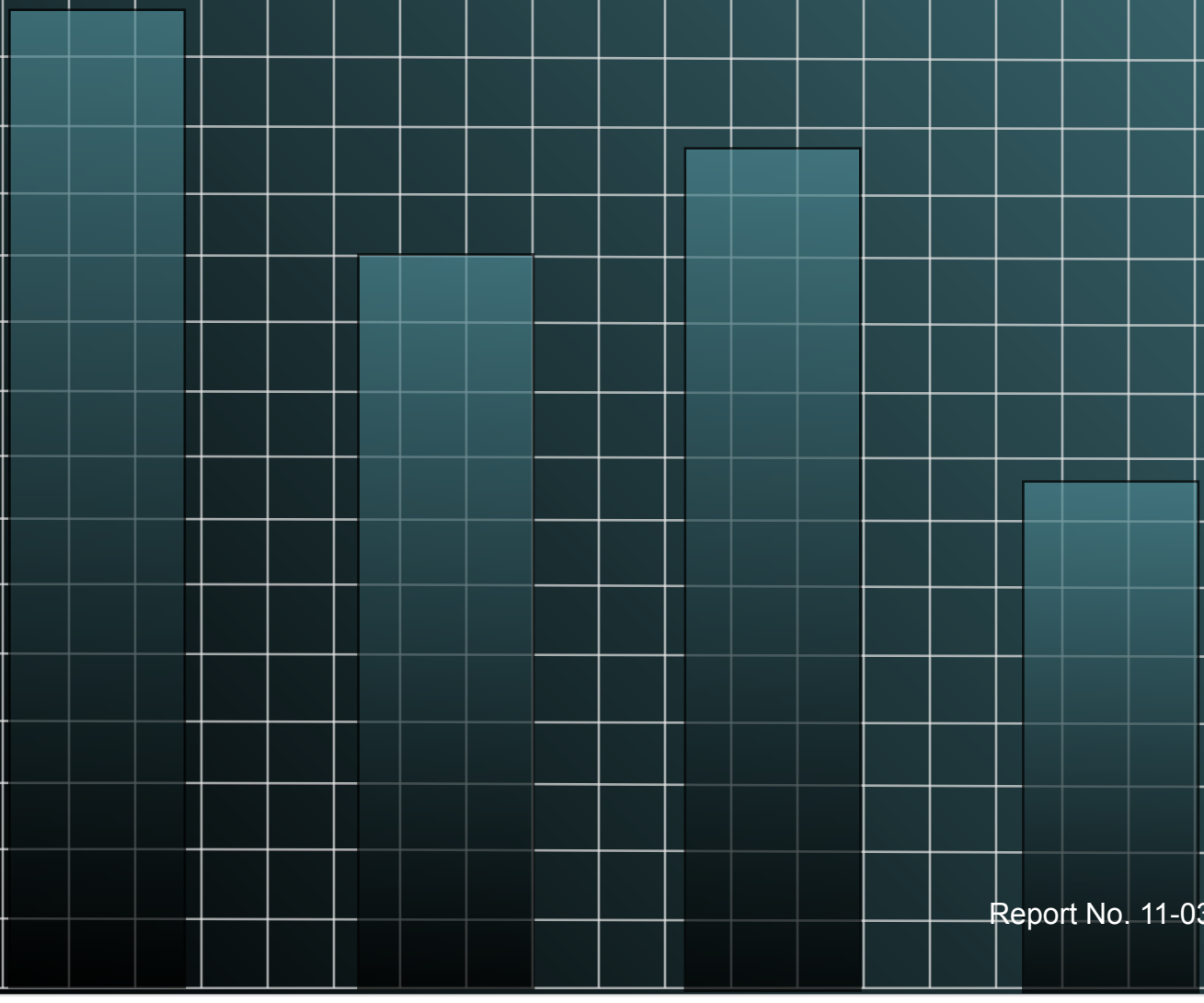
Nova Southeastern University

Office of Institutional Effectiveness

2011

January

QEP Report Card: 2010



Report No. 11-03

2010 Quality Enhancement Plan
Report Card

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

Office of Institutional Effectiveness
Nova Southeastern University

Foreword

NSU is currently entering its fourth year of implementation of the Quality Enhancement Plan (QEP) designed to enhance student learning. The NSU QEP centers on "Enhancing Student Engagement" using three distinct strategies:

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

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

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

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

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

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

Acknowledgments

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

QEP Committee Chair

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

Research and Scholarship Strategy (Coordinator: Peter Finley, PhD)

College of Allied Health and Nursing
Guy Nehrenz, EdD, RRT
Sandrine Gaillard-Kenney, EdD (alternate)
College of Pharmacy
Lisa Deziel-Evans, PharmD, PhD
Silvia E. Rabionet, EdD (alternate)
Mailman Segal Institute
Nurit Sheinberg, EdD
Oceanographic Center
Charles G. Messing, PhD
Richard Spieler, PhD (alternate)

Dialogue and Exchange Strategy (Coordinator: Amon Seagull, PhD)

College of Medical Sciences
Almos Bela Trif, MD, PhD, JD
KV Venkatachalam, PhD (alternate)
College of Osteopathic Medicine
Albert Whitehead, DMD, MEd, MBA
G. Stephen Bowen, MD, MPH (alternate)
Farquhar College of Arts and Sciences
Naomi D'Alessio, PhD
Fischler School of Education and Human Services
Timothy Shields, EdD
Soledad Arguelles-Borge, PhD (alternate)
Graduate School of Computer and Information Sciences
Laurie P. Dringus, PhD
Amon Seagull, PhD (alternate)
Huizenga School of Business and Entrepreneurship

Peter Finley, PhD
Leslie Tworoger, DBA (alternate)

University School
Robyn Kaiyal, PhD,
Elizabeth Brennan, EdD (alternate)

Clinical Experiences Strategy (Coordinator: Kimberly Reed, OD)

Center for Psychological Studies
Ana Fins, PhD
Sarah Valley-Gray, PsyD (alternate)

College of Dental Medicine
Gimol Thomas George, EdD
Steven Kelner, DMD (alternate)

College of Optometry
Kimberly Reed, OD
Alexandra M. Espejo, OD, FAAO (Alternate)

Graduate School of Humanities and Social Sciences
James Hibel, PhD
Dustin Berna, PhD (alternate)

Shepard Broad Law Center
Leslie Cooney, JD,
Nancy Sanguigni, MBA (alternate)

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

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

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-Kenney, EdD, Alternate

Stage of implementation:
The online resource center has been in operation since January 2008. The center continues to evolve and was transferred to the Blackboard platform from WebCT earlier this year in anticipation of the move of all courses to this platform. Currently, the center is rebuilt and upgraded.

Assessment data:
A survey was completed at the beginning of 2010 through the new blackboard survey tool and preliminary results showed that 66% of users found the center to be a good resource for research and publication as well as information sharing.

Unfortunately, the database that is used to collect the survey data was corrupted during an upgrade of the Blackboard system and all survey data was lost. A new external tool has been used to rebuild and replace the Blackboard tool and has now been put into service.

Over 50 publications, including textbooks and chapters, from students, faculty, and alumni have been added to the center. Increases in scholarship are not necessarily a result of the center, but the sharing of this information has increased, which allows new students and faculty to view the accomplishments of their peers in a centralized location.

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

In terms of adding users, OIT has developed a routine for adding current faculty and students to the online center, which continues to be a manual process.

FUTURE
It is anticipated that as students are transferred over to Blackboard for courses, there will be an increase in use by the 3000 students in the college due to increased visibility of the center.

