

PEER REVIEW OF ASSESSMENT (2021)

Findings and Summative Evaluation

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EXECUTIVE SUMMARY

Peer Review of Assessment is an annual institution-wide discussion and reflection on the quality of program-level assessments of student learning outcomes. The 2021 Peer Review of Assessment met on October 29th and included 46 participants, representing 33 academic programs, who engaged in facilitated discussions of program-level assessment of student learning in either undergraduate programs (3 groups), graduate programs (2 groups), or certificates and stand-alone minors (1 group). Scribes recorded notes at each of the group discussions. Due to the continuing Covid-19 pandemic and issues with scheduling a large enough meeting space the meeting took place virtually via Zoom.

This report presents details about the implementation of the 2021 Peer Review, summaries of the scribes' notes recorded for each department, an updated list of lessons for good assessment practices (compiled from multiple reviews), findings from the post-event evaluation of Peer Review, and recommendations to improve future Peer Reviews of Assessment.

Improving Assessment Reporting

In the 2019 review many departments and representatives still commented on difficulties with “telling their story.” Since then departments have been working with Institutional Effectiveness to develop improved reporting forms coaching faculty on how to report student learning outcomes. Specifically, many departments discussed their assessments of student learning in terms of the domain name (Content, Critical Thinking, ect.) for student learning outcomes (SLOs) as presented in an Academic Learning Compact (ALC) or Academic Learning Plan (ALP). This began to change in 2019 and has since improved consistently.

From 2019 through 2020 and into 2021 the Office of Institutional Effectiveness explored alternative reporting formats to attempt to improve the quality of information reported and eliminate aspects of past reports that encouraged redundant and sometimes cryptic reports. The Office of Institutional Effectiveness also provided workshops to inform faculty about how to write an assessment report that will communicate effectively to external audiences as well as provide sound documentation of the department's assessment work. IE's efforts to work with departments on improving documenting/reporting methods and the results are clear. All departments in 2020 and 2021 described their SLOs in great detail, along with very clear and data, only referencing the domain name in parentheses at the end. Assessment reporting has improved exponentially in the past three years. The goal moving forward is ensuring departments/programs close the loop and work more on implementing curriculum changes based upon assessment findings.

Improving Peer Review of Assessment

In response to feedback from 2018, 2019, and 2020 Peer Review meetings, in addition to the obstacles presented by the Covid-19 pandemic, we again limited the meeting activities to facilitated group discussions. The focused discussions allow representatives to delve deeper into specific challenges/successes with student learning. Participants this year continued to be pleased at the simplified format.

The location for the event this year was again virtual, on Zoom. While Covid-19 restrictions had decreased by October 2021, largely due to access to the highly effective Covid-19 vaccine, we decided to plan for a virtual meeting in case of new variants or any other unexpected developments in the ongoing pandemic environment that may restrict in person meetings. We were also comfortable hosting the meeting in a virtual environment due to the success we observed during the 2020 meeting that had to be held via Zoom. As a result of feedback from participants who attended the 2021 meeting, we are considering holding the Peer Review of Assessment meeting virtually from now forward. This report discusses why in more detail towards the end of the report.

As in both the 2019 and 2020 Peer Reviews this year's event did not include discussions for General Education as they met separately on October 22nd 2021 in the third annual Making Sense meeting. As in 2020, departments who participated in the Making Sense meeting still had to attend the larger Peer Review of Assessment. Additionally, IE continued to work to identify new or recent programs created by restructuring or expanding departments, that had been overlooked by previous Peer Reviews. We will continue to keep track of UWF's growth and changes to be sure to include new programs within a few years of their creation. This will keep the review fresh and ensure that all programs are conducting meaningful assessments of SLOs.

As in previous years, we held a pre-event training for facilitators and scribes. The meeting helped to prepare and/or refresh scribes and facilitators (we recruited all veteran individuals this year, something that has not been possible in the past). In addition, this year's meeting served to as a rehearsal for organizers to divide up attendees into break out rooms and to figure out how to change participants names (key to efficiently send participants the correct Zoom break out room).

As in prior years we encouraged departments to send representatives who are sufficiently informed about the assessment process to contribute to a meaningful discussion of effective assessment and use of findings. We encourage departments that want to involve new faculty with Peer Review to bring these individuals as observers, which provides the professional development new faculty need to engage meaningfully during future Peer Review discussions. The virtual environment made this meeting more conducive to additional attendees, which many departments did take advantage of. Most departments followed the instructions; several sent two or three representatives, including many department chairs, for professional development for junior faculty. Very few representatives seemed unprepared.

While we did not have a concluding large group discussion, we did ask each breakout room's facilitator and scribe to engage in a debrief at the end of the meeting. This provided us with quick feedback on key themes covered during the meeting along with the positives of meeting virtually, a common theme amongst both facilitators and scribes.

One big difference in this year's meeting was the absence of Claudia Stanny who retired in May 2021. While the planning and execution of the meeting went largely according to plan and proceeded relatively seamlessly, as one looks back at the meeting a few aspects were lost during the transition. First, we did not ask the tables or groups any larger questions to consider as they wrapped up their discussions as was done in the 2020 meeting. We plan to reintroduce these concluding questions in 2022. Second, we had difficulty locating the post-meeting Qualtrics surveys sent out annually by Stanny to all participants. As a result, we did not send out the surveys until about a month after the meeting. The delay led to a lower response rate and diminished detail for some responses. We will be more prepared in the coming years.

