QEP Report Card: 2009

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Foreword

The university community is bound together by a series of threads which, combined, make the fabric of the institution. The fabric is made up of threads such as a brand, devotion to a strong relevant curriculum, and perhaps most importantly, the degree of engagement to the institutional mission enjoyed by faculty, staff, administrators and students.

Institutions of higher education are judged by the public constituency in large measure on the perceived strength of the institutional fabric. Thus, an institution conveying a strong sense of community and loyalty to the mission is perceived by its constituency as a community of scholars who are engaged.

One of the major ways in which faculty and students become fully engaged is through a thread of commitment to common goals. The Quality Enhancement Plan (QEP) was designed to allow and, in fact, encourage one of the university's strongest threads, diversity of thought to flourish. Diverse approaches to a variety of issues and challenges have long been a hallmark of NSU. The guarantee of independent thought and a strong entrepreneurial spirit have become major threads associated with the NSU culture. The QEP not only enhances both qualities but reminds us as members of this learning community of the values associated with independent thinking. Thus, the presentations contained here represent a very strong thread as an integral part of the university fabric. The legacy is obvious and the unusual culture is well represented.

H. Wells Singleton, Ph.D.
Education Provost and University Dean

Acknowledgments

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

QEP Committee Chair

H. Wells Singleton, PhD, Provost and University Dean
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Research and Scholarship Strategy (Coordinator: Maryellen Maher, PhD)

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Sandrine Gaillard-Kenney, EdD (alternate)
College of Pharmacy
Lisa Deziel-Evans, PharmD, PhD
Silvia E. Rabionet, EdD (alternate)
Mailman Segal Institute
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Oceanographic Center
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Dialogue and Exchange Strategy (Coordinator: Amon Seagull, PhD)

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Amon Seagull, PhD (alternate)
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Clinical Experiences Strategy (Coordinator: Kimberly Reed, OD)

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Alexia Georgakopoulos, PhD (alternate) (2008-2009)
Dustin Berna, PhD (alternate) (2009-2010)

Shepard Broad Law Center
Angela Gilmore, JD,
Nancy Sanguigni, MBA (alternate)

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

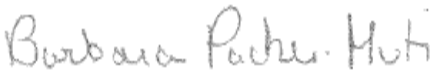

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Table of Contents

Research and Scholarship

COLLEGE OF ALLIED HEALTH AND NURSING

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

Guy Nehrenz, EdD, Director
Sandrine Gaillard Kennedy, EdD, 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 completed an initial user survey and made changes in the center based on comments. An additional survey will be completed in January 2010 now that several technical difficulties have been resolved.

Assessment data:
Assessment data had been collected and continues to be analyzed.

Challenges:
The main challenge continues to be introducing a new item into the daily routine of both students and faculty and continual addition and subtraction of students into the online center, which must be done manually. We are investigating the automatic addition and deletion of students through the use of Banner. The College has grown tremendously since the onset of the project (currently at 1556 fulltime and 674 part-time students). We continue to encourage students and faculty to use the center but have found it to be used more as a resource center and not a communication portal. We have added research center assistance to the list of items that faculty can use toward scholarship and service and will continually monitor the center for evidence of this work. The SharkLink portal now has a link back to non-CRN course in WebCT and we believe this will encourage use of the center. With the upcoming change from WebCT to Blackboard, we are investigating sharing data from the Student/Faculty research center within all web-based student centers to decentralize the information. The rebuild of the center will encourage new thought and assistance from faculty and will be requested during the redesign.

Additional comments:
None

COLLEGE OF PHARMACY

(*Student Engagement in Pharmacy Scholarship)*

Lisa Deziel-Evans, PhD, Director
Silvia Rabionet, EdD, Alternate

Stage of implementation:
The QEP SEPS study for the College of Pharmacy continues to move forward. Current status updates for the project include:

- Approval of the study by IRB.
- A related set of web pages is being developed within the College of Pharmacy's website to give the project more awareness among both students and faculty.

- Graduating student surveys continue to be given to all graduating students. Response rates were excellent on this survey until this past May.
- Alumni surveys have been sent out. Response rates are low due to limited alumni contact information. The availability of useable email addresses is rapidly improving due to efforts being put forth by both the college and the university's alumni office.
- As a result of the poor response rates, changes have been made in our Assessment Committee and the way in which we will promote the importance of the survey to our graduating students and alumni. It is expected that this year's response rate will return to previous levels for students and will be stronger for alumni.
- All surveys related to the QEP project have been entered into Opinio and are available to students.
- An educational session is being planned for next semester as part of HPD Research Day.
- All students will be required to attend HPD Research Day – February 12, 2010. Several students will be presenting their research at the event.
- Faculty have increased opportunities to provide students with elective Research APPEs, Research Elective Courses, and Academic APPEs.
- Recruiting for the Ph.D. program has been initiated and plans to accept the first students in Fall 2010 are in place.
- Results from the Opinio surveys will be collected and analyzed by the end of next semester. 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
        - Information about previous and current participation in formal research activities
        - Information about satisfaction with activities.

Interventions in Place

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

- P1 Informational Session
- P3 Poster Project (proposal submitted to Curriculum Committee to make this a separate seminar)
- Mandatory attendance at HPD Research Day and related educational session
- Drug Information Resources course
- Drug Literature Evaluation course
- Research Design and Statistics course
- Direct Research Involvement (elective course or APPE)
- Academic Experience (elective APPE)

Outcome Measures

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

2. *Students will demonstrate enhanced academic engagement in their scholarship and research by increasing their research skills.*

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

Assessment data:

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

Table 1. AACP Graduating Student Survey Results

Education upon graduation	**2008**	**2009**
Pharmacy Residency Program	36	11 (31)*
Dual Pharmacy Residency - Master's Program	0	0
Pharmacy Master's Program	2	0
Pharmacy PhD Program	3	3
MBA Program	23	3
JD or Other Law Program	5	0
Other Health Professions (MD, DDS,	2	1
Other Non-Pharmacy Master's	5	1
Non-Pharmacy PhD Program	1	1
Fellowship	1	1
No Plans for Further Education in the	120	18

*(Total Number based on other data collection)

Table 2. AACP Alumni Survey Results

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

Challenges:
Several challenges have arisen, slowing the full implementation of the project.

- The software being used for student self-assessment was much more cumbersome than anticipated. In order to simplify this, a decision has been made to utilize only the higher level educational outcomes, which significantly decreases the number the students need to evaluate.

- The delay in implementing our graduate Ph.D. program has affected our ability to promote and model graduate research education for our students. However, it is anticipated that the first students will be accepted into the Ph.D. program in Fall 2010.

- Due to a change in the process of administering the graduating student survey, we had a poor response rate this year. Changes in this process will be implemented for the graduating class of 2010 to avoid this from happening again.

As indicated, these challenges are not insurmountable and should not affect our ability to complete the project as planned.

Additional comments:
Data for the project continues to be collected. More substantial information will be available once we have more students completing both the online surveys and the exit surveys. Plans are to continue collecting data longitudinally for at least five years, with the hope that the interventions improve student's interest in research activities and future careers. The implementation of the college's Ph.D. program in the Fall of 2010 is part of this project and it is hoped that efforts from this study will help encourage pharmacy students to consider Ph.D. programs and other research intensive options. Regardless of the outcomes, there is great potential for this information to be published within the pharmacy education literature.

MAILMAN SEGAL INSTITUTE

(Enhancing student engagement through their participation in research activities at the Mailman Segal Institute for Early Childhood Studies)
Nurit Sheinberg, EdD, Director
Christine Reeve, PhD, Alternate

Stage of implementation:
MSI's QEP is part of Objective Area I, Enhancing Student Engagement in Scholarship and Research. Research is at the core of MSI's mission, thus, engaging students in this process is a priority. MSI's administration has created the foundation and support systems for this to occur and the results of the QEP will be essential in assessing this process. As a response to last year's findings, monthly research meetings are being conducted where upcoming research projects are presented, ongoing projects are reviewed, and opportunities for presentation and funding are discussed. Students are invited and encouraged to attend these meetings.

MSI's QEP was developed during the 2007-2008 academic year with the following three learning 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

MSI 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 MSI's QEP progress and success.

Assessment data:
The first set of data was collected during the Fall semester of 2008; these results were presented in last year's report. Additional data was collected in the Spring, Summer, and Fall semesters of 2009. Following are the results.