Additional comments:
None

COLLEGE OF PHARMACY

(*Student Engagement in Pharmacy Scholarship)*

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

Stage of implementation:

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

- SEPS QEP Surveys were administered in August 2010 to the 2010 first year students. Measures included in the online survey include:
  - Research Self-Efficacy Scale (RSES)
  - Research Outcome Expectations Questionnaire (ROEQ)
  - Interest in Research Questionnaire (IRQ)
  - Personal and Demographic Characteristics (full form)
    - Information about previous and current participation in formal research activities
    - Information about satisfaction with activities.
- 167 Students responded to the survey in Fall 2010.
- Preliminary results are available although a more detailed examination is ongoing.
- Research opportunities for students have been listed and provided to the students via a link on SharkLink. This includes Required Courses, Independent Study, Research APPEs, Research Elective Courses, Academic APPEs, and faculty led research projects.
- All students attended HPD Research Day – February 12, 2010. Several students presented their research at the event.
- The initial group of students (N=4) was accepted into the research-based Ph.D. program and started in Fall semester 2010.

Interventions in Place:

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

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

Outcome Measures:

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

Achievement of the stated outcomes are measured by student and faculty rubrics, course grades, and student self-assessments. Rubrics are being developed to assess students involved

in direct research opportunities. Baseline educational outcome self-assessment was completed by 2009 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:

- **AACP Surveys**

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

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

Table 2. AACP Alumni Survey Results

Postgraduate education/training in addition to PharmD degree.	2008 Response Total N=57	2009 Response Total N=25	2010 Response Total N=0*
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 care)	4	4	
Fellowship	3	1	
Other	4	1	

*(This survey will be administered every other year)

- **Preliminary Results from Research Surveys (Entering Class 2010)**
  Results from the Expectations Survey component (Table 3) indicate students have high expectations for the effect research could have on their future practice. In spite of the increased career opportunities and satisfaction that research experience may bring, students have a sense that research involvement will not significantly change their financial opportunities as related to a pharmacy career.

Table 3. Expectations Survey Results (N = 167)

Survey Statement	Students Answering Agree or Strongly Agree (4 or 5 on Scale) (%)
Involvement in research will enhance my job/career opportunities.	84
Research involvement will lead to a sense of satisfaction.	70
My analytical skills will become more developed if I am involved in research activities.	83
My involvement in research will lead to meaningful contributions to the field of pharmacy.	83
I believe that research involvement will lead to becoming well-known and respected in the field.	80
Research involvement will lead to increased financial opportunities.	62

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

Challenges:
Many of the challenges noted in the 2009 Status Update Report have been overcome and the project is moving forward. However, one of the main challenges remaining is the disconnect between the project and the mission of the college. The Pharm.D. degree educates students to practice pharmacy. As part of that, the students must be competent consumers of research. However, a very small number of them will ever actually produce and conduct independent research. As such, while we may see increases in the survey results in terms of self-efficacy, the numbers of students we see moving into research related higher education or careers is likely to be very small, making assessment difficult. Nonetheless, we are committed to continuing this project to its completion.

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

In addition to the baseline survey administered in August to new incoming students, the online survey will be administered to in May 2011 and annually thereafter until the students graduate. Rubric data will be collected for analysis and to help support data found on the online surveys.

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

MAILMAN SEGAL INSTITUTE

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

Nurit Sheinberg, EdD, Director

Stage of implementation:

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 respond of the last two years' findings, monthly research meetings are being conducted were upcoming research projects are presented, ongoing projects are reviewed, and opportunities for presentation and funding are discussed. Students are invited and encouraged to attend these meetings. In addition, the research director meets with practicum students to discuss ongoing and future research activities and opportunities for participation.

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

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

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:

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

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 17 students participated in research activities at MSI during the Winter, Summer, and Fall semesters of 2019.
- Students participating in research were enrolled in the following academic programs:

Winter Semester 2010

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

Summer Semester 2010

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

Fall Semester 2010

Academic Program	*Number of Students*
CPS, clinical psychology	6
ABA	3
MFT	2

- Students participated in different components of the research project

Component of research	*Percentage of students that participated in this component*	*Academic program*
Literature review	16.6 %	ABA CPS
Development of research design	5.5 %	CPS
Data collection	100 %	ABA CPS MFT
Coding	35 %	ABA
Presentation of findings	22.2%	CPS ABA

Questions related to research participation	*Answered Yes*
Ability to participate in research projects	100%
Received support to participate in research projects	84%
Satisfaction with research experience at MSI	88%
MSI provided with a range of opportunities to engage in research	58%
Ability to participate on difference components of the research process	52%

As the results suggest, the majority of students that completed the questionnaire were satisfied with their ability to participate in research projects during their practicum experience at 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 on different components of the research process. In addition, they would like to receive more information about the different ongoing studies at MSI. These comments were similar to what students stated the previous year. The students that completed the questionnaire had some suggestions to address this. Some students suggested the creation of better communication channels to inform students of all ongoing and upcoming research opportunities. One idea was to have each student upon beginning their practicum to identify a research idea/project to pursue during their stay at MSI, others mentioned that they would like more opportunities and support to conduct their own research projects. A common concern across the questionnaires was a perception of not having enough time to participate in a variety of research projects while being able to complete all the required practicum clinical responsibilities.

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

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

Results from tracking form:

- Six students submitted their work to conferences, all of the submissions were accepted
- Students from CPS and ABA submitted their work to a conference for a presentation

Submissions	*Academic Program*	*Conference Submission*	*Type of Submission*	*Status*
Submission #1	CPS	National Association of School Psychologists	Research	Presented
Submission #2	CPS	Florida Association for School Psychologist	Research	Presented
Submission #3	CPS	National Association of School Psychologists	Research	Presented
Submission #4	CPS	National Association of School Psychologists	Research	Presented
Submission #5	ABA	Association for Applied Behavior Analysis International	Research	Presented
Submission #6	ABA	Association for Applied Behavior Analysis International	Research	Presented
Submission #7	ABA	Treasure Coast Conference	Research	Presented

Student questionnaire results:

Questions related to conference submissions	*Answered Yes*
Did you submit or were part of a team that submitted a presentation?	11.1%
Did you receive support to submit a presentation?	0.58%

As the results suggest, six of the 17 students submitted a presentation for a conference. This is an important increase from last year where only two students had submitted presentations for conferences. All submissions were accepted for presentation. The students who submitted presentation stated that they received support in the submission process. A number of students stated that they would like to have received support and guidance on 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 tracking form:

- During the Winter, Summer, and Fall semesters of 2010, one student from CPS participated in this process.

Student questionnaire results:

Questions related to submission of proposals for grant funding	*Answered Yes*
Did you submit or were part of a team that submitted a proposal for funding?	.58 %

As the results suggest, only one student 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 Winter semester of 2008; data collection began in the Fall semester of 2008, and continued during the Winter, Summer, and Fall semesters of 2009 and 2010. There has been some variation in terms of the number of students participating in research projects at MSI since the inception of the QEP.

Semester	**# of students participating in research**
Fall 2008	14
Winter 2009	2
Summer 2009	10
Fall 2009	6
Winter 2010	7
Summer 2010	4
Fall 2020	11

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. In addition, students at MSI are pursuing clinical practicum experiences that have specific requirements that need to be completed, thus, limiting the time they have available to engage in research related activities. However, the systems that have been put in place as a result of the QEP to facilitate students' access and participation to research activities at MSI have also benefitted students not completing a practicum at MSI. Several additional students have participated in a range of studies. For example, over 60 graduate students at the Center of Psychological Studies have been involved in the evaluation of the Early Reading First Project.

Based on the feedback received by students, mechanisms currently in place to engage students in research activities seem to be working since all of the students that completed a practicum during 2010 were able to participate in research activities. Moreover, the data suggests that over half of the students were able to participate in different components of the research process and that they felt supported in the research activities they participated.

Also, for students interested in submitting a proposal for presentation at a conference, they were able to do it successfully. However, the number of students submitting for conference presentations still remains small, with only one student participating in the process of 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:

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

- General monthly meetings will continue, additional meetings for specific groups will be held as well based on students' interests and experience conducting research.
    - Students are not coming to the research meetings because of difficulties with their schedules. Research meeting will be set up based on their supervision meetings so that they can be better informed about different research activities and opportunities.

- Students will 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.
    - Although this was implemented during the 2010 year it did not seem to yield the desired results because of students' schedules.
    - Students will meet with the research director prior to beginning their practicum and will commit to participate in a research study (either current or student generated) and will ensure that their practicum schedule includes the time needed to participate in research activities.
    - Students will be expected and required to actively participate in research- this will be included as part of their practicum responsibilities.