Top Lessons for Good Assessment (Updated 2019)

1. Use a clearly worded rubric to assess specific SLOs. If rubric elements align with specific SLOs, track and report scores on rubric elements separately. Each rubric element serves as a discrete assessment for each SLO. Aggregated scores work as a student grade but blur information from multiple SLOs.
2. When possible, use an existing assignment that clearly aligns with the SLO as a direct measure. Students take graded assignments more seriously than "optional" assessment tasks and are more likely to submit their best work. The right kind of assignment is key for successful assessment.
3. Use the grading process (not grades) to generate assessment evidence. Existing assignments can provide meaningful assessment evidence if sub-scores (e.g., rubric elements) or selected components of the assignment (e.g., scores on a subset of exam questions) generate the assessment data instead of the global score that determines the grade for the assignment. While grades as such are not acceptable as assessment data (they are comprised of too many elements), the grading process can generate meaningful assessment data faculty disaggregate the multiple elements and report these as separate assessments.
4. Capstone courses typically include suitable assignments for embedded assessments, often for multiple SLOs. They are most effective when assessment occurs at multiple points in the curriculum, culminating with the capstone course. However, departments frequently learn useful information about student learning by assessing an SLO at an earlier point in the program. For example, if student writing in capstone projects is disappointing, an assessment of writing skill in an earlier course could identify where students are stumbling and suggest changes that will improve student writing sooner.
5. Written assignments often provide information about multiple SLOs, especially if the department constructs a rubric to evaluate the work. Individual rubric elements (or sets of

elements) should align with individual SLOs. Report findings on rubric elements separately.

6. The best assessment processes emerge when an entire department cooperates and supports assessment. In particular, retreats and meetings to plan for assessment across courses and programs produce the best assessment practices. Assessment should be a continuous process. To facilitate an effective assessment cycle it may serve departments best to collect data in the fall so it can be analyzed and discussed at a meeting or retreat in the spring or early summer
7. A complete cycle of assessment entails reflection and action, not just reporting findings. Rather than simply describe and document assessment data collected, departments should reflect on and discuss how to use the findings to guide decisions that might improve overall program quality and student learning. For example, if an assessment shows a low rate of students who “meet expectations,” consider how program modifications might improve future performance. Does this topic/skill require more attention during class sessions? Do students need multiple opportunities (e.g., offered in several classes) to develop this skill? When changes are made, follow-up assessments will inform the department about whether these changes created the intended impact.
8. More assessment (as in more courses or more SLOs) assessed may not always be beneficial. More focused assessments may create more targeted and helpful data. Make it simple, make it meaningful, use the findings, and document the full process.
9. Curriculum maps can serve as program-level assessments of the coherence of the curriculum, answering questions such as: Do students have enough opportunities to practice skills associated with a program-level SLO? Do courses include useful assignments that could be used to assess the SLOs the courses support?
10. Surveys and exit interviews (indirect measures) are useful sources of information that help departments understand patterns observed in direct measures of learning (e.g., performance on a written paper). However, indirect measures are supplements and are not adequate as the sole assessment of an SLO.
11. Assessment is most effective when the findings can be used to guide decisions about curriculum and instructional strategies. Although decisions to improve assessment processes and measures are an appropriate use of assessment findings, avoid the temptation to endlessly refine measures. Imperfect findings can be “good enough” to guide preliminary decisions.
12. Tell your assessment story in language that will be understood by external reviewers. Shorthand references to SLOs may be understood in departmental discussions but might not be understood by reviewers outside the department or external to UWF. Assessment reports are often quoted verbatim in materials created for external reviews (Board of Governors, accrediting bodies). Assessment reports written with these audiences in mind should avoid internal jargon and provide complete descriptions of SLOs, assessment methods, and use of findings to inform efforts to improve student learning.

INTRODUCTION TO PEER REVIEW OF ASSESSMENT (2021)

The 2021 Peer Review of Assessment represents the eleventh iteration of an institution-wide Peer Review of Assessment Report (2021)

discussion and reflection on the quality of assessment of program-level student learning outcomes at the University of West Florida. A total of 33 departments/programs were invited to participate and for the second time all were able to send a representative. Per a policy introduced in 2019, eight departments with only one curriculum to assess (graduate or undergraduate for example) did not attend this year to avoid departments having to discuss the same data two years in a row. This gives departments a break to innovate and make changes from assessment in between meetings.

As with previous Peer Reviews, each department participated in a group comprised of representatives from 4-6 other programs. The groups met for a facilitated discussion via Zoom. Scribes documented the ensuing discussion, including identification of the student learning outcomes assessed, the direct and indirect measures used for program-level assessment, and reflection on how the department used assessment findings to identify strategies for improving the assessment process and/or improving the quality of future student learning.

The departments were separated into six groups/“tables.” This year we had three tables dedicated to discussion of undergraduate program assessment, two to graduate program assessment, and one to the assessment of certificates and stand-alone minors. Each table had a facilitator and a scribe. A total of 46 individuals participated in the Peer Review (coordinators, facilitators, scribes, and department representatives). Stone and Carolyn Beamer remained in the original, larger Zoom meeting room on standby in case any discussion rooms and/or facilitators needed assistance. Bryan visited each room to answer questions as needed and to participate in each group’s discussion for a few minutes.

The office of Institutional Effectiveness evaluated the Peer Review process through a post-event debriefing featuring discussion with facilitators and scribes and a post-event survey of participants (distributed at the beginning of December). Findings indicate strong levels of satisfaction among participating faculty. Open-ended responses on the survey and observations gathered from facilitators during the debriefing session identify areas for improvement of future peer review events. A summary of the formal evaluation based on the online survey appears at the end of this report.

As we did not meet in person, we did not have any refreshments, name tags, etc. However, we did have all representatives, facilitators, and scribes first join a large group Zoom meeting for all attendees. There Stone and Bryan welcomed all to the meeting and gave general instructions. Carolyn Beamer then took attendance and assigned each attendee to their designated break out room. As each group completed their discussion a facilitator checked back in with Bryan and Stone to give a short report. As with the 2020 meeting, feedback was very good, and most groups found their discussions to be very productive. Additionally, participants commented on the excellent acoustics, helpful technology, the shorter “commute,” and being able to join the meeting in sweatpants.