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

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

Rubric results:
- A total of 18 students participated in research activities at MSI during the Spring, Summer, and Fall semesters of 2009.
- Students participating in research were enrolled in the following academic programs:

Spring Semester 2009

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

Summer Semester 2009

Academic Program	*Number of Students*
CPS, clinical psychology	3
ABA	7

Fall Semester 2009

Academic Program	*Number of Students*
CPS, clinical psychology	5
ABA	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	5.5%	ABA
Development of research design	5.5%	ABA
Data collection	100%	ABA CPS
Coding	33%	ABA
Presentation of findings	11.1%	CPS

Student questionnaire results:

Questions related to research participation	*Answered Yes*
Ability to participate in research projects	94%
Received support to participate in research projects	100%
Satisfaction with research experience at MSI	89%
MSI provided with a range of opportunities to engage in research	89%
Ability to participate on difference components of the research process	72%

As the results suggest, the majority of students who completed the questionnaire were satisfied with their ability to participate in research projects during their practicum experience at MSI. Moreover, they stated that MSI provided them with a range of opportunities and that they received support from their supervisor and other staff at MSI to participate in research experiences. However, some students mentioned that, although they participated in a research project, they felt that they didn't have an opportunity to participate in different components of the research process. The students who completed the questionnaire had some suggestions to address this. Some students suggested that the creation of better communication channels to inform students of all ongoing and upcoming research opportunities will increase participation in the different components of the research process. One idea was to create a bulletin board where research projects can be presented. One student suggested that students should be encouraged to develop their own research projects; one way this could be achieved is by asking students to submit research ideas to help develop independent research projects when they start their practicum experience.

<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 were 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 students submitted their work to conferences; all of the submissions were accepted.
- Only students in CPS submitted their work to a conference for a presentation.

Submissions	*Academic Program*	*Conference Submission*	*Type of Submission*	*Status*
Submission #1	CPS	Florida Association for School Psychologists	Research	Accepted
Submission #2	CPS	Florida Association for School Psychologists	Research	Accepted

Student questionnaire results:

Questions related to conference submissions	*Answered Yes*
Did you submit or were part of a team that submitted a presentation?	11.1%
Did you receive support to submit a presentation?	11.1%

As the results suggest, two of the 18 students submitted a presentation for a conference. All submissions were accepted for presentation. The students who submitted presentations stated that they received support in the submission process. Some students (16.6%) stated that they were not interested in submitting presentations. Others (11.1%) stated that they were not aware that this opportunity was available and would have liked to receive the support to do this. Based on these responses, more opportunities will be presented to students to be part of the conference submission process.

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

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

Results from the tracking form:

- During the Spring, Summer, and Fall semesters of 2009, no students participated in this process.

Student questionnaire results:

Questions related to submission of proposals for grant funding	*Answered No*
Did you submit or were part of a team that submitted a proposal for funding?	100%

As the results suggest, none of the 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.

Challenges:
MSI's QEP began implementation in the Spring semester of 2008; data collection began in the Fall semester of 2008, and continued during the Spring, Summer, and Fall semesters of 2009. There has been some variation in terms of the number of students participating in research projects at MSI. During the Fall semester of 2008, 14 students participated, during the Spring semester of 2009 2 students participated, during the Summer semester of 2009 10 students participated, and during the Fall semester of 2009, 6 students are currently participating in research activities.

For the purpose of MSI'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 MSI. However, the mechanisms currently in place to engage students in research activities seem to be working since the majority of the students completing a practicum have been able to participate in research activities. Additionally, other students enrolled in programs at NSU but not completing a practicum experience have also participated in research activities at MSI. As an example, over 40 graduate students at the Center of Psychological Studies have been involved in the evaluation of the Early Reading First Project.

Moreover, the data suggests that, for the most part, students were able to participate in different components of the research process and they felt supported in the research activities they participated. Students interested in submitting a proposal for presentation at a conference were able to do so successfully. However, the number of students submitting for conference presentations still remains small, and no students have been involved in writing and submitting proposals for funding. Thus, a priority for the upcoming year will be to increase the number of students participating in these two areas.

Additional comments:

- 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 the monthly research meeting as well as at supervision sessions.
    - General monthly meetings will continue; additional meetings for specific groups will be held as well based on students' interests and experience conducting research.
    - Students will be required to participate in a research related activity as part of their practicum experience at MSI. Also, they will be encouraged to develop their own original research project.

- Based on their interests and available opportunities, students will be invited to join the 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.

- Data will continue to be collected during 2010 and comparison analyses will be conducted to assess the effectiveness of MSI' QEP plan in improving the three targeted outcomes.

OCEANOGRAPHIC CENTER

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

Stage of implementation:
The Oceanographic Center offered two seminars on schedule in the 2008-2009 academic year:

Dr. Shirley Pomponi of the Harbor Branch Oceanographic Institute at Florida Atlantic University spoke on *Ocean and Human Health: Threats, Benefits, Challenges, & Choices* (November 2008).

Professor Greg Rouse of Scripps Institute of Oceanography (University California San Diego) spoke on *Queens of Decay and their Dwarf Male Harems* (deep-sea bone-eating worms) (May 2009).

The Oceanographic Center has now offered four seminars. All have been delivered to capacity audiences.

Assessment data:
Assessment 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 four 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.

Challenges:
Challenges again have been limited chiefly to scheduling: three invitees for Fall 2009 could not fit visits into their schedules for this year. As a result, we have postponed the next seminar to February 2009. Dr. Doug Wartzok (now of Florida International University) will speak on acoustic and satellite tracking of seals and whales. We are negotiating a date in the spring of 2009 with Dr. Roger Hanlon (Senior Scientist, Marine Biological Laboratory, Woods Hole, MA), for a seminar on the behavior of cephalopods (octopus and squid).

Additional Comments:
With respect to learning outcomes rubrics, we have recently developed a more formal procedure for assessing learning outcomes that requires students to be assessed within six months after

finishing their course requirements but well in advance of their thesis or capstone defense. Faculty are also providing a bank of assessment questions and answers to eliminate the problem of advisors in different oceanographic disciplines not uniformly assessing responses to questions focused on different core curricular requirements. This obviates the problem of, for example, a major advisor on a wetlands ecology thesis assessing responses to questions about ocean circulation differently than a physical oceanographer, and vice versa on responses about estuarine food webs.

A primary currency in assessing the success of a graduate from the Oceanographic Center remains a combination of publication of research results (especially in peer-reviewed journals), presentations at scientific conferences, acceptances into a more advanced academic program (i.e., Ph.D. in the case of M.S. graduates, or post-doc for Ph.D. graduates), and securing in-field employment. We are recording all of these and their changes over time.

Dialogue and Exchange

COLLEGE OF MEDICAL SCIENCES

(Enhancing Learning through Engagement)
Howard Hada, PhD, Director
Lori Dribin, PhD, Alternate

Stage of implementation:
The College of Medical Sciences has completed two full years of implementation.

Assessment data:
Summary of Student Progress:

I. Year 2 students
- A. Number of students: 3
- B. Tract:
  1. Dental: 2
  2. Medical: 1
- C. Outcome: all passed all courses; matriculated in the College of Dental Medicine and College of Medicine

II. Year 1 students
- A. Tract
  1. Dental
     - a. Number of students: 8
     - b. Outcome: 3 students on probation elected to take year 2, 5 students passed and matriculated into the College of Dental Medicine
  2. Medical
     - a. Number of students: 18
     - b. Outcome: 1 student quit the program, 3 students were dismissed, 3 of 4 students on probation elected to take year 2, 10 students passed and matriculated in the College of Medicine

Summary of Student/Instructor Interactions:

I. Mandatory sessions time spent (all departments): 182.9 hours
II. Student-requested time spent (all departments): 179.9 hours

QEP Activities Fall, 2008-Winter, 2009

Anatomy Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. Fall, 2008:

1. Medical Histology: (17 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%): 3 hours
      2. Student-requested: 9 hours
   c. Final Outcome:
      1. Number of students with final average ≥ 90%: 17
      2. Number of students with final average ≥ 80% and < 90: 2
      3. Number of students with final average < 70%: 0

2. Dental Histology: (8 students) (2 instructors)
   a. Number of students with averages below 80% after:
      1. Exam 1: 2
      2. Exam 2: 0
   b. Time spent:
      1. Mandatory sessions (average <80%): 17 hours
      2. Student-requested: 13.5 hours
   c. Final Outcome:
      1. Number of students with final average ≥ 90%: 2
      2. Number of students with final average ≥ 80% and < 90: 6
      3. 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: 6
      3. Exam 3: 1
   b. Time spent:
      1. Mandatory sessions (average <80%): none
      2. Student-requested: none
      3. Exam Review (8-27-08) 2.5 hours
   c. Final Outcome:
      1. Number of students with final average ≥ 90%: 3
      2. Number of students with final average ≥ 80% and < 90: 13
      3. Number of students with final average < 70%: 0