- Review the mechanisms in place to increase student participation in both presentation proposal and funding proposal writing and submission.
    - Upcoming conference and funding opportunities will be identified and students will be invited to participate in the writing and submission process. This information will be disseminated at the monthly research meeting as well as at supervision sessions.
    - 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.

OCEANOGRAPHIC CENTER

(Distinguished Marine Scientist Seminar)

Charles Messing, PhD, Director
Richard Spieler, PhD, Alternate

Stage of implementation:

We have so far offered seven seminars. Scheduling difficulties prevented us from offering a seminar in the Fall of 2009, but we were able to offer two in the winter/spring of 2010 to get back on schedule. Presenters included faculty and scientists from among the most prestigious oceanographic and marine biological facilities in the country, including Scripps Institute of Oceanography (University of California San Diego) and the Marine Biological Laboratory, Woods Hole, MA.

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

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

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

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

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

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

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

Assessment data:

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

Challenges:

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

We formalized learning outcomes rubrics, although precise differentiation among superior, adequate and marginal responses to questions posed by faculty to students in advance of their thesis defenses remains difficult to assess. Students now must respond to questions referencing

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

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

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

1) Oceanographic Center QEP Student Learning Outcomes and Assessment Measures Matrix

2) Results of Thesis Presentation Rubrics (pie charts)
    Scientific Method
    Scientific Writing
    Oral Presentation

3) Thesis versus Capstone Proposals 2001-2010

4) QEP Distinguished Marine Scientist Seminar Follow-up Questionnaires

Dialogue and Exchange

COLLEGE OF MEDICAL SCIENCES

(Enhancing Learning through Engagement)
Almos Bela Trif, MD, PhD, JD, Director
KV Venkatachalam, PhD, Alternate

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

Assessment data:

Summary of Student Progress:

I. **Year 2 students**
A. Number of students: 6
B. Tract:
1. Dental: 3
2. Medical: 3
C. Outcome: all passed all courses; matriculated College of Dental Medicine and College of Medicine

II. Year **1 students**
A. Tract
1. **Dental**
a. Number of students: 8
b. Outcome: 8 students passed and matriculated College of Dental Medicine

2. **Medical**
a. Number of students: 17
b. Outcome: 1 student was dismissed, 2 of 2 students on probation elected to take year 2, 14 students passed and matriculated College of Medicine

Summary of Student/Instructor Interactions:

I. Mandatory sessions time spent (all departments): 182.9 hours

II. Student-requested time spent (all departments): 179.9 hours

QEP Activities Fall, 2009-Winter, 2010

Anatomy Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2009**:

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

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

b. Time spent:
1. Mandatory sessions (average <80%): 0 hours
2. Student-requested: No report

c. Final Outcome:
1. Number of students with final average ≥ 90%: No report
2. Number of students with final average ≥ 80% and < 90: No report
3. Number of students with final average ≥ 80% 17
4. 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: 0
2. Exam 2: 0

b. Time spent:
1. Mandatory sessions (average <80%): 0 hours
2. Student-requested: No report

c. Final Outcome:
1. Number of students with final average ≥ 90%: No report
2. Number of students with final average ≥ 80% and < 90: No report
3. Number of students with final average ≥ 80% 8
4. Number of students with final average < 70%: 0

3. **Medical Gross Anatomy:** (17 student) (3 instructors)

a. Number of students with averages below 80% after:
1. Exam 1: No report
2. Exam 2: No report
3. Exam 3: No report

b. Time spent:
1. Mandatory sessions (average <80%): No report

2. Student-requested: Estimated 30-36 h (No sign-in sheets submitted)

c. Final Outcome:

1. Number of students with final average ≥ 90%: No report
2. Number of students with final average ≥ 80% and < 90: No report
3. Number of students with final average ≥ 80% 17
4. 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: 2
2. Exam 2: 3
3. Exam 3: 0

b. Time spent:

1. Mandatory sessions (average <80%): 3 hours
2. Student-requested: 10-14 hours (Some sign-in sheets submitted)

c. Final Outcome:

1. Number of students with final average ≥ 90%: No report
2. Number of students with final average ≥ 80% and < 90: No report
3. Number of students with final average ≥ 80% 8
4. Number of students with final average < 70%: 0

B. **Winter 2010**

1. **Medical Neuroanatomy:** (18 student) (2 instructors)

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

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

b. Time spent:

1. Mandatory sessions (average <80%): 3 hours
2. Student-requested: hours 4 hours

c. Final Outcome:

1. Number of students with final average ≥ 90%: no report
2. Number of students with final average ≥ 80% : 18
3. Number of students with final average < 70%: 0

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

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

b. Time spent:
1. Mandatory sessions (average <80%): 3 hours
2. Student-requested: 4 hours

c. Final Outcome:
1. Number of students with final average ≥ 90%: no report
2. Number of students with final average ≥ 80%: 8
3. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. Fall 2009

1. Medical Histology:
a. Instructor evaluations: no report
b. Course evaluations: no report
c. Prevalent comment: "very satisfied"

2. Dental Histology:
a. Instructor evaluations: no report
b. Course evaluations: no report
c. Prevalent comment: "very satisfied"

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

4. Dental Gross Anatomy:
a. Instructor evaluations: no report
b. Course evaluations: no report
c. Prevalent comment: "Satisfied or very satisfied. Very helpful."

B. Winter 2010

1. Medical/ Dental Neuroanatomy:
a. Instructor evaluations: no report
b. Course evaluations: no report
c. Prevalent comment: "very satisfied"

III. Faculty will report improved faculty/student interactions:

A. Fall 2009

1. Medical/Dental Histology:
    a. Prevalent Instructor comments: "No QEP needed"

2. Medical Gross Anatomy: none

3. Dental Gross Anatomy:
    a. Instructors Comments: Students were well prepared and came with questions.

B. Winter 2010

1. Medical /Dental Neuroanatomy:
    a. Prevalent Instructors Comments: "Everyone passed in the end."

QEP Activities Fall, 2009-Winter, 2010
Biochemistry Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2009**:

1. **Medical Biochemistry I**: (17 students) (4 instructors)
    a. Number of students with averages below 80% after:
        1. exam 1: 1
        2. exam 2: 10
        3. exam 3: 0
    b. Time spent:
        1. Mandatory sessions (average <80%): ~6 hours
        2. Student-requested: ~10 hours
    c. Final Outcome: 2 students scored <80%; 4 students scored ≥80%; 11students scored ≥ 90%

2. **Dental Biochemistry**: (10 students) (3 instructors)
    a. Number of students with averages <80% after:
        1. exam 1: 0
        2. exam 2: 4
        3. exam 3: 0
        4. exam 4: 0
    b. Time spent:
        1. Mandatory sessions (average <80%): ~6 hours
        2. Student-requested: 5-10 hours
    c. Final Outcome: 5 students scored ≥ 80%; 5 students scored ≥ 90%

B. **Winter, 2010**

1. **Medical Biochemistry II**: (17 students) (4 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 0
      2. exam 2: 1
      3. exam 3: 0
      4. exam 4: 2
   b. Time spent:
      1. Mandatory sessions (average <80%): ~6 hours
      2. Student-requested: ~10 hours
   c. Final Outcome: 4 students scored > 80%; 11 students scored $\geq$ 90%

II. Students will report improved faculty/student interactions:

A. **Fall, 2009**:

1. **Medical Biochemistry I**: (17 students) (4 instructors)
   a. Instructor evaluations: 5/5
   b. Course evaluations: 3.54/4
   c. Prevalent comment: none

2. **Dental Biochemistry**: (8 students) (3 instructors)
   a. Instructor evaluations: 5/5
   b. Course evaluations: 2.9/4
   c. Prevalent comment: none

B. **Winter, 2010**:

1. Medical Biochemistry II: (14 students)
   a. Instructor evaluations: 4.25/5
   b. Course evaluations: 3.16/4
   c. Prevalent comment: none