This year Stone continued to use the new version of Google sites for the Peer Review website with good results. As with last year, the new site allowed each program to have its own page with direct links to uploaded documents and reports. This allowed for representatives, scribes, and facilitators to access all documents prior to the review meeting with ease. All participants also had access to department/program reports during the discussion via Zoom Screen Share which again facilitated analysis and discussion. Updated technology is helping the collecting, processing, and sharing of assessment data greatly.

As in previous years, Peer Review was well attended, and attendees reported it to be helpful for their departments and the development or improvement of assessment strategies. The survey and post-meeting debriefing are discussed at the end of the report.

STRATEGIES FOR EACH DEPARTMENT

Certificates and Stand-Alone Minors

Entrepreneurship and Innovation

SLOs assessed: Organize your thoughts and express them clearly, concisely, and persuasively through such formats as an elevator speech and the oral and written presentation of a business plan proposal. (Content)

Direct/Indirect Measure(s) used for Assessment: Assessment via the rubric - to the learning outcome. At least 70% will meet benchmark

Summary of assessment findings, including a description of the sample used:

Sample Description & Summary Findings

43 students were assessed in an online course. 100% met or exceeded

Summary of use of assessment findings for improvement: Based on previous assessments, students submitted a recorded elevator speech for the course used for assessment. This was submitted to a competition to increase participation and effort.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Standard across the curriculum. Is consistent with real world application. Competitive aspect was good, and it was especially exciting that the assignment included a high impact practice.

Strengths:

- Assessment instrument is integrated into an existing appropriate and straightforward assignment.

Areas for growth:

- The assessment measures are not identified: At least 70% of students will...
 - Attaching the rubric would be helpful here along with identifying which class or classes are assessing the SLOs

Global Hospitality

In 2020-2021 there were no SLOs assessed due to the COVID, being online and having very small class (directed study). We will take a look at this next year of how best to assess.

Health Sciences and Administration

SLOs assessed: In the Health Informatics Graduate Certificate program students must summarize the advantages and challenges related to the evolving field of health information technology. (Content)

Direct/Indirect Measure(s) used for Assessment: Written assessment.

Summary of assessment findings, including a description of the sample used:

Summary of findings: There were 2 students assessed within a course and both met the benchmark; a good start.

Summary of use of assessment findings for improvement: The department plans to keep assessing this with more students.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

Sometimes it is OK to just stop where you are, since the 2 students (who both met the benchmarks) may not represent what is there. The department may need to wait for more students before changing assessment practices.

Overall Strengths of the program's assessment:

- Assessment instrument is integrated into an existing and appropriate assignment.

Areas for growth:

- The rubric is a general content rubric and should be tailored to the specific SLO assessed. Is it adequate?
- Continue to monitor because it is based on limited numbers
- Make more application based → critical thinking

Management Development

SLOs Assessed: Recognize the challenges to organizations and management practice emanating from the globalization of business. (Content) Analyze managerial decision-making problems. (Critical Thinking) Articulate solutions to managerial problems. (Communication) Recognize the organizational obligations regarding social responsibility and ethical behavior. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment: Recognize the nature of management activity and practice, as well as the systems and contingency approaches to management. Direct measuring of a scantron.

Summary of assessment findings, including a description of the sample used:

Description of Sample: Assessment instruments are questions embedded in multiple choice exams. All of the SLOs are assessed in one course, MAN 3025 Management Fundamentals.

Summary of findings: Targets are being accomplished for the students being assessed, those enrolled in the certificate program only.

Summary of use of assessment findings for improvement: There was a robust conversation that all of the BSBA core students take this course, and why not do assessment across all of the sections, then the faculty come back and discuss.

Feedback from the discussion (strengths and weaknesses of program's assessment work): The group discussed many positives of the program's assessment, including that the

assessment instrument is integrated into an existing assignment making it simple and straightforward. However, several negatives were also identified for which the “table” discussed several remedies. First, there is no consistency to assessment in the program. Data is reported for just one faculty member in one section though multiple sections are taught. All instructors need to collect data, ideally using a common test on Canvas, so that results can be compared between professors and course delivery (online versus face to face). Additionally at present only a subset of students is being assessed. Finally, some asked why is assessment reserved for MAN 3025? Is this the last class in the certificate? What additionally is gained from the other courses?

Military Science

SLOs assessed:

- Apply the Operations Orders Process and demonstrate knowledge of Platoon Tactical Operations.
- Demonstrate troop leading procedures to accomplish squad operations.
- Apply the Military Decision-Making Process at Battalion Training Meetings.
- Supervise, mentor, and evaluate underclass cadets during tactical operations.

Direct/Indirect Measure(s) used for Assessment: How do the cadets do in the summer training? These results are then compared nationally. It is an instrument that has been around for 20 plus years. It uses a consistent rubric across all universities. The certificate is directly aligned with work in the military. Assessment of the students - peers - compete against each other. All is face to face training. Through army leadership manuals, how to shoot, run platoon, squads, use manuals to base training.

At least 70% of students will... mention LDAC..bump to 80 or 90. At least 80% of cadets will demonstrate proficiency in Platoon Tactical Operations on campus. 100% will achieve minimum of "Proficient" on SOAR card.

Summary of assessment findings, including a description of the sample used:

Sample description:

Juniors in college are assessed. Seniors come back and help with the Juniors. This past year it was 20 students

Summary of findings

100% met or exceeded

Summary of use of assessment findings for improvement: Army cadre constantly modify training on campus and in the classroom to reflect Summer Advanced Camp training objectives and incorporate student feedback based on Advance Camp experience. Internships to other programs. These are college students who can choose what they want to do outside of military science.