4. Dental Gross Anatomy: (8 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. Exam 1: 4
      2. Exam 2: 1
      3. Exam 3: 0

b. Time spent:
1. Mandatory sessions (average <80%): 27 hours
2. Student-requested: 37 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 2
2. Number of students with final average ≥ 80% and < 90: 6
3. Number of students with final average < 70%:

B. Winter 2009

1. Medical Neuroanatomy: (15 students) (2 instructors)

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

b. Time spent:
1. Mandatory sessions (average <80%): 12.5 hours
2. Student-requested: hours 6 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: 10
2. Number of students with final average ≥ 80% and < 90: 5
3. Number of students with final average < 70%: 0

2. Dental Neuroanatomy: (8 student) (2 instructors)

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

b. Time spent:
1. Mandatory sessions (average <80%): 22 hours
2. Student-requested: 11 hours

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

II. Students will report improved faculty/student interactions:

A. Fall 2008

1. Medical Histology:
a. Instructor evaluations: 5/5 = "very satisfied"
b. Course evaluations: 3.90/5
c. Prevalent comment: "excellent professor, easy to approach"

2. Dental Histology:
a. Instructor evaluations: 5/5 = "very satisfied"
b. Course evaluations: 3.91/5
c. Prevalent comment: "very helpful…she's the best"

3. Medical Gross Anatomy:
a. Instructor evaluations: variable with professor
b. Course evaluations: 3.90/5
c. Prevalent comment: variable with professor; "QEP should be every week with Students with < 80%"

4. Dental Gross Anatomy:
a. Instructor evaluations: variable with professor
b. Course evaluations: 2.44/4
c. Prevalent comment: variable with professor

B. Winter 2009
1. Medical/ Dental Neuroanatomy:
a. Instructor evaluations: variable with professor
b. Course evaluations: 3.70/5
c. Prevalent comment: "one of the most dedicated professors"

III. Faculty will report improved faculty/student interactions:
A. Fall 2008
1. Medical/Dental Histology:
2. Medical Gross Anatomy:
3. Dental Gross Anatomy:
a. Instructor's Comments: "Students were advised to contact me to set up a time to meet. Some students obligated to attend QEP did not initiate contact. Students did not prepare for QEP. The questions students asked were usually framed to ascertain what and only what specific information will be present on the upcoming exam."
B. Winter 2009
1. Medical /Dental Neuroanatomy:
a. Prevalent Instructor's Comments: none

QEP Activities Fall, 2008-Winter, 2009
Biochemistry Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. Fall, 2008:
1. Medical Biochemistry I: (18 students) (4 instructors)
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%): 1.5 hours
2. Student-requested: 3 hours
c. Final Outcome: No students failed the course; 13 students scored in the 80's; 5students scored in the 90's
2. Dental Biochemistry: (8 students) (3 instructors)
a. Number of students with averages below 80% after:
1. exam 1: 0
2. exam 2: 1

3. exam 3: 1

b. Time spent:

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

c. Final Outcome: No students failed the course; 2 students scored in the 70's and were placed on probation; 4 students scored in the 80's; 2 students scored in the 90's

B. Winter, 2009

1. Medical Biochemistry II: (14 students) (4 instructors)

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

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

b. Time spent:

1. Mandatory sessions (average <80%): 4 hours
2. Student-requested: 5 hours

c. Final Outcome: All students scored in the 90's

II. Students will report improved faculty/student interactions:

A. Fall, 2008:

1. Medical Biochemistry I: (18 students) (4 instructors)
   a. Instructor evaluations: 4.6/5
   b. Course evaluations: 3.55/4
   c. Prevalent comment: “one professor should have been more available for questions"
2. Dental Biochemistry: (8 students) (3 instructors)
   a. Instructor evaluations: 4.0/5
   b. Course evaluations: 3.4/4
   c. Prevalent comment: "One instructor should have focused more on exam material"

B. Winter, 2009:

1. Medical Biochemistry II: (14 students)
   a. Instructor evaluations: 4.3/5
   b. Course evaluations: 3.8/4
   c. Prevalent comment: "Some questions by one instructor were not fair".

III. Faculty will report improved faculty/student interactions:

A. Fall, 2008

1. Medical Biochemistry I: Prevalent Instructor’s Comments: None
2. Dental Biochemistry: Prevalent Instructor’s Comments: "There was communication problems in arranging appropriate meeting times".

B. Winter, 2009

1. Medical Biochemistry II: Prevalent Instructor’s Comments: None

QEP Activities Fall, 2008-Winter, 2009

Microbiology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. Fall, 2008:
1. Dental Microbiology I: (8 students) (3 Instructors)
a. Number of students with averages below 80% after:
1. exam 1: 4
2. exam 2: 2
3. exam 3: 0
b. Time spent:
1. Mandatory sessions (average <80%): 15.5 hours
2. Student-requested: 5.5 hours
c. Final Outcome:
1. Number of students with final average $\geq$ 90%: 4
2. Number of students with final average $\geq$ 80% and < 90: 4
3. Number of students with final average < 80%: 0

B. Winter, 2009
1. Medical Microbiology: (14 students) (4 instructors)
a. Number of students with averages below 80% after:
1. exam 1: 4
2. exam 2: 0
3. exam 3: 0
4. exam 4: 0
5. exam 5: 0
b. Time spent:
1. Mandatory sessions (average <80%): 6 hours
2. Student-requested: 4 hours
c. Final Outcome:
1. Number of students with final average $\geq$ 90%: 7
2. Number of students with final average $\geq$ 80% and < 90: 7
3. Number of students with final average < 80%: 0
2. Dental Microbiology II: (8 students) (1 instructor)
a. Number of students with averages below 80% after:
1. exam 1: 1
2. exam 2: 1
b. Time spent:
1. Mandatory sessions (average <80%): 17.85 hours
2. Student-requested: 46.2
c. Final Outcome:
1. Number of students with final average $\geq$ 90%: 3
2. Number of students with final average $\geq$ 80% and < 90: 4
3. Number of students with final average < 80%: 1

II. Students will report improved faculty/student interactions:

A. Fall, 2008:
1. Dental Microbiology I: (8 students) (2 instructors)
a. Instructor evaluations: 4.9/5
b. Course evaluations: 3.7/4
c. Prevalent comments:
1. "helpful and detailed".
2. "patient, amazing, a friend"

B. Winter, 2009:
1. Medical Microbiology: (14 students) (4 instructors)
a. Instructor evaluations: 4.8/5
b. Course evaluations: 3.43/4
c. Prevalent comment: "very helpful"

2. Dental Microbiology II: (8 students) (1 instructor)
a. Instructor evaluations: 4.5/5
b. Course evaluations: 3.6/4
c. Prevalent comment: "amazing"

III. Faculty will report improved faculty/student interactions:

A. Fall, 2008
1. Dental Microbiology I: Prevalent Instructor's Comments: "most of the students were prepared to discuss material"

B. Winter, 2009
1. Medical Microbiology: Prevalent Instructor's Comments: none
2. Dental Microbiology: Prevalent Instructor Comments: The student in mandatory sessions, attended only a little more than what was required, and much less than any of the other students.

QEP Activities Fall, 2008-Winter, 2009

Pathology Department

Learning Outcome:

I. Students will improve performance in didactic courses.
A. Fall, 2008:
1. General Pathology: (3 students) (2 instructors)
a. Results by exam: No information provided
b. Time spent:
1. Mandatory sessions: 3 hours
2. Student-requested: 0 hours
c. Final Outcome: Two students scored in the 80's, and one student scored in the 90's

2. Special Topics in Pathology: (3 students) (3 instructors)
a. Results by exam: No information provided
b. Time spent:
1. Mandatory sessions: 0 hours
2. Student-requested: 5 hours
c. Final Outcome: All students scored in the 80's

II. Students will report improved faculty/student interactions:
A. Fall, 2008:
1. General Pathology: (3 students) (2 instructors)
a. Instructor evaluations: No report
b. Course evaluations: No report
c. Prevalent comment: None
B. Winter, 2009:
1. Special Topics in Pathology: (3 students) (3 instructors)
a. Instructor evaluations: No report
b. Course evaluations: No report
c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:
A. Fall, 2008
1. General Pathology: Prevalent Instructor's Comments: none
B. Winter, 2009
1. Special Topics in Pathology: Prevalent Instructor's Comments: "good understanding, good questions; students were very perceptive and open to suggestions

QEP Activities Fall, 2007-Winter, 2008

Pharmacology Department

Learning Outcome:

I. Students will improve performance in didactic courses.
A. Fall, 2008:
1. Pharmacology I: (3 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: 4 hours
c. Final Outcome:
1. Number of students with final average $\geq$ 90%: 1
2. Number of students with final average $\geq$ 80% and < 90: 2
3. Number of students with final average < 70%: 0