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2009**

1. Medical Biochemistry I: Prevalent Instructors Comments: "some students were not for discussions"

2. Dental Biochemistry: Prevalent Instructors Comments: "some students were not for discussions"

B. **Winter, 2010**

1. Medical Biochemistry II: Prevalent Instructors Comments: "students were prepared for discussions"

QEP Activities Fall, 2008-Winter, 2009
Microbiology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Dental Microbiology I**: (8 students) (2 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 1
      2. exam 2: 1
      3. exam 3: 0
   b. Time spent:
      1. Mandatory sessions (average <80%): 6 hours
      2. Student-requested: 6 hours
   c. Final Outcome:
      1. Number of students with final average $\geq$ 90%: 8
      2. Number of students with final average $\geq$ 80% and < 90: 1
      3. Number of students with final average < 80%: 0

B. **Winter, 2010**

1. **Medical Microbiology**: (17 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 0
      2. exam 2: 1
      3. exam 3: 3
      4. exam 4: 1
      5. exam 5: 1
   b. Time spent:
      1. Mandatory sessions (average <80%): 9 hours
      2. Student-requested: 8 hours
   c. Final Outcome:
      1. Number of students with final average $\geq$ 90%: 8
      2. Number of students with final average $\geq$ 80% and < 90: 8
      3. Number of students with final average < 80%: 1

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

2. Student-requested: 13.5 hours

c. Final Outcome:

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

II. Students will report improved faculty/student interactions:

A. **Fall, 2009**:

1. **Dental Microbiology I**: (8 students) (2 instructors)
   a. Instructor evaluations: 5/5
   b. Course evaluations: 4.4/4
   c. Prevalent comments: None

B. **Winter, 2010**:

1. Medical Microbiology: (17 students) (3 instructors)
   a. Instructor evaluations: 4.75/5
   b. Course evaluations: 3.5/4
   c. Prevalent comment: "very helpful and always available"

2. **Dental Microbiology II**: (8 students) (1 instructor)
   a. Instructor evaluations: 4.95/5
   b. Course evaluations: 3.6/4
   c. Prevalent comment: "Thank you very much for all your help"

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2009**

1. Dental Microbiology I: Prevalent Instructors Comments: "All of the students were prepared to discuss material".

B. **Winter, 2010**

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

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

---

QEP Activities Fall, 2009-Winter, 2010
Pathology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2009**:

1. **General Pathology**: (6 students) (2 instructors)
   a. Results by exam: No information provided
   b. Time spent:
      1. Mandatory sessions: 5 hours
      2. Student-requested: 0 hours
   c. Final Outcome: all 6 students scored $\geq$ 90%

2. **Special Topics in Pathology**: (5 students) (1 instructor)
   a. Evaluation was not be exam
   b. Time spent:
      1. Mandatory sessions: 0 hours
      2. Student-requested: 0 hours
   c. Final Outcome: All students scored $\geq$ 90%

II. Students will report improved faculty/student interactions:

A. **Fall, 2009**:
   1. **General Pathology**: (6 students) (2 instructors)
      a. Instructor evaluations: No report
      b. Course evaluations: No report
      c. Prevalent comment: None

B. **Winter, 2010**:
   1. **Special Topics in Pathology**: (5 students) (1 instructor)
      a. Instructor evaluations: No report
      b. Course evaluations: No report
      c. Prevalent comment: None

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2008**
   1. **General Pathology**: Prevalent Instructors Comments:
      a. Good understanding, good questions. Chair was notified how the interaction went.
      b. Students were very perceptive and open to suggestions on study methods.
      c. Two students were especially fond of the interaction with their professor and they performed with excellence.

B. **Winter, 2009**
   1. **Special Topics in Pathology**: Prevalent Instructors Comments: none

---

QEP Activities Fall, 2009-Winter, 2010
Pharmacology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2009**:

1. **Pharmacology I**: (6 student) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 0
      2. exam 2: 0
      3. exam 3: 2
   b. Time spent:
      1. Mandatory sessions (average <80%): 3 hours
      2. Student-requested: 3 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: 5
      3. Number of students with final average < 70%: 0

B. **Winter, 2010**

1. **Pharmacology II**: (6 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 2
      2. exam 2: 2
      3. exam 3: 1
   b. Time spent:
      1. Mandatory sessions (average <80%): 9 hours
      2. Student-requested: 6 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: 2
      3. Number of students with final average < 70%: 0

II. Students will report improved faculty/student interactions:

A. **Fall, 2009**:

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

B. **Winter, 2010**:

1. Pharmacology II: (6 students) (3 instructors)
   a. Instructor evaluations: none
   b. Course evaluations: No report
   c. Prevalent comment: none

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2009**

1. **Pharmacology I**: Prevalent Instructors Comments: "Students came prepared and were enthusiastic."

B. **Winter, 2010**

1. **Pharmacology II**: Prevalent Instructors Comments: "Overall, students were well prepared and kept up with the material and showed considerable progress, although one student continuously failed to attend required QEP sessions. Students should also get an opportunity to improve upon the areas of failure that landed them in QEP in addition to concentrating on areas that succeed the deficient areas."

QEP Activities Fall, 2009-Winter, 2010
Physiology Department

Learning Outcome:

I. Students will improve performance in didactic courses.

A. **Fall, 2009**:

1. **Medical Physiology I**: (17 students) (2 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 3
      2. exam 2: 3
      3. exam 3: 2
   b. Time spent:
      1. Mandatory sessions (average <80%): 11 hours
      2. Student-requested: 6 hours
   c. Final Outcome: 2 students scored in the 70's and were placed on probation, 11 scored in the 80's, and 4 scored in the 90's

B. **Winter, 2010**

1. **Medical Physiology II**: (20 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 4
      2. exam 2: 4
      3. exam 3: 4
      4. exam 4: 4
   b. Time spent:
      1. Mandatory sessions (average <80%): 12 hours
      2. Student-requested: 7 hours

c. Final Outcome: 2 students scored in the 70's and were placed on probation, 13 students scored in the 80's, and 5 students scored in the 90's.

2. **Dental Physiology**: (8 students) (3 instructors)
   a. Number of students with averages below 80% after:
      1. exam 1: 0
      2. exam 2: 0
      3. exam 3: 0
      4. exam 4: 0
      5. exam 5: 0
   b. Time spent:
      1. Mandatory sessions (average <80%): 0 hours
      2. Student-requested: 7 hours
   c. Final Outcome: no grade breakdown other than all scored ≥80%

II. Students will report improved faculty/student interactions:

A. **Fall, 2009**:

1. **Medical Physiology I**: (17 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, 2010**:

1. **Medical Physiology II**: (20 students)
   a. Instructor evaluations: no report
   b. Course evaluations: 3.46/4
   c. Prevalent comment: "generally satisfied with the course."

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

III. Faculty will report improved faculty/student interactions:

A. **Fall, 2009**:

1. **Medical Physiology I**: Prevalent Instructors Comments
   a. "These students were proactive and requested two QEP review sessions for

the group before the first exam. Generally, students came to sessions with questions."

B. **Winter, 2010**:

1. **Medical Physiology II**: Prevalent Instructors Comments
   a. not reported
2. **Dental Physiology**: Prevalent Instructors Comments
   a. “All students came prepared for discussions and were motivated."

Challenges:
None

Additional comments:
None

COLLEGE OF OSTEOPATHIC MEDICINE

(Building a Sense of Community through Academical Societies)

Albert Whitehead, DMD, Director
G. 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 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.
For academic year 2010-2011, the Academical Society Steering Committee reviewed and made recommendations to enhance faculty engagement and encourage Society participation in Community Service. The Committee developed responsibilities based on faculty role and activities that would enhance the student's experience and improve faculty engagement.
Faculty Engagement

The Committee developed responsibilities based on faculty role and activities that would enhance the student's experience and improve faculty engagement.
A.S. Faculty Director

- Responsible for engaging society faculty members in A.S. activities, such as community service, social and wellness activities
- Oversee medical student e-portfolio
- Oversee Careers In Medicine Program for society
- Assist with identifying society faculty members for Medicine, Health and Society Course

A.S. Academic Leader

- Support and provide academic advisement for medical students at risk.