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

Strengths:

- Assessment instrument is the US Army Blue card – real world application.
- Assignment is appropriate.

Consensus suggestions for improvement:

- If we are assessing with improvement in mind, what can we do better?
- Internships with cyber, etc broader experience

Undergraduate Programs

Anthropology

SLOs assessed:

- 1) Select appropriate method and employ appropriate analytical tools.
- 2) Identify and practice ethical standards consistent with relevant professional organizations (American Anthropological Association, Society for American Archaeology, American Physical Anthropological Association).
- 3) Articulate responsibilities of anthropologists to society.

Direct / Indirect Measure(s) used for Assessment:

- 1) Analysis of a skeleton to estimate the age, sex, and diseases present. Measured through a written report with four specific criteria.
- 2) Ethics debate about the study of human remains. Measured through questions prepared prior to the debate with three specific criteria.
- 3) Essay response to a prompt evaluated based on a 6-point scale.

Summary of assessment findings, including a description of the sample used:

Sample description

- 1) 10 undergraduate students in a face-to-face section of ANT 4525 Human Osteology in Spring 2021.
- 2) 16 students in a face-to-face section of ANT 4536 Bioarchaeology in Spring 2021.
- 3) 35 students in an online section of ANT 3171 Shipwreck Archaeology.

Summary of findings

- 1) 9 out of 10 students met or exceeded expectations (90%)
- 2) 16 out of 16 students met or exceeded expectations (100%)
- 3) 32 out of 35 students met or exceeded expectations (91%)

Students performed well above the 70% benchmark on all three SLOs. The department will either assess using a different activity or will use the same activity to compare year-to-year results depending on the SLO.

Summary of use of assessment findings for improvement:

The department will continue to utilize study aids--such as plastic skeletons students can take home--that help them achieve the learning objectives. Now that in-class activities are possible, they will include an in-class debate for SLO #2 in order to gain deeper insight into student abilities on the topic.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

- Department has several SLOs and developed a five-year rotation plan to alleviate assessment requirements each year.
- Challenges in getting students access to the lab for osteology due to COVID.
 - Department purchased 24 plastic skeletons to allow students to take it home with them rather than need lab space.
- Pleased with the results, although some students didn't answer questions or did not use the terminology expected of them.
- What to do when students are consistently achieving/surpassing the benchmark?
 - Try moving your assessment into another course to see if students continue to overperform

Biology & Biomedical Sciences

SLOs assessed:

- 1a) Use language in written form effectively and professionally. (General Biology)
- 1b) Communicate biomedical information in oral and written form employing appropriate technology. (Biomedical Sciences)
- 2) Describe ethical challenges involved in conducting scientific research with humans and animals.

Direct/Indirect Measure(s) used for Assessment:

- 1) Scientific paper presentation completed by pairs of students graded according to a series of rubrics.
- 2) Two questions assessed in a case study rubric.

Summary of assessment findings, including a description of the sample used:

Sample description

Samples included:

- 1) 32 students in a face-to-face section of PCB 3103L Cell Biology Lab.
- 2) 53 students in an online section of BSC 2844 Biology Skills. During this assessment, 47% of the students in PCB 3103L were General Biology majors and 50% were Biomedical Science majors.

Summary of findings

- 1) 26 out of 32 students met or exceeded expectations (81%).
- 2) 33 out of 53 students met or exceeded expectations (62%). Students did not meet the goal of 70%, largely due to a lack of detail or description.

Summary of use of assessment findings for improvement: Faculty agreed that the ethics SLO was satisfactory, but they had a lengthy discussion on how to improve students' communication skills in the areas of proper use of scientific literature, quantitative skills (excel, etc.), proper use of grammar and sentence structure, and being able to summarize concisely. The plan for this improvement coincides with the new Title III implementation next year. The department will be incorporating writing training and assignments in the Biology I lab (BSC2010L) using "A student handbook for writing in biology" by Karin Knisely. Faculty feel that students need more writing practice at the introductory level and these new methods will allow them to improve student writing into the junior and senior years. In addition, the department bought desk copies of this book for all faculty so they are encouraged to use this book for their courses as well to help students in their writing and speaking assignments.

For the ethics SLO most students were able to recognize at least 1 or more ethical problems with the case study, however, there was a large enough proportion of students who did not complete the assignment satisfactorily. Their assignments were typically lacking in detail or explanations. The faculty agreed that it's possible students aren't familiar with the proper answers or how to deal with research ethical dilemmas and so next year in this course we hope to do a better job of going over the results of the assignment and discussing what "right" answers are.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

- When creating their five-year plan, cut down to four SLOs across the programs and also aligning them across degree programs
- Satisfied with how students performed, so their improvement plan is related to their Title III grant addressing weakness in communication
 - Implementing a handbook for writing in biology sequences
 - Incorporating writing tutorials

- In a few years, hoping to see a higher quality of writing

Clinical Lab Sciences

SLOs assessed:

1. Demonstrate knowledge and competency in methodological principles in the disciplines within the clinical laboratory.
2. Interpret and evaluate clinical procedures and results.
3. Recognize and adhere to professional regulation, ethical standards, and program's code of conduct.

Direct/Indirect Measure(s) used for Assessment:

1. Students will perform at or above the University Based Program Mean Scaled Scores for the Urinalysis/Body Fluids Category on the (1) Board Registry Exam. (2) Scores are made available to the program directors. (3) A passing score for the category is 400. The University Program Mean Scaled Score is 501.
2. Immunohematology Advanced Panel Assignment
3. Pass a national IRB exam following IRB training, not violate HIPAA standards in their capstone projects, and not plagiarize their writing for their capstone projects.

Summary of assessment findings, including a description of the sample used:

Sample description

1. 23 students in a face-to-face section
2. 56 students total
 1. 29 students in a face-to-face section
 2. 27 students in an online section
3. 18 students in a face-to-face section.