B. Winter, 2009:
1. Pharmacology II: (3 students) (3 instructors)
a. Number of students with averages below 80% after:
1. exam 1: 2
2. exam 2: 1
3. exam 3: 1
4. exam 4: 0
b. Time spent:
1. Mandatory sessions (average <80%): 5.75 hours
2. Student-requested: 1.5 hours
c. Final Outcome:
1. Number of students with final average $\geq$ 90%: 1
2. Number of students with final average $\geq$ 80% and < 90: 2
3. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. Fall, 2008:
1. Pharmacology I: (3 students) (3 instructors)
a. Instructor evaluations: None
b. Course evaluations: 4/4
c. Prevalent comment: “the endocrine system was most difficult"
B. Winter, 2009:
1. Pharmacology II: (3 students) (3 instructors)
a. Instructor evaluations: none
b. Course evaluations: none
c. Prevalent comment: none

III. Faculty will report improved faculty/student interactions:

A. Fall, 2008:
1. Pharmacology I: Prevalent Instructor’s Comments: none
B. Winter, 2009:
1. Pharmacology II: Prevalent Instructor’s Comments: "interactions were positive; not all scheduled appointments were made; students were not always prepared to answer questions; students were encouraged to keep up with material"

QEP Activities Fall, 2008-Winter, 2009

Physiology Department

Learning Outcome:

I. Students will improve performance in didactic courses.
A. Fall, 2008:
1. Medical Physiology I: (18 students) (2 instructors)

a. Number of students with averages below 80% after:
1. exam 1: 5
2. exam 2: 7
3. exam 3: 7

b. Time spent:
1. Mandatory sessions (average <80%): 11 hours
2. Student-requested: 18 hours

c. Final Outcome: One student withdrew from the program, three students failed (<70%) and were dismissed from the program, four scored in the 70's and were placed on probation, seven scored in the 80's, and three scored in the 90's

B. Winter, 2009

1. Medical Physiology II: (15 students) (3 instructors)

a. Number of students with averages below 80% after:
1. exam 1: 3
2. exam 2: 6
3. exam 3: 10
4. exam 4: 10

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

c. Final Outcome: Four students scored in the 70's and were placed on probation, six students scored in the 80's, and five students scored in the 90's.

2. Dental Physiology: (7 students) (3 instructors)

a. Number of students with averages below 80% after:
1. exam 1: 3
2. exam 2: 3
3. exam 3: 3
4. exam 4: 3
5. exam 5: 1

b. Time spent:
1. Mandatory sessions (average <80%): 19 hours
2. Student-requested: 7 hours

c. Final Outcome: One student scored in the 70's and was placed on probation, four scored in the 80's, and three scored in the 90's

II. Students will report improved faculty/student interactions:

A. Fall, 2008:

1. Medical Physiology I: (18 students)

a. Instructor evaluations: 3.7/5

b. Course evaluations: 3.4/4

c. Prevalent comment: "Students requested small group QEP sessions to begin before the first exam; some students want mandatory sessions to be open to all students (this proposal was rejected to allow greater interaction with students in the mandatory situation".

B. Winter, 2009:

1. Medical Physiology II: (16 students)
   a. Instructor evaluations: 4.2/5
   b. Course evaluations: 3.3/4
   c. Prevalent comment: None
2. Dental Physiology: (7 students)
   a. Instructor evaluations: 3.8/5
   b. Course evaluations: 3.0/4
   c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:

A. Fall, 2008:

1. Medical Physiology I: Prevalent Instructor's Comments
   a. "Students generally came to sessions with questions".

B. Winter, 2009:

1. Medical Physiology II: Prevalent Instructor's Comments
   a. "Some students came unprepared for discussions."
   b. "Some students did not participate in discussions."
2. Dental Physiology: Prevalent Instructor's Comments
   a. "Some students came unprepared for discussions."
   b. "Some students did not participate in discussions."

Challenges:
None

Additional comments:
None

COLLEGE OF OSTEOPATHIC MEDICINE

(Building a Sense of Community through Academical Societies)
Albert Whitehead, DMD, Director
Stephen Bowen, MD, MPH, Alternate

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

Academic Engagement
Academical Society Faculty Advisors: expanded the number of faculty advisors in each Society and provided an enhanced faculty development program to support faculty in this role.

- Assignments by Academical Society to labs, such as: Anatomy, Histology, Osteopathic Principles and Procedures
- Assignments by Academic Society to Small Group Learning activities in various courses including Medicine, Health and Society and Principles of Clinical Medicine
- Assignments by Academical Societies within various courses that include labs and small group learning activities, such as in Clinical Practicum.
- Academic Societies provided the mechanism to assign students to preceptors within the Interdisciplinary Generalist Curriculum
- Academical Societies organized self-directed study groups
- Course Feedback: Students within each of the Academical Societies were assigned courses to evaluate and provide feedback relative to the quality, scope and effectiveness of courses

Enhanced Communication
Each Academical Society now has a designated student centered Sharklink Group. The Sharklink Group provides an email system, message board, chat sessions, document files, announcements, news and links to other resources. In addition to supporting current students, each incoming first year student is assigned to a Sharklink Group. This process serves as an effective means to institute early student engagement in the College activities and initiates a sense of full membership in the COM even before arriving for the first day of orientation. Through this mechanism the incoming students "meet" various administrators, faculty, and current students. It provides an avenue to get quick and correct answers to questions of immediate concern to each incoming student.

Community Engagement/Wellness
Academical Societies provide a "home within a home" for the students and serve as the platform from which they launch their many community focused activities. The community engagement/wellness activities are voluntary and they have as much as a 45% participation level from their members.

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

Academical Society Activities

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

Burns:

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

Klein:

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

Lippman:

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

Silvagni:

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

Silverman:

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

Still:

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

Terry:

- Society Meetings
- Focus Groups

- Wellness Activities at UCC
- Adopt-a-Family Thanksgiving Basket
- Peer Mentoring

Turner:

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

Zafonte:

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

Assessment data:
Assessment data had been collected and continues to be analyzed.

Challenges:
None

Additional comments:
None

FARQUHAR COLLEGE OF ARTS AND SCIENCES

(Assessing Student Perceptions of Classroom Engagement)
Naomi D'Alessio, PhD, 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.

QEP Component Addressed

After encouraging discussion and seeking initial input from College faculty and subsequent discussion by College leadership, we focused our attention on increasing academic dialogue and discussion among students and faculty. However, it is our intent to broaden the conversation to include students and other stakeholders.

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 necessarily limits the opportunity for students and faculty to engage in meaningful academic dialog. 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.

We expect the outcome of such a consciously directed effort to increase academic discussion among faculty and students to include an increased level of educational satisfaction and involvement by all participants. As students, thus, become more personally involved and intellectually invested into their own educations, both their motivation to succeed as well as mastery of material is likely to follow.

The plan was designed to increase both the quality and quantity of student-student and student-faculty academic interaction by the voluntary usage of Web-CT 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 is particularly well suited for this task. The discussions are easily archived and measurable. They are neither time- nor location-bound. Students are not intimidated by their more loquacious peers. Moreover, instructors of online classes anecdotally report that the quantity and depth of discussion is enhanced in the online environment.

All classes and instructors in the Farquhar College of Arts and Sciences are assessed by students using an online evaluation tool. Through the Fall 2007 semester, 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
The instructor clearly expressed expectations for my performance in class.						
The instructor presented the material in a clear and organized manner.						
The instructor created a positive learning experience for me.						
The instructor used materials (texts, handouts, software, exercises, Web sites, etc.) in this course that helped me learn and understand the subject matter.						
The instructor conducted class as scheduled.						
The instructor was available to me outside of class hours (phone, e-mail, or office hours).						
The instructor covered the course material as stated in the course outline.						
The instructor graded and returned my work in a timely fashion.						
The instructor assigned my grades fairly and impartially.						
Note: N = Number of Evaluations Recorded		****Overall Weighted Average****				

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

1. 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.]
2. I was better able to ask more questions and receive valuable feedback because of course-related discussion.
3. 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-correlational technique was used to assess learning based upon students' responses to the three QEP perception questions added to the evaluation form. The plan was to (1) examine those courses with multiple sections (e.g. introductory/survey courses) and (2) determine if there is a relationship between a section's mean score on each QEP-related questions and mean grade for that particular section.