A.S. Faculty Members

- Attend A.S. activities, such as community service, social and wellness activities
- Be available to A.S. medical students for support
- Be available to assist A.S. Academic Leader and Faculty Director

Community Engagement/Wellness

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

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

Academical Society Activities

Anderson:

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

Burns:

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

Klein:

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

Lippman:

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

Silvagni:

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

Silverman:

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

Still:

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

Terry:

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

Turner:

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

Zafonte:

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

Assessment data:
Available

Challenges:
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 dialog 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. It is hypothesized that as students become more personally involved and intellectually invested into their own educations, both their motivation to succeed as well as their 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 based discussion boards, as well as in-class strategies, for all College of Arts and Sciences classes regardless of subject, location, and/or format of instruction. Web-CT methodology was particularly well suited for this task. With the University's transition to Blackboard, the Blackboard platform has been substituted for Web-CT. The discussions in Web-CT were easily archived and measurable. It is our hope that the same will hold true for the Blackboard platform. Using a web-based discussion board allows for dialog that is neither time- nor location-bound. Students are not intimidated by their more loquacious peers. Moreover, instructors of online classes anecdotally report that the quantity and depth of discussion is enhanced in the online environment.

Assessment data:

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

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

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

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

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

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

1. PSYC 1020 (Introduction to Psychology)
2. COMP 1500 (College Writing)

3. BIOL 1500 (Biology I)

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

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

Table 1. BIOL 1500 - Correlation among discussion related questions and grades for four semesters – no intervention – Fall 2008 – Winter 2010 (N=34)

	Q10	Q11	Q12	Grades
Q10		0.836**	0.517**	-0.400*
Q11			0.608**	-0.315
Q12				-0.217

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

Table 2. COMP 1500 - Correlation among discussion related questions and grades for four semesters – no intervention – Fall 2008 – Winter 2010 (N=73)

	Q10	Q11	Q12	Grades
Q10		0.778**	0.676**	-0.222
Q11			0.661**	-0.230
Q12				-0.218

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

Table. 3 PSYC 1020 - Correlation among discussion related questions and grades for four semesters – no intervention – Fall 2008 – Winter 2010 (N=65)

	Q10	Q11	Q12	Grades
Q10		0.915**	0.737**	-0.497**
Q11			0.788**	-0.487**
Q12				-0.531**

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

In terms of the correlation between the questions, the three discussion related questions correlated significantly with each other for students in the three courses (Table 1, 2, and 3). For PSYC 1020 classes (Table 3), a correlation significant at the 0.01 level was found when comparing the mean scores of the discussion questions and when comparing each of the discussion questions with the mean grades. For BIOL 1500 (Table 1), a correlation significant at the 0.05 level was found between Q10 and the mean grades. For all other comparisons there was no significant correlation. For COMP 1500 (Table 2), no correlation was found between the responses to discussion questions and the mean grades in the courses. These data will add to the baseline data for evaluating the correlation between student perceptions of course related discussion and academic achievement.

In the Fall 2010 semester, several sections of BIOL 1500, COMP 1500, and PSYC 1020 were designated as experimental sections in which selected faculty made deliberate effort to enhance the level of student discussion. The sections in which there was no deliberate intervention were designated as control sections. To assess the effectiveness of the intervention, data from these sections will be compared to the baseline data collected.
At this time, the data collected from the experimental sections of BIOL 1500 and COMP1500 were not sufficient for statistical comparison between the experimental and the control groups. For PSYC 1020, however, there was sufficient data to perform a preliminary comparison of the experimental and control groups. Table 5 indicates the correlation coefficients for the comparison between the mean scores on the pair-wise comparison of the discussion related questions and the comparison between each of the discussion related questions and the mean course grades. The correlation coefficients were not significant at even the .05 level.

Table 5. PSYC 1020 control group correlation among discussion related questions and grades (n=8)

	Q10	Q11	Q12	Grades
Q10		0.644	0.747	0.211
Q11			0.614	-0.056
Q12				0.522

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

Table 6. PSYC 1020 experimental group correlation among discussion related questions and grades (n=5)

	Q10	Q11	Q12	Grades
Q10		0.527	0.016	-0.487
Q11			-0.567	0.221
Q12				-0.485

**Correlation is significant at the 0.01 level
*Correlation is significant at the 0.05 level

To assess if the control and experimental groups differed with respect to both student grades and students' perception of course related discussion, the mean scores for each of these variables was

determined. As indicated in Table 7. There was no significant difference between the two groups.

Table 7. Mean course grades and scores on discussion related questions for the experimental and control groups in PSYC 1020

	# grades	# responding to discussion questions	Q10	Q11	Q12	Grades
control	211	57	1.60	1.51	1.56	2.37
experimental	141	38	1.66	1.63	1.79	2.44

The data collected during Fall 2010 represents the first attempt at overt intervention on the part of faculty to encourage discussion related engagement among students. The eight sections that comprised the control group and the five sections that comprised the experimental group were all classes in the traditional Professional and Liberal Studies Program (daytime classes). Analysis shows no statistical difference between the two data sets. Nonparametric tests and t-tests were all not significant at the .05 level when testing for a difference in Q10, Q11, Q12, and average grades. While the data indicate no effect from the intervention, the analysis is based on a very limited sample. For Winter 2011, additional faculty have volunteered to provide enhanced opportunities for course related discussion in BIOL 1500, COMP 1500, and PSYC 1020. As more data are collected, the data can be refined to minimize variables and assessments can be made to determine if there is a correlation between students' perception of enhanced course related discussion and student achievement.

Challenges:
None

Additional comments:
None

FISCHLER SCHOOL OF EDUCATION AND HUMAN SERVICES

(Problem Based Learning)

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

Stage of implementation:

Two of the three simulations are fully implemented and on-going data collection is in progress after each term. As in years past, all simulation teaching faculty are required to participate in training specific to the simulations prior to receiving a course assignment. Both of the active simulations are managed by Simulation Steering Committees. The Committees meet with the QEP Director on a regular basis to review assessment data and make recommendations for improving the simulation experience. Both simulations are scheduled to undergo upgrades in 2011 based on Steering Committee and student feedback.

Doctoral Simulation

The doctoral level simulation was fully implemented for the Winter Term of 2009 and has run each term since. For the calendar year of 2010, about 200 doctoral students took part in the simulation with faculty teaching 9 sections of the simulation course over the course of the year.

The faculty involved with the doctoral simulation met on a regular basis throughout the year to discuss and share best practices in teaching the simulation. Prior to the conversion to Blackboard, the Doctoral simulation faculty communicated and shared via a WebCT classroom. In the classroom, the faculty held regular professional development sessions via Elluminate, shared samples of student feedback, and discussed strategies for improving the simulation experience. As the number of doctoral simulation sections has remained constant over the past year, no additional faculty received new simulation training this year. Faculty who received assignments to teach the companion course to the simulation (EDD 9100) did receive an ad hoc simulation orientation as needed to allow them to make the proper in-class connections to the simulation experience.

Undergraduate Simulation

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

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

Masters Simulation

The Steering Committee for the Master's Simulation went through the Planning Stage and developed a design document for the Ethics Simulation. After further work, the School decided to re-work the concept. Currently, a new Steering Committee is being created and work is beginning on a new design document.

Assessment data:
Data collection for the Doctoral and Undergraduate Simulations has been on-going. Student focus groups are held after every term to collect data about the process. Data for the most recent term, Fall 2010 continues to show a high level of student satisfaction with the simulation experience.

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

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

Challenges:
For the Doctoral simulation, one challenge that was faced in 2010 was the transition from WebCT to Blackboard. The simulation relies on the communication tools within the University's learning management system. In the Fall term, these tools were less reliable, which had an impact early in the term on the student's ability to interact with each other and the teaching faculty.