For the critical thinking assessment, the department uses data from a required course taken by all students in the major their junior year. The prior two years were evaluated due to Covid requiring the class to move online. For the integrity/values assessment, the department uses data from a required assignment required of all students in the program that is completed their final semester before they graduate.

Summary of findings

1. 10 out of 23 students met or exceeded expectations (43%).
2. 34 out of 56 students met or exceeded expectations (61%).
 1. 21 out of 29 students met or exceeded expectations face-to-face (72%).
 2. 13 out of 27 students met or exceeded expectations online (48%).
3. 18 out of 18 students met or exceeded expectations (100%).

Summary of use of assessment findings for improvement: The faculty have discussed evaluating this assignment one more year to see if making improvements and moving the course back to F2F will improve student scores. Faculty have evaluated plagiarism in prior years and have not found any consistent forms of violations. We are, however, implementing a new policy where students will complete their capstone written project in real time through Google Docs. This will enable the faculty to see their real time progress plus eliminate or reduce any conjecture that a student may be purchasing their capstone projects through online "essay mills." It will also give faculty the opportunity to comment on the student's work and help them with improving their writing.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

- MLS to MLT program is new and low enrolled for now

- Closing the loop
 - Board scores are helpful to assessment--all students must complete the exam
 - Evaluate different areas of the test each year--urinalysis in this case
 - Compare UWF performance to university programs across the country
 - Made improvements in teaching and reviewing the class--implemented intensive review week before the board exams
 - Pass rate increased to 72%
- Performance in Immunohematology fell due to having to teach online (COVID)
 - This course really is not well-suited for online
 - Increased performance in the current year in a face-to-face environment
 - Students were provided with supplemental materials to assist them
- Board scores translated to program assessment require 400 to pass and in the 500-range as a target (university-based program mean score)
- Students in their hospital rotation are asked to identify a situation to focus on--something interesting or difficult
 - Students write it up as a case study for a journal in the field
 - Students complete HIPAA and IRB training
 - Case studies are run through Turnitin
 - Curious if a limited number of students (2-3 in the last 5 years) are utilizing essay mills; the papers were written from a different disciplinary perspective, such as Nursing
 - Adapted by requiring students to complete their projects in a Google Doc so faculty can track and it facilitates more open communication
 - Since there is a date by which students must create the Doc and share it with their instructor, it's got the added benefit of making students feel like they need to begin the project earlier

Criminal Justice

SLOs assessed:

1. Describe the central principles and components of the American Criminal Justice System.
2. Explain major types of crime through the application of appropriate criminological perspectives.
3. Apply proper research techniques to formulate a solution to a given issue.
4. Evaluate policies, practices, and theoretical foundation of the criminal justice system.
5. Demonstrate ethical behavior in academic and professional activities.

Direct/Indirect Measure(s) used for Assessment:

1. Measurement of confidence with an aim of confident or highly confident.
2. Final semester project criterion evaluated based on a rubric.
3. Final semester project criterion evaluated based on a rubric.
4. Earning "proficient" or "exemplary" on the contextualization rubric criterion for the final paper.
5. Various:
 1. A "yes" or "no" indication as to whether students engaged in academic misconduct.
 2. A rating of "good" or "excellent" on their overall professional skills on the final supervisor evaluation form.

3. Earning “proficient” or “exemplary” on the contextualization rubric criterion for the final paper.
4. A rating of "good" or "excellent" on the "guards client confidentiality" criterion on the final supervisor evaluation form

The department also utilized an exit survey as an indirect measure.

Summary of assessment findings, including a description of the sample used:

Sample description

1. 21 students in an online section.
2. 34 students in an online section of CCJ 3024.
3. 21 students in an online section of CCJ 4700.
4. 43 students in a face-to-face section of CCJ 4939.
5. 141 students across four sections, including 2 online and 2 face-to-face. Courses assessing this SLO included CCJ 4939, CCJ 4940, CCJ 4700, and CCJ 3024.

Summary of findings

1. 21 out of 21 students met or exceeded expectations (100%).
2. 30 out of 34 students met or exceeded expectations (88%).
3. 20 out of 21 students met or exceeded expectations (95%).
4. 34 out of 43 students met or exceeded expectations (79%).
5. 131 out of 141 students met or exceeded expectations (93%).
 1. 76 out of 76 students met or exceeded expectations (100%).
 2. 11 out of 12 students met or exceeded expectations (92%).
 3. 34 out of 43 students met or exceeded expectations (79%).
 4. 10 out of 10 students met or exceeded expectations (100%).

Summary of use of assessment findings for improvement: This was the first year the department implemented a new assessment plan. For three out of the five SLOs, students passed the 80% benchmark for success, and for the upcoming year, the existing assessment will be evaluated and changes made as deemed necessary by the faculty. For the two areas in which students slightly missed the benchmark (by just 1%), the Faculty teaching the course will work with the Curriculum Committee to improve pedagogical aspects of the course(s) and other writing-intensive courses. Seminar students overwhelmingly passed the benchmark for success in the two face-to-face sections offered but did not perform as well in the FWB section. For the upcoming year, the existing assessment will be evaluated and changed as deemed necessary by the faculty.

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

- Started with 22 SLOs and needed to move from a five year to a three-year plan
- Cut them down to 6 SLOs--last year was the first time assessing these SLOs
- Faculty developed their own assessment instruments but often utilized the same rubric
- Updating instrument from extra credit quizzes and embedding them into the course to ensure more students complete them
- Consistently meeting the SLOs
 - Looking at how to better assess their SLOs
- Seniors are taking the foundational writing course rather than freshmen
 - Thinking about how to reverse this so that students get the foundational skills from the beginning
- Could dial back how many SLOs they assess each year and do a more rigorous assessment

- Also utilizing the library quiz to assess integrity/values
 - Discussed at making sense meeting
 - Might update this to a case study assignment since students have been performing well on the quiz assignment for multiple years

Earth & Environmental Sciences

SLOs assessed: The department assessed two SLOs: Management (Demonstrate content knowledge in geography, geology, and environmental science) and Natural Science (Demonstrate content knowledge in geography, geology, and environmental science).