The chart below indicates the courses identified as meeting the inclusion criteria described and the number of sections per course each semester that were subjected to a correlational analysis:

Course	# of Classes (N) Fall 2008	# of Classes (N) Winter 2009
PSYC 1020 – Introduction to Psychology	12	14
COMP 1500 – College Writing	8	22
BIOL 1500 – Biology I	8	8

Assessment data:
According to the evaluation rubric, if students strongly agreed with the statements regarding classroom discussion had a positive effect on their learning, a negative correlation should exist. The following results have been obtained for Fall 2008 and Winter 2009:

Correlations: PSYC1020

QUESTION #	STATISTIC	Q10		Q11		Q12		GRADES	
		Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009
10	Pearson Correlation	1.000	1.000	.926**	.891**	.837**	.817**	-.656*	-.057
	Sig. (2-tailed)			.000	.000	.001	.000	.021	.845
	N	12	14	12	14	11	14	12	14
11	Pearson Correlation	.926**	.891**	1.000	1.000	.789**	.826**	-.509	-.030
	Sig. (2-tailed)	.000	.000			.004	.000	.091	.919

	N	12	14	12	14	11	14	12	14
12	Pearson Correlation	.837**	.817**	.789**	.826**	1.000	1.000	-.490	-.309
	Sig. (2-tailed)	.001	.000	.004	.000			.126	.283
	N	11	14	11	14	11.000	14	11	14
GRADES	Pearson Correlation	-.656*	-.057	-.509	-.030	-.490	-.309	1.000	1.000
	Sig. (2-tailed)	.021	.845	.091	.919	.126	.283		
	N	12	14	12	14	11	14	12.	14

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Correlations: COMP 1500

QUESTION #	STATISTIC	Q10		Q11		Q12		GRADES	
		Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009
10	Pearson Correlation	1.000	1.000	.911**	.794**	..908	.515*	.288	-.047
	Sig. (2-tailed)			.002	.000	.002	.014	.489	.835
	N	8	22	8	22	8	22	8	22
11	Pearson Correlation	.911**	.794**	1.000	1.000	.924**	.562**	.204	-.023
	Sig. (2-tailed)	.002	.000			.001	.007	.628	.918
	N	8.	22	8.000	22	8	22	8	22
12	Pearson Correlation	.908**	.515*	.924**	.562**	1.000	1.000	.228	-.046
	Sig. (2-tailed)	.002	.014	.001	.007			.588	.838
	N	8	22	8	22	8.000	22	8	22
GRADES	Pearson Correlation	.288	-.047	.204	-.023	.228	-.046	1.000	1.000
	Sig. (2-tailed)	.489	.835	.628	.918	.588	.838	.	
	N	8	22	8	22	8	22	8	22

**Correlation is significant at the 0.01 level (2-tailed)
*Correlation is significant at the 0.05 level (2-tailed)

Correlations BIOL 1500

QUESTION #	STATISTIC	Q10		Q11		Q12		GRADES	
		Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009	Fall 2008	Winter 2009

10	Pearson Correlation	1.000	1.000	.911**	.883**	.908**	.453	.288	-.498
	Sig. (2-tailed)			.002	.004	.002	.259	.489	.210
	N	8	8	8	8	8	8	8	8
11	Pearson Correlation	.911**	.883**	1.000	1.000	.924**	.460	.204	-.596
	Sig. (2-tailed)	.002	.004			.001	.251	.628	.119
	N	8	8	8	8	8	8	8	8
12	Pearson Correlation	.908**	.458	.924**	.460	1.000	1.000	.228	.091
	Sig. (2-tailed)	.002	.259	.001	.251			.588	.830
	N	8	8	8	8	8	8	8	8
GRADES	Pearson Correlation	.288	-.498	.204	-.596	.228	.091	1.000	1.000
	Sig. (2-tailed)	.489	.210	.628	.119	.588	.830		
	N	8	8	8	8	8	8	8	8

***. Correlation is significant at the 0.01 level (2-tailed).*

In terms of the correlation among the questions, for Fall 2008, the three discussion related questions correlated significantly with each other for students in all three courses. The same relationship existed for PSYC 1020 classes and COMP 1500 classes for Winter2009. For BIOL 1500 classes, a significant correlation existed between questions 10 and 11, but responses to neither of these questions correlated to the responses for question 12.
The expected negative correlation between discussion question scores and student grades was found for Question 10 only in the PSYC 1020 classes in Fall 2008. For all other classes and terms, no relationship was found between the responses to questions regarding discussion and the mean grades in the courses.

These data add to the baseline data for evaluating the correlation between student perceptions of course related discussion and academic achievement.

Challenges:
None

Additional comments:
None

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

(Problem Based Learning)

Maryellen Maher, PhD, Director
Soledad Arguelles, PhD, Alternate

Stage of implementation:

All four phases (i.e., Planning, Development, Implementation, and Evaluation) have been successfully achieved with the undergraduate and doctoral simulations, respectively. Implementation and evaluation of the Leadership Simulation at the Doctoral Level began in the 2009 Winter Term and has been ongoing in subsequent terms. Implementation and evaluation of the Diversity Simulation at the Undergraduate Level began in the 2009 Summer Term and has been ongoing in subsequent terms. All simulation teaching faculty are required to participate in an extensive orientation and technology training specific to the simulations prior to being assigned a course section. Equally important, faculty interested in teaching the simulation are required to serve one term as a "teaching assistant" and are paired with a mentor instructor. In September 2009, all participating faculty (n=35) were brought together for a full day of focusing on formative evaluation to date. Steering committees at the doctoral and undergraduate levels respectively were formed in the fall 2008 consisting of select faculty and the FSEHS QEP Director. Both committees meet regularly to monitor the effectiveness of the FSEHS QEP PBL Simulations. One outcome was the creation of an advisory committee with student membership. The advisory committee reviews and provides feedback on all course materials from term to term as part of the ongoing evaluative process. The master's simulation with a focus on Professional Code of Conduct is in the final stages of development and should be ready to implement during the summer 2010 term. Approximately 1,000 doctoral students, 1,000 master's students, and 200 undergraduate students will participate in the respective simulations in any given academic year.

Assessment data:

Assessment data is available for doctoral and undergraduate simulations. Data includes both direct and indirect measures. Direct measures include course assignment rubrics, faculty evaluation of team projects, and case studies. Indirect measures include student course evaluations, faculty focus groups, student focus groups, and student self-assessment surveys. As of January 2010, over 700 doctoral students will have successfully completed the Leadership Simulation while over 100 undergraduate students will have successfully completed the Diversity Simulation. In general, evaluative data reviewed to this point has been extremely positive.

Challenges:

There have been no major challenges to date. A few minor issues related to technology were resolved early on in the process and have not resurfaced.

Additional comments:

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

- Problem Solving

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

GRADUATE SCHOOL OF COMPUTER AND INFORMATION SCIENCES

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

Laurie Dringus, PhD, Director
Amon Seagull, PhD, Alternate

Stage of implementation:
The GSCIS project continues in its second year of implementation. We began implementation and assessment in Winter 2008; continuing with the present term, Fall 2009, and beyond.

Assessment data:
We have assessment data from Winter 08, Spring 08, Fall 08, Winter 09, and Spring 09, and will include Fall 09 in the January 2010 report upon request. We did not run an assessment in Summer 2008 given the small number of campus classes would not have produced usable data. We did not run an assessment in Summer 09 as we ran no courses that term, as part of the transition to a standard University calendar.

Challenges:
Our assessment is consistent to include survey items in the end-of-course student evaluation. Specific survey items are developed for each faculty course evaluation each term to match the type of online activity implemented in the campus course. Faculty members report use of WebCT and other appropriate online tools to enhance their campus courses. There is evidence that there is a range of minimal to extensive integration of blended learning practice in that some faculty report using the online tools more extensively depending on the course being taught, while other faculty report they use communication tools minimally. A continuing challenge is to assist participating faculty and students in maintaining an awareness of the QEP. We established the P-21 wiki for awareness building and information sharing, but activity in the wiki has not sustained since its original inception. (In retrospect, perhaps the wiki served its purpose as a starting gate for the project.) Ideally, we had hoped to see more activity sharing by faculty in the wiki, but we do know that many faculty members are not geared to using wiki technology. Overall, sustainability in the project is evident in that implementation of some form of blended learning practice is mainstreamed in our campus courses, with further evidence that the majority of students report they value having blended learning activities in their courses.

Additional comments:
None

HUIZENGA SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

(Contemporary Issues in Business: Enhancing Dialogue)

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

Stage of implementation:
In the Winter of 2009 a pilot study of the proposed Contemporary Issues in Business course was conducted. Unfortunately, indications were that students would not find the format to be engaging. In fact, there was suggestion that the students would resent the requirement to enroll and participate in a not-for-credit course, even if the fee was minimal. In light of these results, it was determined that a different delivery method should be utilized; various means have been discussed to meet the overall objectives of the QEP (enhancing the dialogue between students and faculty) while minimizing costs to the Business School and "push back" from the students.

In the Fall of 2009 it was determined that the requirements and objectives of the Huizenga School's QEP can be met by attaching the Contemporary Issues focus to an existing course. It was determined that the most suitable course is MGT 2050: Principles of Management. This course is required for all undergraduate students as a foundation in the "business core." Further, many students take this course early in their academic program, which is a suitable time for engaging students on current issues and teaching them that staying active in their learning is an important component of future business success.