For the Master's level simulation, the major challenge is the restarting of the design process. After two years of faculty work, the School decided the design document was not going to meet the needs of the students and began the process anew. This is a significant setback in the implementation of the Masters simulation, but the process still generated a great deal of faculty collaboration, communication, and review and analysis of the Master's curriculum, course sequencing, and intra-program compatibility issues.

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 third year of implementation. (We began implementation and assessment in Winter 2008.)

Assessment data:
We collected data from 235 (duplicated) students enrolled in 16 on-campus course sections (7 different instructors) over three terms in 2010. Students continue to report high levels of satisfaction with the initiative (43:1, agree: disagree) and less extreme but still high levels of perceived contribution to learning (9:1, agree: disagree). Two-thirds of the faculty reported some or substantial contribution to learning, as a result of the QEP initiative. Over half of the students participated in broadcasting messages to their classmates, and most of the instructors averaged nearly one broadcast per week.

Challenges:
The migration to Blackboard, Fall 2010, has made it difficult to collect one of our direct measures: the percentage of students who reply to other students (not the instructor) in the broadcast medium. This has been one of the least telling measures, as it tends to run very high only in courses where instructors structure collaborative work for students, using discussion boards as the communication tool. We are hopeful that Blackboard will provide us new opportunities for direct measures of interactivity, but have not so far found this to be the case. As faculty and students spend more time getting acquainted with the system, we are hopeful that additional opportunities for direct measures of interaction will present.

Faculty initiative has to some extent reached a plateau in this third year of implementation. Most course sections were at least the second go-round of a QEP-enhanced version of that course with that instructor. Certain initiatives have proved to be successful for instructors and are clearly sustained. Overall, sustainability in the project is evident in that implementation of some form of blended learning practice is mainstreamed in our campus courses, with further evidence that the majority of students report they value having blended learning activities in their courses.

Additional comments:
None

HUIZENGA SCHOOL OF BUSINESS AND ENTREPRENEURSHIP

(Contemporary Issues in Business: Enhancing Dialogue)

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

Stage of implementation:

In the Fall of 2010 the Huizenga School launched an unprecedented process of bringing curriculum and leadership of courses under lead professors, with the intent of limiting the variance between sections of the same course. The effort will have a direct and positive impact on the continued execution of the school's QEP plan. Under the leadership of Dr. Jeffrey Fountain, the Contemporary Issues in Business focus will be a cornerstone of every section of Management 2050 (Principles of Management). The shift to the lead professor model will allow for greater control over the QEP, including ensuring that all students are actively engaged in the process, are exposed to the same high-quality articles, and that accurate data collection will occur at the conclusion of every term. The implementation of the QEP within this format will commence in the winter term, 2011.

At this time students continue to be engaged in the Contemporary Issues in Business discussions within the MGT 2050 course and data was collected at the conclusion of the fall term.

Assessment data:

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

Challenges:

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

Additional comments:

None

UNIVERSITY SCHOOL

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

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

Stage of implementation:

University School is midway through Year 4 of its QEP implementation for the 2010/11 school year. What began as a pilot program with three faculty members in 2007/8, has developed into a full-fledged program with 22 participating faculty members integrating WebCT in a blended classroom environment, and 4 beginner level teachers being trained to begin using WebCT in their classes in January 2011. By the end of the 2010/11 school year, approximately 75% of USchool faculty members will be utilizing WebCT in the classroom. Furthermore, each core academic department has at least two faculty members presently using WebCT. Accordingly, USchool continues to meet its goal to have at least half of its teaching staff integrating WebCT into a blended classroom environment by Year 4.

Beginning January 2011, University School will move to Blackboard. University School's QEP director, along with the school's administrative team, will sit with Diane Lippe to create a transition plan. To ensure a smooth transition to Blackboard, in March/April 2011, a small group of select teachers will convert their classes over to Blackboard, thus allowing time for the school and *Izone* to work out any technical challenges that may arise. The following steps will then occur to ensure a smooth transition to Blackboard while simultaneously enabling University School to continue to meet its QEP goals:

1. January 2011: University School will decide on transition and training timeline.
2. February: meet with select group of volunteer faculty members who will begin to transition to Blackboard.
3. March: provide a training session for pilot study faculty.
4. March/April: transition pilot study group to Blackboard.
5. April/May: offer individualized training sessions during professional development days for all faculty already using WebCT.
6. August: begin official training for new faculty members on Blackboard.
7. August-January 2012: transition 80% of faculty to Blackboard.
8. August-May 2012: ensure that all students have been exposed to at least one blended classroom experience on My Blackboard.

While University School continues to utilize WebCT, a number of improvements have been put into effect at the start of the 2010/11 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. 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.
4. Faculty are encouraged to set up individualized WebCT training sessions with our media specialist.
5. In response to the student surveys collected in May 2010, a primary focus this year is on implementing *WebCT Best Practices*.
6. Student responses indicated that WebCT was effective only when teachers used it in an engaging, innovative, and communicative way.
7. The media specialist is also actively involved in assisting faculty with effective methods for implementing WebCT into a blended classroom. She continues to encourage a number of teachers to use WebCT for very innovative, interactive projects.
8. Faculty and student surveys have been amended for May 2011 to address present needs and revised goals.

Due to the active role the Administration has taken to ensure successful implementation, the QEP is on track to meet its stated goals by the end of the 2010/11 school year.

Assessment data:
Since the QEP works around the PK-12th grade University School calendar, all official data will not be collected until May 2011, upon conclusion of each course. At that time, qualitative and quantitative data will be collected, analyzed, and submitted to the QEP committee for final examination. This data will include: internally developed student/faculty surveys, faculty based rubrics, and tally scores.

Challenges:
Faculty is very supportive of the project, understand 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.

The primary challenge for 2011-2012 will be to ensure a smooth transition to Blackboard, and retrain our teachers, most of whom have finally reached a comfort level with WebCT. University School is in the process of setting up a structured time-line to ensure smooth transition from WebCT to Blackboard.

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

Clinical Experience

CENTER FOR PSYCHOLOGICAL STUDIES

(From Theory to Practice: Preparing Students for Practicum Experience)
Ana Fins, PhD, Director
Sarah Valley-Gray, PsyD, Alternate

Stage of implementation:
All QEP initiatives for the Center continue to be implemented annually as described below.

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

The Center for Psychological Studies implements its QEP Learning Outcome 1 via two main mechanisms: the Professional Development Institute, which is a conference designed to cover a number of topics related to practicum experiences (e.g., suicide assessment) and a prepracticum course offered to first-year doctoral students, which serves to prepare students for practicum by providing in-depth practice in the basic communication/interviewing skills required of psychotherapists. The results below summarize the findings of these QEP components for 2010.

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

The Professional Development Institute (PDI) was held April 30 and May 1, 2010; approximately 145 CPS students attended. The PDI was expanded from previous years by adding sessions to Friday afternoon. Friday sessions included presentations on documentation in clinical settings and group psychotherapy basics. Additionally, a keynote by Dr. Steve Gold addressed the importance of recognizing strengths and facilitating potential in psychotherapy clients. On Saturday morning, students attended break-out sessions designed to address either adult or child-related topics. Two break-out sessions covered topics related to documentation and evaluation of lethality, one focused on children and the other emphasized work with adults, while two other break-out sessions covered managing psychological crises in therapy and working within a multicultural context with families in therapy. The afternoon offered a break-out session on corporal punishment and abuse reporting and one session on what to expect during clinical supervision. The afternoon ended with program-specific break-out sessions for the doctoral, masters and specialist students. Pre-post tests of knowledge acquired in sessions (direct measure) comprised of specific material covered by the presenters were administered to student attendees during the conference. Data results are presented separately for the break-out sessions (sample size for some sessions was too small to evaluate statistically). Results reflect mean percent correct on the test at pre-test and post-test time points (standard deviations are provided in parentheses). T-tests computed for the break-out sessions revealed significant differences between all pre and post tests (Friday Session: $t = 9.80$, $p<.01$; adult morning: $t = 7.27$, $p<.01$; child morning: $t = 4.65$, $p<.01$; afternoon session on corporal punishment/abuse reporting: $t = 2.70$, $p<.01$; afternoon session on supervision: $t = 2.99$, $p<.01$), suggesting that students increased knowledge related to material covered.