Direct/Indirect Measure(s) used for Assessment: Management: Interviews of all graduating seniors by external environmental professionals. Assessors were provided a scoring rubric and asked to score each of their questions on a 1 to 3 scale. Department faculty decided that a total score of 9 out of 12 or better (12 = maximum score of 3 on each of four questions, 9 = score of 2 out of 3 per question plus 1) would be considered to be meeting expectations and that at least 70% of the interviewed students should meet this benchmark. Natural Science: Interviews of all graduating seniors by external environmental professionals. Assessors were provided a scoring rubric and asked to score each of their questions on a 1 to 3 scale. Department faculty decided that a total score of 9 out of 12 or better (12 = maximum score of 3 on each of four questions, 9 = score of 2 out of 3 per question plus 1) would be considered to be meeting expectations and that at least 70% of the interviewed students should meet this benchmark.

Summary of assessment findings, including a description of the sample used:

Sample description

Management: 9 F2F students, all graduating seniors

Natural Science: 7 F2F students, all graduating seniors

Summary of findings

Management: 44% satisfactory, but sample size was too small to make any significant changes. The questions that received the lowest score were related to water resources, and the hydrologist position has been vacant for several years. Test will be administered again with a pool for questions for interviewers to choose from. Questions will cover core content courses.

Natural Science: 86% satisfactory, but sample size was too small to make any significant changes. The questions that received the lowest score were related to water resources, and the hydrologist position has been vacant for several years. Test will be administered again with a pool for questions for interviewers to choose from. Questions will cover core content courses.

Summary of use of assessment findings for improvement: For both groups, after fall semester we noticed that the questions by the external assessors were not related enough to our curriculum. In spring semester, we provided more specific instructions about the type of questions to ask, but with little success. We have decided to provide the assessors with a list of questions to choose from in the coming year. Initially, we wanted to learn what was vital to the profession, so that is why we let them choose the questions. However, the questions did not address the assessment that we wanted to know.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Interviewers were chosen by people we knew – former students, folks we knew who worked downtown, others whom we have a relationship with. Perhaps interviewers could give questions

to the department and then the department could choose the questions that best align with the program's goals. Perhaps the faculty should speak with the interviewers outside of the assessment process to figure out what is important material for students to learn. Having outsiders speak to the students was a great practice, but it may not be an accurate review of what students learned and may not reflect the content that was provided in the classroom. This exercise did show what was needed in the program, but it doesn't really represent what students may have learned.

Electrical Engineering

SLOs assessed:

1.1 – An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics. (Content)

Direct/Indirect Measure(s) used for Assessment:

Direct: We broke the overall SLO down into 8 indicators (e.g., statistics as part of the application of mathematics). Each of these 8 indicators is observed across 5 different courses. The instructor for each course used an instrument that they felt was a good indication that a student met an outcome. Some classes used specific questions from exams, while others used full exams. To find the student who met or exceeded expectations, the number of students that met each indicator was divided by the total number of students evaluated for each indicator. Note that this means that the same students were evaluated for different aspects of each outcome.

Indirect: Student exit surveys – 93% (27 out of 29) of the BSEE students agreed that we met the program outcome. The other 2 were neutral. No one disagreed.

Summary of assessment findings, including a description of the sample used:

Sample description

197 students across 5 classes: EEE 3308, EEL 3112, EEL 4744, EGM 4314, EGS 3441

(some students were counted in multiple classes)

Summary of findings

87% (172 of 197) passed 1 or more of the 8 indicators

(some students were counted in multiple classes)

Summary of use of assessment findings for improvement: A committee consisting of Dr.'s Alqudah, Shaer, and McQuirk evaluated the data and sample material supplied by the instructors. Although they were quite happy with the overall achievement of the SLO, they were concerned with the data collected in the Engineering Statistics course showing only 44% of the Electrical Engineering students in STA 3441. Looking a little closer, they saw that the instructor of the course used a single problem to evaluate achievement of the indicator. The committee felt that a single problem in an entire statistics course was not enough of an indicator. During a faculty meeting in the Spring, the ECE faculty agreed and asked if the instructor would supply a better sample. The second time through the instructor included the entire final exam. This time 73% of the EE students met the outcome, and looking at the material, the committee and faculty in ECE agreed that it was a much more valid instrument than a single problem. During our faculty meeting in August of 21, we discussed the results and still feel it might be a little low since Statistics is such an important part of EE and CE programs, so we have asked the instructor of EGM 4313 to review the final exams supplied and come up with topics that we can either add or

improve in EGM 4313 to help bolster the student understanding of statistics in the future. We are clarifying the instruments used for outcome assessment to indicate that more than 1 problem should be used for a course.

Process: Department approves assessment mapping (All SLOs review in each 3-year cycle). Instructors collect data on particular SLO(s) as assigned. Instructors choose their own instrument/method for assessing each SLO in their own classes. However, peers/department can request an adjustment to the instrument/method used (see next point). Instructors can implement learning improvements. Peers review/analyze/approve data collected: may require more data. Committee (see above) initially reviews data for potential learning improvements. Department reviews/analyzes/approves data: may require more data and may implement additional learning improvements primarily related to programmatic changes.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The assessment process (required by/based on ABET requirements) is well-structured and promotes closing the loop.