Operationalizing the Plan

At this time the Syllabus for MGT 2050 is being updated to include the focus on Contemporary Issues as a weekly expectation for the students. Faculty will be offered some variety in the way they execute this requirement, including use of a discussion board in WebCT or using class time, generally at the beginning of each class, to dedicate to this process.

Assessment data:
Given that the only significant change is to the "place" in which the QEP will take place, the matrix and measures that exist will remain intact. Data collection should begin at the end of the first eight-week winter term.

Challenges:
The Huizenga School determined through the pilot study that student engagement would not be increased through the introduction of the Contemporary Issues in Business course as a not-for-credit requirement.

In fact, engagement would likely decrease as students would resent the perceived additional burden. Further, economic challenges precluded the addition of this course during the 2009-2010 academic year. As such, the decision to add this experience to the curriculum of an existing course was deemed appropriate.

Additional comments:
None

UNIVERSITY SCHOOL

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

Robyn Kaiyal, PhD, Director
Elizabeth Brennan, EdD, Alternate

Stage of implementation:

University School is midway through Year 3 of its QEP implementation for the 2009/10 school year. What began as a pilot program with three faculty members in 2007/8, has blossomed into a full-fledged program with 18 participating faculty members (advanced users) integrating WebCT in a blended classroom environment, and 17 beginner level teachers being trained to begin using WebCT in their classes in January 2010. By the end of the 2009/10 school year, approximately 70% of USchool faculty members will be utilizing WebCT in the classroom. Furthermore, each major academic department has at least two faculty members presently using WebCT. Accordingly, USchool will have met its goal to have more than half of its teaching staff integrating WebCT into a blended classroom environment by Year 3.

A number of improvements have been put into effect at the start of the 2009/10 school year to ensure that the goal of using WebCT as a means to increase dialogue and communication between faculty and students will be attained. The following procedures have been established:

1. The chain of command for both reporting and monitoring is clear, as well as communication with Izone. Consequently, faculty feel supported and are pleased to have a set of clear guidelines to follow.
2. There is consistent communication between faculty and the WebCT director in order track faculty needs, progress and implementation. Faculty is also clear about the QEP plan and its goals.
3. All 9^{th}-12^{th} grade students have one username and password in order to access all of their classes on WebCT. As a result, students are no longer complaining, and taking full advantage of the resources offered by WebCT.
4. During teacher orientation week in August 2009, the advanced user group participated in a high level technology training session so that they could immediately set up their courses on WebCT and implement usage at the start of the school year. As a result, WebCT has become an innate segment of Uschool's academic culture.
5. During that same week in August, 17 additional faculty members participated in an introductory WebCT training session. All 17 attendees will continue with basic training sessions over the next few months and implement WebCT in January/February 2010.
6. More personalized WebCT training sessions are scheduled in November for advanced users.
7. In response to the student surveys collected at the end of the 2008/9 school year, a primary focus this year is on implementing *WebCT Best Practices*. Student responses indicated that WebCT was effective only when teachers used it in an engaging, innovative, and communicative way.
8. The media specialist is also actively involved in assisting faculty with effective methods for implementing WebCT into a blended classroom. She has encouraged a number of teachers to use WebCT for very innovative, interactive projects.
9. Faculty and student surveys have been amended to address present needs.
10. An active evaluation process of the QEP implementation plan is firmly in place.

Due to the active role the Administration has taken to ensure successful implementation, the QEP will clearly meet its stated goals by the end of the 2009/10 school year.

Assessment data:
Mid-year assessment data will be collected in January; however, since the QEP works around the PK-12th grade University School calendar, all official data will not be collected until May 2010, upon conclusion of each course. At that time, qualitative and quantitative data will be collected and analyzed. This data will include: internally developed student/faculty surveys, faculty based rubrics, and tally scores.

Challenges:
Faculty is very supportive of the project, understands its goals, and look forward to a productive year. The primary challenge this year is to train faculty in the use of *WebCT Best Practices* and to make certain that they are fully engaged and communicative in their course; thus, ensuring that the QEP goals are met.

Additional comments:
Since the QEP is a "work in progress", some of the original proposed goals are in the process of being reevaluated for two reasons: 1) the stated goal has been met; or 2) as the program increases in scope, new needs must be addressed. At present, the focus of the plan is beginning to shift from an emphasis on increasing the number of faculty using WebCT in a blended classroom environment, to focusing on making sure that every student has used most of the WebCT tools which include (but not limited to): the discussion thread, live chat, drop box, calendar, and email at least once by the time they graduate. The goal of having a minimum of two faculty members from each department integrating WebCT in a blended classroom setting will remain in place.

Clinical Experience

CENTER FOR PSYCHOLOGICAL STUDIES

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

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

Stage of implementation:

The Center for Psychological Studies completed its second-year of implementation of its Quality Enhancement Plan. During the winter semester, the second offering of prepracticum course for first-year doctoral students was offered. Based on feedback from 2008, adaptations were made to the course to better refine the training objectives. The second annual Professional Development Institute was held at the end of May 2009. The number of lecture offerings was increased this year to accommodate some of the requests and suggestions made by attendees of the 2008 institute. Additionally a continuing education workshop on supervision issues was offered to all masters, specialist, and doctoral supervisors. This supervision workshop served as a mechanism to engage the supervisors, enhance communication between the Center and practicum sites, and provide supervisors with opportunities for continued professional development in a way that will enhance their supervision skills in their work with our students. Additionally it served as a venue to recognize them for their contributions to our Center. As the Center gears up for the 2010 winter semester, plans for further refinement of the prepracticum course and expansion of the Professional Development Institute are under way.

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 2009.

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

The Professional Development Institute (PDI) was held May 29 and 30, 2009; 124 CPS students attended. In the morning students attended one of three break-out sessions. Two break-out sessions covered topics related to documentation and evaluation of lethality, one focused on children and the other emphasized work with adults. A third break-out session was developed specifically for more advanced master's and doctoral students based on feedback from last year's conference and included topics on motivational interviewing and working with diverse families. In the afternoon, all students entering practicum (master's and doctoral level) attended a break out session covering topics on abuse reporting and basic group therapy skills. Advanced students were offered a break-out session on psychopharmacology and evaluation of sexual predators. Pre-post tests (direct measures) comprised of specific material covered by the presenters were

administered to student attendees before and after the conference. Data results are presented separately for the break-out sessions (note sample size for advanced session was too small to evaluate statistically). Results reflect mean percent correct on the test at both time points (standard deviations are provided in parentheses). T-tests computed for the break-out sessions revealed significant differences between the pre and post tests (adult morning: t = 3.0, $p<.01$; child morning: t = 9.3, $p<.01$; afternoon: t = 3.2, $p<.01$), suggesting that students increased knowledge related to material covered.

Break-Out Sessions	Pre-Test	Post-Test
Adult Morning session	79.6 (12.6)	84.9 (9.2)
Child Morning session	41.8 (22.9)	68.3 (14.4)
Afternoon session	50.0 (19.4)	78.4 (19.3)

Students were also asked to rate the PDI (indirect measure). Specifically, they were asked to rate the degree to which the information provided in the conference was adding to their practicum preparation. Based on a 5-point likert rating (1 = not at all useful to 5 = extremely useful), 67.4% of students rated the PDI as either a 4 or a 5, 21.3% gave this item a rating of 3 and 11.2% rated this item a 2. Additionally, when asked whether they would recommend the conference to other students approximately 80% 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. These scales are behavioral observation instruments designed to assess attending behaviors of clinicians; these were administered by the class instructors at the beginning and end of the semester-long course. Means (and standard deviations) for pre- and post-assessments are presented (n = 83). Paired t-test analyses showed that all pre-post changes were significant and scores were higher at the post-test (all *p*'s<.001).

ARBS	Pre-Test	Post-Test
Eye Contact	3.6 (0.9)	4.3 (0.6)
Posture/Gesture	3.0 (0.9)	3.9 (0.8)
Vocal Tone	3.1 (0.9)	3.9 (0.8)
Verbal Attending	2.9 (0.8)	3.8 (0.7)
Total Score	12.5 (2.9)	16.0 (2.4)

MARF	Pre-Test	Post-Test
Response to Content	1.6 (0.6)	2.5 (0.9)
Response to Feeling (obvious)	2.2 (0.9)	3.0 (0.9)
Response to Feeling (deeper)	0.9 (0.9)	1.8 (1.3)
Total Score	4.8 (2.0)	7.2 (2.5)

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 ($t = 9.12$, $p<.01$). At the beginning of the semester, the mean score was 137.3 (s.d. = 22.9) on post-assessment the mean score was 164.0 (s.d. = 19.7). 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 (doctoral and master's level). These items were also administered during the winter 2009 semester to third-year doctoral students. These data have been aggregated as they reflect information from students who had not participated in the center's major QEP initiatives (PDI and the pre-practicum course) because they entered the program prior to the launch of the QEP initiatives. The table below summarizes results from the survey (n = 201). Students were asked to rate on a 5-point likert scale (1 = poor; 5 = excellent) their preparation to 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 to 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 to all practicum supervisors. In the following summary any students who had completed 2 years of practica were asked to rate each practicum experience separately. The table below summarizes these results using percentages. Year 1 and Year 2 practicum are presented in separate tables. These data will be compared with data to be collected during the winter semester of 2010.