Break-Out Sessions	Pre-Test	Post-Test
Friday session	63.6 (15.5)	85.4(16.0)
Adult Saturday morning session	62.0 (26.4)	89.2 (8.7)
Child Saturday morning session	62.2 (25.6)	83.7(23.7)
Corporal punishment/abuse session	64.1 (33.6)	79.0 (28.7)
Supervision session	82.1 (31.0)	98.5 (8.7)

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), 55.4% of students rated the PDI as either a 4 or a 5, 21.8% gave this item a rating of 3 and 19.8% rated this item a 2 and 2.9% rated this item as a 1. Additionally, when asked whether they would recommend the conference to other students approximately 68% responded in the affirmative. In comparing the indirect ratings to last year's ratings, the current ratings are somewhat lower. We hypothesize that the lower ratings this year reflect a general displeasure on the part of the students as a result of the date when the conference was scheduled. Due to scheduling limitations, the PDI was scheduled for the weekend immediately preceding the start of the Summer semester, during their intersession break. We have adjusted the schedule for the 2011 PDI so that it does not conflict with intersession breaks.

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

The Attending Behavior Rating Scale (ABRS; direct measure) and the Measurement of Accurate response to Feeling (MARF; direct measure) were administered at the beginning and end of the doctoral students' prepracticum course. These scales are behavioral observation instruments designed to assess attending behaviors of clinicians and were administered by the class instructors at the beginning and end of the semester-long course. Means (and standard deviations) for pre- and post-assessments are presented below (n = 97). 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)	4.4 (0.7)
Posture/Gesture	3.2 (0.9)	4.2 (0.7)
Vocal Tone	3.2 (0.9)	4.1 (0.7)
Verbal Attending	3.1 (0.8)	3.7 (0.7)
Total Score	13.1 (2.8)	16.3 (2.2)

MARF	Pre-Test	Post-Test
Response to Content	1.5 (1.9)	2.2 (0.6)
Response to Feeling (obvious)	1.9 (1.1)	2.8 (0.9)
Response to Feeling (deeper)	0.7 (0.9)	1.4 (1.2)
Total Score	4.1 (2.2)	6.4 (2.3)

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 = 7.85, *p*<.001). At the beginning of the semester,

the mean score was 144.1 (s.d. = 22.8), while on post-assessment the mean score was 165.8 (s.d. = 20.1). This finding reflects that over the course of the semester, students' self-efficacy in counseling situations significantly increased.

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

In preparation for the initial development of the Center's QEP a brief survey was administered to CPS students. These items were also administered during the fall 2010 semester to second and third-year doctoral students. The table below summarizes results from the 2010 survey. Students were asked to rate on a 5-point likert scale (1 = poor; 5 = excellent) their preparation for practicum, how practicum allowed them to integrate theory into practice, the communication between CPS and the site, the supervision received on-site and at CPS. Some of the items are designed to tap the students' perceptions regarding their preparation for practicum (which should be influenced by attendance in PDI and prepracticum course training). Others are meant to indirectly assess (through student perceptions) the Center's interactions with practicum sites and supervisors, which we are increasing by implementing practicum site visits and increasing continuing education workshop opportunities for all practicum supervisors. In the following summary, students who had completed either 1 or 2 years of practica were asked to rate each practicum experience separately. The table below summarizes these results using percentages. Year 1 and Year 2 practicum data are presented in separate tables. These results did not differ from data obtained in previous years.

Year 1 practicum

Survey item	Poor (1)	Fair (2)	Good (3)	Very Good (4)	Excellent (5)
Preparation for practicum	8	47	29	12	4
Integration of theory to practice	2	15	29	29	24
Communication between site and CPS	6	15	14	17	21
On-site supervision rating	6	10	15	27	32
CPS supervision rating	0	11	15	32	42

*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	0	17	32	31	20
Integration of theory to practice	0	11	14	32	43
Communication between site and CPS	6	11	11	11	32
On-site supervision rating	3	9	14	34	34
CPS supervision rating	6	6	8	28	46

*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 2009-10, the College of Dental Medicine (CDM) administered several evaluations to assess its learning outcomes. The assessment shows that the majority of the learning outcomes have met or exceeded the College's expectations; therefore, improvement related to these learning outcomes is not necessary at this time. During the academic year 2010-11, the CDM's Student Competency Document will be revised; as a result, several leaning outcomes will be modified. In order to conduct an ongoing Faculty Standardization process, Dean Uchin has recently appointed a Curriculum Committee member (faculty member) to oversee the process. In this position, she will be meeting with each faculty member at the CDM to ensure that all faculty members are following the same procedures in their teaching activities. As NSU has started utilizing Blackboard as the primary source of online teaching, it is expected that all CDM faculty members will be trained to use the Blackboard effectively. The CDM will monitor the status of all of its learning outcomes annually to ensure high achievement.

Assessment data:

Assessment data gleaned from the 2009-2010 academic year for the learning outcome related to students' satisfaction with their clinical extramural rotations and community service programs shows that over 80% of students are satisfied with the faculty performance at the rotations as well as with the overall clinical extramural rotation. Assessment data for the learning outcome related to students' utilization of language and cultural skills learned prior to participation in extramural rotations shows that over 90% of students received at least a "Satisfactory" rating on their ability to communicate and treat patients who speak a foreign language and who have a different cultural background. The CDM's Patient Satisfaction Survey results show that over 90% of patients have agreed that their student dentists communicated with them effectively.

Challenges:

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

Additional comments:

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

COLLEGE OF OPTOMETRY

(Enhancing Optometry Student Engagement in Clinical Externships)

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

Stage of implementation:

Presently, COO is ending the sixth 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 in November 2010, we surveyed the fourth year students regarding their perceptions of the entire first three years of the curriculum, including clinical grading. Although there were some written comments regarding perceptions of inconsistency among clinical faculty members in assigning grades, no comments (positive or negative) were made about the grading rubric itself. We could not survey this group of fourth year students to ask them to compare the "old" to the "new" system, because this group of students is the first to enter and complete their clinical training rotations (including externships) using entirely the new grading rubric. Although we are concerned that students still perceive the overall clinical experience as one of the more stressful environments within our program, we are encouraged that the frequency of comments in this area is decreasing. We have addressed this relative weakness on a number of levels, and we believe that our new grading rubric has eased at least a portion of the tension reported by earlier graduating classes. For several years, this survey has revealed that some students feel that the externship site selection process could be improved as well. 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. The database is slowly building, and we are actively seeking input from students as to how to further improve the process.

Assessment data:

As previously mentioned, we had a relatively narrow window during which to assess student perceptions using the "old" as compared to the "new" system. Those students were surveyed during 2009, and overwhelmingly preferred the new grading rubric. Since that time, that cohort of students has graduated. We have institutionalized the new system and it will be sustained within the program, until such time that new data emerges indicating a need for further refinement.

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 encountered unexpected early difficulty in communicating the proper intent and use of the new assessment rubric. Repeated emailed instructions were given during summer and fall 2009. Participation with the form markedly improved in 2010, and now all sites are "on board" with the new system.

Additional comments:

None

GRADUATE SCHOOL FOR HUMANITIES AND SOCIAL SCIENCES

(Enhancing the Practicum Experience for SHSS Students and Supervisors)

James Hibel, PhD, Director
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 degree programs. The project is designed in three phases.

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

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

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

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

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

Assessment data:

DCAR and DMS initiatives

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

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

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

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

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

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

DCAR MS and PHD Pre and Post Intervention Scores

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

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

DFT initiatives

Supervisors of DFT students expressed overall high levels of appreciation for supervisees and students expressed overall high degrees of satisfaction with the training received in the program through practicums. The aspect of the survey that was most relevant to DFT in developing enhancements was the apparent lack of clarity on the part of supervisors about what characteristics of Family Therapist distinguish them from students they might be supervising from other disciplines, and the wish of students to be 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. Similarly to DCAR and DMS, "professionalism" issues were also a theme for Family Therapy supervisors.