English

SLOs assessed: The department assessed Writing (Incorporate literary devices and aesthetic techniques into original creative writing; Produce original creative writing that demonstrates engagement with literary and aesthetic traditions) and Liberal Arts (Describe the historical and formal elements of literary works (such as genre, diction, prosody, figurative language, and narrative structure); Interpret literary works by writers of various genres, periods, traditions, and backgrounds, bringing diverse theoretical and methodological perspectives to these texts).

Direct/Indirect Measure(s) used for Assessment: The department assessed Writing and Liberal Arts via various assignments including writing projects, papers, and discussion board posts.

Summary of assessment findings, including a description of the sample used:

Sample description

Writing: 23 online students

Liberal Arts: 82 online students

Summary of findings

Writing: 95% satisfactory (Incorporate literary devices...); 86% (produce original creative writing...).

Liberal Arts: 83% satisfactory (Describe the historical and formal elements....) 80% satisfactory (Interpret literary works...).

Summary of use of assessment findings for improvement: In Writing Students perform better with regular feedback and with specific assignment instructions. Students did better with more creative types of engagement (rather than just discussion boards). Students tended to struggle in the move to online learning and found the discussion boards tedious. For the learning outcomes related to Liberal Arts faculty belief that more attention to writing early and providing more opportunities for collaboration and revision may well help. Coverage of the historical backgrounds was particularly useful and present in student writing, so a bit more focus on that may be in order as well. Additionally, it's more efficient to cover fewer books in class. We could focus more on analysis and peer review. Assignments that highlight creative tasks seems to work to enhance engagement in the online environment.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

Almost all courses are assessed in the program. Student peer review was a successful way to

have students engage with the material and the process gave them a more personal reason to be engaged in the assignments. Courses have an assignment built in to measure the required SLO. Most of the time, the assignment used for assessment is not the final project. The assessment committee looks for common themes and then reports those themes to the faculty where they discuss their own observations. The focus is on common experiences and concerns. Assessment is more qualitative than quantitative. Based on conversation such as this, the faculty has instigated curriculum change. One change is enforcing the required methods course before other content courses. It was a bit unclear to the reviewers exactly what was being assessed.

Fitness Sport Coaching

SLOs assessed:

- 1.3 – Analyze behavioral strategies to enhance exercise, health and athletic behavior change (e.g., reinforcement, goal setting, and social support). (Content)
- 2.2 – Evaluate athletic/sport skills and abilities in order to provide instructive feedback and guidance. (Critical Thinking)
- 2.3 – Demonstrate a professional, equitable, and safe environment using appropriate fitness and sport coaching principles, conflict management, and coaching strategies set forth by professional guidelines. (Critical Thinking)
- 3.2 – Illustrate effective coaching communication, including active listening, cueing, monitoring, and providing constructive feedback. (Communication)
- 4.2 – Describe and adhere to relevant professional and ethical standards. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.3 – Grade \geq 70% on the behavioral management plan
- 2.2 – Successfully complete peer evaluation and assessment task within the USF Movement Academy
- 2.3 – Complete weekly reflection papers for internship
- 3.2 – Rubric evaluation of student's ability to listen and respond to a client's needs
- 4.2 – Demonstrate professional ethical standards as evaluated by external supervisor

Summary of assessment findings, including a description of the sample used:

Sample description

- 1.3 – 33 students completing a behavioral management plan
- 2.2 – 15 students completing a peer evaluation and assessment task within the USF Movement Academy
- 2.3 – 4 students completing an external internship
- 3.2 – 20 students responding to client needs and providing verbal support
- 4.2 – 4 students completing external internships

Summary of findings

- 1.3 – 100% (33 of 33) met or exceeded expectations
- 2.2 – 100% (15 of 15) met or exceeded expectations
- 2.3 – 100% (4 of 4) met or exceeded expectations
- 3.2 – 95% (19 of 20) met or exceeded expectations
- 4.2 – 100% (4 of 4) met or exceeded expectations

Summary of use of assessment findings for improvement: While reviewing the program assessment plan, they discovered that some of their assignments were not well-matched to the SLOs being assessed. The program is working toward accreditation, so developing high-quality

assessment activities is important to the faculty. Adding sport analytics and strategy elements to the program, so the entire assessment process will need to be updated.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The department is working to broaden the scope of assessment and to align SLOs and assessment measurements with future accreditation intentions.

Government (Political Science)

SLOs assessed:

1. Describe political institutions and behavior around the world.
2. Apply quantitative, qualitative, or normative methods to explain and evaluate politics and address political issues.
Execute effective communication in different modes appropriate to the discipline.
Pursue the use of legitimate scholarship and appropriate citation in keeping with standards of academic integrity.

Direct/Indirect Measure(s) used for Assessment:

1. Analytical paper (instrument not indicated in report)
2. An evidence-based argument addressing an empirical question based on data analysis.
1. Organized paper evaluated on specific criteria.
2. References to scholarly sources using APSA or Chicago Style.

Summary of assessment findings, including a description of the sample used:

Sample description

For all four SLOs, the sample included 57 students in two face-to-face course sections of POS 3033 Political Analysis, a quantitative research methods course required of all Political Science majors. Most students enrolled in the course are majors--although some enroll in it as an elective--and students tend to be juniors or seniors.

Summary of findings

1. 52 out of 57 students met or exceeded expectations (91%).
2. 50 out of 57 students met or exceeded expectations (88%).
1. 52 out of 57 students met or exceeded expectations (91%).
2. 50 out of 57 students met or exceeded expectations (88%).

Due to pandemic restrictions that limited in-person instructional time, students were unable to use statistical software and instead interpreted provided results. In future semesters, they plan to reinstitute use of this software to better assess these objectives. The lead instructors compared results between the two sections and determined there was a decline in student performance from fall to spring, which is largely attributable to non-attendance. On the third and fourth SLOs, performance was considered very high with little room for improvement.