Year 1 practicum

Survey item	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Preparation for practicum	8	34	38	17	4
Integration of theory to practice	10	16	25	30	21
Communication between site and CPS	14	16	24	12	19
On-site supervision rating	11	11	14	21	34
CPS supervision rating	5	8	18	25	47

*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	7	13	36	34	11

Integration of theory to practice	2	7	29	36	26
Communication between site and CPS	9	17	24	22	22
On-site supervision rating	4	13	22	21	38
CPS supervision rating	2	5	23	23	44

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

Challenges:
None

Additional comments:
None

COLLEGE OF DENTAL MEDICINE

(Enhancing Dental Student Engagement in Clinical Extramural Rotations)
Gimol Thomas-George, EdD, Director
Steven Kelner, DMD, Alternate

Stage of implementation:
During the academic year 2008-09, the College of Dental Medicine (CDM) administered several evaluations to assess its learning outcomes. The assessment shows that the majority of the learning outcomes has met or exceeded the College's expectations; therefore, improvement related to these learning outcomes is not necessary at this time. The assessment data for the learning outcomes related to 1) students' preparedness for Clinical Extramural Rotations and 2) communication between mission leaders, faculty members and students will be collected and analyzed in December 2009. The CDM will monitor the status of all of its learning outcomes annually to ensure high achievement.

Challenges:
Faculty standardization has been an ongoing issue with the CDM's Clinical Extramural Rotations. Although the CDM has initiated faculty standardization procedures at its various rotation sites, this process has proven to be complex due to the variability in clinical techniques utilized by the College's adjunct faculty in their practices. In addition, although the CDM receives some technology support, it has still been extremely difficult to train the College's faculty members in performing WebCT functions effectively. Another issue is that 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:
The assessment data for the learning outcome related to students' satisfaction with their clinical extramural rotations and community service programs shows that over 90% of students are satisfied with the faculty performance at the rotations as well as with the overall clinical extramural rotation. The assessment data for the learning outcome related to students' utilization of language and cultural skills learned prior to participation in extramural rotations shows that 100% of students received at least a "Satisfactory" rating on their ability to communicate and treat patients who speak a foreign language and who have a different cultural background. The assessment data for the learning outcome related to students' improvement in their clinical

proficiency shows that 100% of students received at least a "Satisfactory" rating on their clinical skills gained during extramural rotations and community service programs. The assessment data for the remaining learning outcomes will be collected and analyzed at the end of Fall 2009 term. Additional comments:

It is expected that all assessment data will be available in January 2010. 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.

COLLEGE OF OPTOMETRY

(Enhancing Optometry Student Engagement in Clinical Externships)

Kim Reed, OD, Director
Alexandra M. Espejo, OD, FAAO (Alternate)

Stage of implementation:

Presently, COO is ending the third 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 on November 3 and 4, 2008, we surveyed this first group of fourth year students regarding their perceptions of the new system, particularly as it related to enhancing the learning experience. We were surprised to learn that many of our externship site directors had not utilized the new grading form, so the students were largely unfamiliar with it. (See challenges below)

Other surveys have highlighted a relative weakness perceived by third year students during the externship site selection process. Students, in large part, believe that they don't have sufficient information about all of the externship sites in order to make an informed decision about which site to choose during the externship matching process. 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.

Our November 2009 fourth year congress is scheduled for November 2 and 3. A survey question administered at that time deals with externships. The results from that survey will be analyzed in the context of the QEP, and modifications made, where necessary.

Assessment data:

Third year students – during AY 2008-2009 – were exposed to the grading form during third year primary care clinic. During a survey administered in the fall of 2008, the third year students overwhelmingly preferred the new grading form to the previous one. These are the same students who are now fourth year students, and will be surveyed November 2 and 3 regarding the overall externship experience. We anticipate a positive response, and will analyze the satisfaction of the externship experience for the class of 2010 as compared to earlier classes.

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. Repeated

emailed instructions were given during summer semester 2009. If participation with the form continues to be sub-optimal, we plan a webinar to review the proper use of the feedback instrument with the site directors.

Additional comments:
None

GRADUATE SCHOOL FOR HUMANITIES AND SOCIAL SCIENCES

(Enhancing the Practicum Experience for SHSS Students and Supervisors)
James Hibel, PhD, Director
Alexia Georgakopoulos, PhD, Alternate (2008-2009)
Dustin Berna, PhD, Alternate (2009-2010)

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 programs. The project is designed in three phases.

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

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

Phase three involves the assessment of the outcome of the initiatives enacted by the three departments by comparing baseline data on student performance and supervisors comments with baseline data, and be analysis of survey instruments similar to those used in the initial assessment. This phase will be implemented at the close of the second phase in summer 2011 after the initiatives have been implemented for two academic years.

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

DCAR and DMS initiatives

Supervisors of DCAR and DMS students expressed overall high degrees of satisfaction with students, and students and alumni expressed high degrees of satisfaction with the program. The aspect of the survey that was most relevant to DCAR and DMS was the theme expressed by, they would have liked enhancement is their "professionalism". This included dress, timeliness, attention to policy at their sites and attention to paperwork. In order to enhance the perceptions of these supervisors and, in turn to enhance the perceived performance of the students, DCAR developed interventions at several points during their Residential Institutes. Residential Institutes are six day long institutes presented twice annually, once in October and once in February, to DCAR and DMS students, the majority of whom are online and who live at distance to the campus. During the institute, students are apprised of resources available to students, attend keynote presentations designed to educate and generate enthusiasm for their profession and social events designed to enhance the students' sense of community. Most students also participate in residential components to their online courses to facilitate community within courses and to permit direct contact with professors. In addition, seminars and discussions are held with each cohort on professional aspects of their professions. Specific content was added and elaborated on during these professional seminars to highlight the importance of the professional issues noticed in the supervisory surveys.

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

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

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

Recently, a meeting was held with the Director of the NSU Office of Career Development to discuss additional ways in which Career Development can assist students better prepare for practicum and for the workplace. A broader plan is being designed to target the areas identified in the survey.

DFT initiatives

Supervisors of DFT students expressed overall high levels of appreciation for supervisees and students expressed overall high degrees of satisfaction with the training received in the program through practicums. The aspect of the survey that was most relevant to DFT in developing enhancements was the apparent lack of clarity on the part of supervisors about what characteristics of Family Therapists distinguish them from students they might be supervising from other disciplines, and the wish of students to be more clear about how to integrate into these

professional settings. In order to enhance these aspects of the program DFT elected to develop and institute a major addition to the Internship and Practicum fair held annually in April or May. The Internship and Practicum fair is an event designed to introduce a large number of agencies that are interested in hosting practicum students or doctoral interns within their agencies. All students eligible for practicum are required to attend the event. This year the event took place on May 15, 2009. Representatives of twenty current and potential practicum sites attended and forty-six students participated. Each of the agency representatives was provided with an "owner's manual" about SHSS Family Therapy students. This included a printout of a PowerPoint presentation in which Dr. Jim Hibel and Dr. Tommie Boyd discussed the belief systems and training of FT students, the nature and distinguishing aspects of Ft training, including live supervision and a description of DFT's expectations of students while in external Practicum. Attendees were presented with an overview of the findings from the QEP survey, thanked for their participation and informed that the department intended to stay closely in touch with supervisors to ensure that their needs were being met and that they were best able to access the unique contributions of DFT students. In addition, attendees were provided with a copy of the 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. Plans are in place to enact similar initiatives at subsequent Internship and Practicum fairs.

Assessment data:
Assessment data had been collected and continues to be analyzed.

Challenges:
None

Additional comments:
None

SHEPARD BROAD LAW CENTER

(Enhancing Part-time Law Student Engagement in Clinical Practica and Related Offerings)
Angela Gilmore, JD, Director
Nancy Sanguini, MBA, Alternate

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.

