enhancing academic engagement through clinical experience	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.	Web-based pre- and post- test (Locally developed)		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.
Part-time students will demonstrate enhanced academic engagement in their clinical experiences by developing and improving 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.

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	1. Student satisfaction of online interactivity *(indirect measure)* 2. Quantity of interaction *(direct measure)*	*Instrument 2.* WebCT discussion forum reporting tool (access dates, contribution counts, other.)	*Instrument 1.* Locally developed survey to measure level of student 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 all faculties through a website created to showcase and share 21st century teaching tips. 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 all faculty through a website created to showcase and share 21st century teaching tips. Faculty will use the data to refine how they utilize online components in their on-campus courses.

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 (is applicable), outside the classroom, in my professor 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 non 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.

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 administration and faculty.

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 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	Student 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	Student 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

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. Examinations 3. 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.
Students will demonstrate enhanced academic engagement in their dialogue and exchange by developing and refining critical-thinking, problem-solving, and collaborative skills to be applied in their professional practice	1. Student self-assessment 2. Faculty assessment of student	1. Simulations evaluated by rubrics 2. Case studies evaluated by rubrics 3. Team projects evaluated by faculty and student rubrics	1. Online faculty and student discussion groups 2. Student course evaluations 3. Student end of program evaluations 4. Faculty focus groups 5. Student focus groups	Annually, faculty will synthesize data and present them with recommendations to the administrators of Fischler School for Education and Human Services to ensure commitment to the NSU QEP.

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.) President Council and A.S. Oversight 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 M.I.L.E.S Program Log	Number of students participating in each event	A.S. President Council and A.S. Oversight 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 Medical Outreach Annual Report A.S. Annual Report M.I.L.E.S. Program Log		A.S. Oversight 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. President Council and A.S. Oversight Committee will review data and present analysis to Student Leadership Council, administration and Faculty Council for input and recommended modification, if needed.

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
Students will demonstrate enhanced academic engagement in their dialogue and exchange by increasing student to student discussions via chat teams, study	Quantitative: Number of group-based interactions and communiqué during the course	"Raw score" tally of numbers of group based activity that occurred; student	Internally developed student survey or end-of-course evaluation	1. where positive correlations exist, increase application of dialogue across disciplines

clusters and cohort groups.		self-report NA	that elicits students' and teachers' perceptions about the effects of group-based activities	
	Qualitative: NA			
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	NA NA	Internally developed survey or end-of-course evaluation that elicits students' and teachers' perceptions	1. use global data to revise curriculum in other subject areas, other grades

APPENDIX B
QEP Report Card Table

QEP Report Card 2008					
	Implemented Winter 2008	Implemented Summer 2008	Implemented Fall 2008	Assessment Data Avail. Jan 2009	Comments
Scholarship & Research Strategy Units					
Mailman Segal Institute	No	No	Yes	Pilot small group	
College of Allied Health & Nursing	Yes	Yes	Yes	Yes	Technology challenges
College of Pharmacy	No	No	No	No	New director appointed
Oceanographic Center	Yes	Yes	Yes	Baseline data	
Clinical Experience Strategy Units					
Graduate School of Humanities & Social Sciences	Yes	Yes	Yes	Yes	
College of Optometry	Yes	Yes	Yes	Yes	
Center of Psychological Studies	Yes	Yes	Yes	Yes	
College of Dental Medicine	No	No	No	Preliminary data	New director appointed
Shepard Broad Law Center	No	No	Yes	Yes	
Dialogue & Exchange Strategy Units					
Graduate School of Computer Information Sciences	Yes	Yes	Yes	Yes	
Farquhar College of Arts & Sciences	Yes	Yes	Yes	Yes	
College of Medical Sciences	Yes	Yes	Yes	Yes	
H. Wayne Huizenga School of Business & Entrepreneurship	No	No	Yes	Pilot data	
Fischler School of Education & Human Services	No	No	No	Yes	Year 1 devoted to planning & development. Implementation in 2009.
College of Osteopathic Medicine	Yes	Yes	Yes	Yes	Funding challenges
University School	Yes	Yes	Yes	Yes	