The Internship and Practicum fair is an event designed to introduce a large number of agencies that are interested in hosting practicum students or doctoral interns within their agencies. All students eligible for practicum are required to attend the event. Initiatives were included in the event which took place in May of 2008 and again in the. Event of May 2009. Each year, representatives of twenty current and potential practicum sites attended and forty-six students participated. Each of the agency representatives was provided with an "owner's manual" about SHSS Family Therapy students. This included a printout of a PowerPoint presentation in which Dr. Jim Hibel and Dr. Tommie Boyd discussed the belief systems and training of FT students, the nature and distinguishing aspects of Ft training, including live supervision and a description of DFT's expectations of students while in external Practicum. Attendees were presented with an overview of the findings from the QEP survey, thanked for their participation and informed that the department intended to stay closely in touch with supervisors to ensure that their needs were being met and that they were best able to access the unique contributions of DFT students. In addition, attendees were provided with a copy of the AAMFT Core competencies which operationalize the competencies of Marriage and Family therapists, and faculty bios to enhance collaboration between supervisors in the field and the faculty supervisors that students have

during their practicums. In addition, students have been provided with increased specific attention to "professionalism" issues through orientations to Master's practica and Practicum supervision, and through Doctoral Seminars at the doctoral level.

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

Item	**Mean Score Pre Intervention April 2009** (N=171)	**Mean Score Post Intervention** (N=73)
Grade	A 129 (75%)	A 64 (87%)
Conduct themselves in a professional and effective manner	4.8 76% scored 5	4.8 84% scored 5
Empathically communicate	4.9 85% scored 5	4.9 90% scored 5
Solicit and implement supervision for learning	4.7 76% scored 5	4.8 80% scored 5
Understand and respect multiple perspectives	4.8 80% scored 5	4.8 85% scored 5
Follow site policies	4.8 80% scored 5	4.8 85% scored 5
Participate in the practicum site as a valued and professional employee	4.8 86% scored 5	4.9 86% scored 5
Balance supervision from multiple sources	4.8 84% scored 5	4.8 86% scored 5
Articulate a coherent therapeutic orientation	4.6 63% scored 5	4.5 47% scored 5
Access the appropriate	4.9 85% scored 5	5 96% scored 5
Work independently and accurately assess the need for supervisory direction	4.8 80% scored 5	4.8 81% scored 5
Responsible in fulfilling assignments as directed by supervisor	4.8 80% scored 5	4.8 84% scored 5
Able to develop a theme or focus to organize therapeutic direction	4.6 63% scored 5	4.5 51% scored 5
Articulate client issues in clear, concise manner	4.8 78% scored 5	4.8 81% scored 5
Open to constructive feedback from supervisor	4.9 91% scored 5	4.9 93% scored 5
Presents a clear understanding of client-therapist boundaries	4.8 83% scored 5	4.9 92% scored 5

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

Challenges:
None.

Additional comments:
None.

SHEPARD BROAD LAW CENTER

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

Leslie Cooney, 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. Following a series of meetings in 2009, the Law Center's original QEP was modified to include " lectures or workshops during the academic year that are designed to introduce part-time students to the Law Center's clinical practica and offerings (simulation workshops, skills competitions, and pro bono lawyering activities) that can serve as meaningful substitutes for clinical practica."

Assessment data:

Learning Outcome 1 – Familiarity with Clinical Practica and Offerings

To familiarize our part-time students with current information about our clinical practica and offerings, arrangements were made with the Office of Clinical Programs and the NSU Law Center Law Library and Technology Department to record the clinic lottery meeting and information session for display on our website immediately accessible through a link entitled Legal Replay. This technology allows our part-time students the flexibility of examining, collecting and absorbing the clinical information at any time of the day and does not require attendance at a particular time or meeting place which proves more beneficial to part-time student schedules.

Clinic Lottery Selection	Total Students	Full-time Program	Part-time Program
October 2010	211	196	15
October 2009	245	224	21
October 2008	176	170	6

Learning Outcome 2 – Participation in Clinical Practica and Offerings

A number of presentations were held for students during the Winter 2010 and Fall 2010 semesters through the Law Center Career Development Office hosted by Assistant Dean Robert Levine. Attendance of both full-time and part-time students was strongly encouraged. Several presentations were held during the early evening hours to particularly accommodate our part-

time evening students. Topics for the 2010 presentations included: Launching an Effective Job Search; Exploring Small Firm Practice; Evening Division Alumni Panel; Starting your Own Law Practice and Public Interest Law Day. Presentations are also recorded and available to all students electronically through our website. Since students could attend live presentations or watch presentations on-line, and, although participation was encouraged, it was not required, data for attendance at these presentations was not collected. The following, however, is the data for simulation courses, clinical courses, and skills competitions for the prior three academic years.

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

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

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

Learning Outcome 3 – Demonstration of Legal Skills

There is no new information to report regarding Learning Outcome 3. Attendance at the presentations was not mandatory.

Assessment data:
The previous data is available and additional assessment tools are being created and revised. Part-time students have been represented in pro bono activities as well as through our public interest law group. Students are recognized through their work for public service or government organizations while enrolled in law school. The program provides information, resources and acknowledgement to students who are interested in serving the community through public interest law.

Pro Bono Activities	Part-time Program
2009	11
2008	12
2007	16

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

Additional comments:
None

APPENDIX A

Indirect Assessment Measures: Student Engagement Survey Data

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	**2010**	**2009**	**2008**	**2007**
College of Pharmacy	***17.7**	**21.8**	**25.3**	**28.3**
Oceanographic Center	**13.3**	**11.5**	*	**19.0**
College of Allied Health and Nursing	***16.8**	**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	**2010**	**2009**	**2008**	**2007**
College of Pharmacy	**58.2**	**57.3**	**60.9**	**67.3**
Oceanographic Center	**47.7**	**43.3**	-	**49**
College of Allied Health and Nursing	***45.1**	**60.6**	**61.8**	**68.3**
Mailman Segal Institute	-	-	-	-

* Shows great than a 10% decrease from 2009 to 2010.

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	**2010**	**2009**	**2008**	**2007**
College of Medical Sciences	-	-	-	-
College of Medicine	*13.2	22.6	20.6	20.2
Farquhar College of Arts and Sciences	*26.3	34.6	31.5	30.5
Fischler School of Education and Human Services	*22.0	40.1	35.5	32.6
Graduate School of Computer and Information Sciences	*20.3	38.7	32.5	33.6
School of Business and Entrepreneurship	*21.6	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	**2010**	**2009**	**2008**	**2007**
College of Medical Sciences	62.5	-	-	-
College of Medicine	59.6	58.3	64.6	55.9
Farquhar College of Arts and Sciences	72.5	70.8	70.8	65.3
Fischler School of Education and Human Services	*66.6	75.8	72.3	70.2
Graduate School of Computer and Information Sciences	66.9	73.7	66.2	68
School of Business and Entrepreneurship	66.6	73.2	77.6	74.7
University School "Students in this school have a voice".	-	42	-	-

* Shows great than a 10% decrease from 2009 to 2010.

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	**2010**	**2009**	**2008**	**2007**
Center for Psychological Studies	***39.1**	**57.2**	**55.3**	**62.4**
College of Dental Medicine	***25.4**	**35.5**	**39.5**	**35.5**
College of Optometry	***36.7**	**49.1**	**43.8**	**54.4**
Graduate School of Humanities and Social Sciences	***36.6**	**62.8**	**51.2**	**60.0**
Shepard Broad Law Center	***20.4**	**38.3**	**33.7**	**35.3**

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

* Shows great than a 10% decrease from 2009 to 2010.

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.

STUDENT LEARNING OUTCOMES and ASSESSMENT MEASURES
QUALITY ENHANCEMENT PLAN

Shepard Broad Law Center

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

Nova Southeastern University
Office of Institutional Effectiveness
3301 College Avenue
Fort Lauderdale, Florida 33314-7796