Learning Outcome 1 – Familiarity with Clinical Practica and Offerings

There is no new information to report regarding Learning Outcome 1. Since the assessment tools created by the Law Center to measure students' familiarity with clinical practica and offerings are administered during the fall semester of the academic year, there is no information from Winter 2009. Furthermore, the assessment tools were not administered during Fall 2009 since the Law Center decided during Summer 2009 that it would develop a new QEP.

Learning Outcome 2 – Participation in Clinical Practica and Offerings

Nancy Sanguigni, Assistant Dean for Clinical Programs and Angela Gilmore, Professor of Law and Director of the Evening Division (the Law Center's QEP representatives) have compiled data that measures the rate of part-time student participation in the Law Center's clinical practica and related offerings. The data dates back to 2000 and includes enrollment statistics about the Law Center's seven clinical programs. In addition, the data includes information about nine courses and nine student competitions that can serve as meaningful substitutes for clinical practica. The chart below summarizes the data collected by Dean Sanguigni and Professor Gilmore.

		Part-time Students	**Total Students**	**Percentage of ED Students**
Students Admitted 2000-2008		599	3090	19%
Courses				
LAW 0504	Consumer Protection	6	55	11%
LAW 0522	Mediation Theory and Workshop	54	206	26%
LAW 1001	Post Conviction Relief Workshop	13	129	10%
LAW 1004	Street Law	17	201	8%
LAW 0808	Guardian Ad Litem	23	146	16%
LAW 2001	Dependency Workshop	8	145	6%
LAW 1073	American and Caribbean Law	14	63	22%
LAW 0734	Judicial Administration Internship	11	123	9%
LAW 0719	Judicial Administration Class	11	123	9%
Student Competitions				
LAW 1813	Moot Court Brief Writer	0	4	0%
LAW 1814	Moot Court Travel Team & Brief	1	68	1%
LAW 1815	Jessup Moot Court Team	1	41	2%
LAW 1816	Jessup Moot Court Coach	1	11	9%
LAW 1817	BLSA Moot Court Team	2	2	100%
LAW 1818	HBNA Moot Court Team	2	10	20%
LAW 1819	Moot Court Team	2	80	3%
LAW 1820	ATLA Trial Team	1	71	1%
LAW 1821	ATLA Team Witness	3	6	50%
Programs				
LAW Center Clinical Programs		49	1300	4%
LAW Center Pro Bono Program		65	458	14%

Learning Outcome 3 – Demonstration of Legal Skills

No part-time law students participated in the Law Center's clinical practica during Winter 2009 so there is no new information to report regarding Learning Outcome 3.

Assessment data:
Assessment data had been collected and continues to be analyzed.

Challenges:
During the summer of 2009, Dean Sanguigni and Professor Gilmore met with Dr. Barbara Packer-Muti, Executive Director of Quality Assessment, Institutional and Community Engagement and Dr. Ron Chenail, Vice President for Research, Planning, and Governmental Affairs to discuss the Law Center's QEP. Dean Sanguigni and Professor Gilmore shared their concerns about the Law Center's QEP, focusing on the large commitment of resources dedicated to the QEP, especially in light of the small number of part-time students who enroll in the Law Center's clinical practica and related offerings. As a result of that conversation, it was agreed that the Law Center could amend its QEP and create a new one with the potential to enhance the engagement and learning of a larger number of part-time students. Dean Sanguigni and Professor Gilmore have met with Leslie Cooney, Associate Dean for Academic Affairs, to discuss a new QEP.

Additional comments:
At a faculty meeting held on December 9, 2009, the Law Center faculty approved a proposal for a new QEP. The proposal, Enhancing Law Student Engagement in Scholarship and Research, is below.

> LAW will create and offer to its students a symposium designed to enhance student academic engagement in scholarship and research.
>
> The symposium will consist of three 2-hour sessions. The first session will focus on legal research, legal writing, and presentation techniques. The other sessions will focus on a scholarly topic or theme. Each session will feature a presentation by one or more faculty members as well as time for discussion and interaction between the faculty member(s) and the students in attendance.
>
> All LAW students will be invited to attend the symposium sessions which will be held in the evening during the fall semester. During the winter semester, upper-class students who have attended or viewed every session of the symposium may register to write a one-credit scholarly paper that focuses on a topic or theme presented during the symposium. The paper will be graded on a Pass/D/Fail basis by a full-time LAW faculty member and will not satisfy the upper-level writing requirement.

APPENDIX A

Indirect Assessment Measures: Gallup

QEP 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	**2009**	**2008**	**2007**
College of Pharmacy	**21.8**	**25.3**	**28.3**
Oceanographic Center	**11.5**	*	**19.0**
College of Allied Health and Nursing	**34.6**	**28.8**	**33.3**
Mailman Segal Institute	*	*	*

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	**2009**	**2008**	**2007**
College of Pharmacy	**57.3**	**60.9**	**67.3**
Oceanographic Center	**43.3**	*	**49**
College of Allied Health and Nursing	**60.6**	**61.8**	**68.3**
Mailman Segal Institute	*	*	*

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	**2009**	**2008**	**2007**
College of Medical Sciences	*	*	*
College of Medicine	**22.6**	**20.6**	**20.2**
Farquhar College of Arts and Sciences	**34.6**	**31.5**	**30.5**
Fischler School of Education and Human Services	**40.1**	**35.5**	**32.6**
Graduate School of Computer and Information Sciences	**38.7**	**32.5**	**33.6**
School of Business and Entrepreneurship	**39.6**	**37.7**	**35.4**
University School "Students in this school have a voice".	**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	**2009**	**2008**	**2007**
College of Medical Sciences	*	*	*
College of Medicine	**58.3**	**64.6**	**55.9**
Farquhar College of Arts and Sciences	**70.8**	**70.8**	**65.3**
Fischler School of Education and Human Services	**75.8**	**72.3**	**70.2**
Graduate School of Computer and Information Sciences	**73.7**	**66.2**	**68**
School of Business and Entrepreneurship	**73.2**	**77.6**	**74.7**
University School "Students in this school have a voice".	**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	**2009**	**2008**	**2007**
Center for Psychological Studies	**57.2**	**55.3**	**62.4**
College of Dental Medicine	**35.5**	**39.5**	**35.5**
College of Optometry	**49.1**	**43.8**	**54.4**
Graduate School of Humanities and Social Sciences	**62.8**	**51.2**	**60.0**
Shepard Broad Law Center	**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	**2009**	**2008**	**2007**
Center for Psychological Studies	**88.1**	**86.9**	**93.6**
College of Dental Medicine	**69.4**	**71.8**	**77.7**
College of Optometry	**86.7**	**81.7**	**83.0**
Graduate School of Humanities and Social Sciences	**89.2**	**87.6**	**88.0**
Shepard Broad Law Center	**74**	**69.5**	**78.2**

APPENDIX B

QEP Matrixes

RESEARCH AND SCHOLARSHIP

College of Allied Health and Nursing

College of Pharmacy

Mailman Segal Institute

Oceanographic Center

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

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.

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.

DIALOGUE AND EXCHANGE

College of Medical Sciences

College of Osteopathic Medicine

Farquhar College of Arts and Sciences

Fischler School of Education and Human Services

Graduate School of Computer and Information Sciences

Huizenga School of Business and Entrepreneurship

University School

College of Medical Sciences				
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 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.

College of Osteopathic Medicine				
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 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.

Farquhar College of Arts and Sciences				
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 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.

Fischler School of Education and Human Services				
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 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.

Graduate School of Computer and Information Sciences				
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 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.

Huizenga School of Business and Entrepreneurship				
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 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

University School				
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 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 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 NA	Internally developed student survey or end-of course evaluation that elicits students' and teachers' perceptions about the effects of group-based activities	1. 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	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

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 scholarship and research	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.
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 (internally developed and 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 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 scholarship and research	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 themselves. 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. 3. 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.

College of Optometry				
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 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 scholarship and research	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 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 pedagogical or procedural 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 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 exposure to cutting-edge legal ideas, legal research methodologies and presentation techniques.	Symposium Attendance	Count of students		This will allow faculty to determine whether additional symposia or similar offerings should be integrated into Law School curriculum.
Students will demonstrate enhanced academic engagement in their scholarship and research by conducting research and writing papers under the supervision of faculty.	Submission of Symposium Paper	Count of students	Enrollment statistics (comparing full time and part time student participation in practica and practica substitutes)	This will allow faculty to consider whether students are interested in opportunities to write legal research papers under the supervision of faculty and whether such opportunities should be promoted to the student body.
Students will demonstrate enhanced academic engagement in their scholarship and research by improving their legal research and writing skills.	Student Knowledge and Skills	Faculty Assessment of Student Knowledge and Skills -- locally developed instrument	Student Assessment of Student Knowledge and Skills -- locally developed instrument	This will give the faculty additional information about the research and writing skills of students.