Summary of use of assessment findings for improvement:

The lead instructors discussed specific concepts students struggled with most and will brainstorm ways to improve performance.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

All four SLOs were measured in the final assignment of the course and are done every year. While the specific assignment varies the same rubric is always used. Recently the department has pared down the number of SLOs and assignments used for assessment. Instructors are now working with one another to discuss how to appropriately teach the course as well as how to assess. Students who sign up are often surprised that the course is based upon statistics and the instructors work to show students why it's important for moving forward in the discipline. Fully

online students did not do well in comparison to the face-to-face students. Those students who were in the hybrid section performed much better.

History

SLOs assessed: 1. Recognize and apply core concepts, principles and methodologies used in the discipline of history. 2. Articulate and apply professional ethical practices as defined by the American Historical Association's Statement on Standards of Professional Conduct.

Direct/Indirect Measure(s) used for Assessment: To assess SLO 1 faculty had students submit an initial and final draft to Grammarly, and were asked to rank themselves regarding confidence to craft a sound paper through a series of questions. To assess SLO 2 (Articulate and apply professional ethical practices as defined by the American Historical Association's Statement on Standards of Professional Conduct) Students examined when and how students cited the sources in their papers. Students examined both their own and peer papers.

Summary of assessment findings, including a description of the sample used:

Sample description

1. Recognize and apply core concepts, principles and methodologies used in the discipline of history: 34 online students
2. Articulate and apply professional ethical practices as defined by the American Historical Association's Statement on Standards of Professional Conduct: 31 online students

Summary of findings

SLO 1: 85% Satisfactory

SLO 2: 94% Satisfactory

Summary of use of assessment findings for improvement: Most students demonstrated competency with historical research and the ability to frame and apply research questions. Most papers presented historical interpretations that were factually sound but could use additional analysis. Exercises concerning research and writing will be introduced earlier in the semester. Students could cite properly, but they had formatting issues. Tools such as Zotero will be used earlier in the semester as will research and writing exercises.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Ultimately, the goal is for faculty and students to review analysis from sophomore to senior year. At this point, the focus is really just on the writing at the senior level. Department received QEP grant for Grammarly and it also uses departmental funds. The reviewers questioned if citations are really an integrity or is it communication issue? Per the discussion, the focus on citation is not so much the format, but how sources are being used. We need to be precise in how we treat and value the text. Therefore, it is an integrity issue. How to work with sources is an issue that plagues students across multiple disciplines.

Information Technology

SLOs assessed:

- 1.1 – Use systemic approaches to select, develop, apply, integrate, and administer secure computing technologies to accomplish user goals. (Content)
- 2.1 – Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions. (Critical Thinking)

- 2.2 – Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline. (Critical Thinking)
- 3.1 – Communicate effectively in a variety of professional contexts. (Communication)
- 4.1 – Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles. (Integrity/Values)
- 5.1 – Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline. (Project Management)

Direct/Indirect Measure(s) used for Assessment:

- 1.1 – Project Assignment in CIS 4361 IT Security (Cryptography Project)
- 2.1 – Project Assignment in CET4540 - assignments 2,3,4 guide the students to collect different types of data, analyze the data, and articulate findings through visualizations.
- 2.2 – Final data mining assignment in CAP 4770 Data Mining: students execute their R code in R Studio
- 3.1 – Midterm and final journal entry assignments guide the student to articulate their experiences in working on professional projects at their internship locations.
- 4.1 – Project Assignments in CIS 4361C IT Security: three parts, A, B, and C
- 5.1 – The sequence of class topics and class assignments were used to complete a final project in CTS 4323 Server Administration.

Summary of assessment findings, including a description of the sample used:

Sample description

- 1.1 – 59 students in CIS 4361
- 2.1 – 31 students in CET 4540
- 2.2 – 116 students in CAP 4770
- 3.1 – 20 students in CIS 4947
- 4.1 – 59 students in CIS 4361C
- 5.1 – 24 students in CTS 4323

Summary of findings

- 1.1 – 98% (58 of 59) met or exceeded expectations
- 2.1 – 77% (24 of 31) met or exceeded expectations
- 2.2 – 70% (81 of 116) met or exceeded expectations
- 3.1 – 80% (16 of 20) met or exceeded expectations
- 4.1 – 86% (51 of 59) met or exceeded expectations
- 5.1 – 88% (21 of 24) met or exceeded expectations

Summary of use of assessment findings for improvement: The course SLOs are aligned with the program SLOs. If the program is approaching 100% of the students meeting/exceeding expectations on a particular SLO, it might be time to focus on a different SLO. The class assignments and assessment activities are intended to be practical examples of the things students will do in practice. The faculty expect students to build their skills across multiple classes, not just in one particular class, even though a particular skill may be assessed in a particular class. The communication of expectations (SLOs) to students is important to the faculty. Faculty relate assessment results to the content covered and investigate not just content but also instructional techniques, content covered, etc. Remediation and improvement are primarily referred to the instructor(s) of the key courses in which that SLO is taught.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Since the skills are built across multiple courses, consider implementing assessment measures in more than one class. Assessment is the responsibility of the department, not an individual

instructor. So, it is important to discuss results with all faculty and make program-wide changes to improve student learning.

Mathematics and Statistics

SLOs assessed:

- 1.1 Recognize and apply principles of abstract mathematics
- 2.1 Describe and use principles of computational and applied mathematics
- 3.1 Recognize principles of theoretical and applied statistics
- 4.1 Write coherent and accurate reports of mathematical and statistical processes and problems
- 5.1 Deliver oral presentations that explain mathematical concepts and processes accurately and effectively.

Direct/Indirect Measure(s) used for Assessment:

- 1.1 We use a final exam to assess MAA 4211. The final exam consists of 10 questions that directly address student-learning outcomes. The collected assessment data consists of the overall percentage for how students as a whole performed on each problem. We also use SLO to assess each learning outcome. We assessed final exam questions 1-4. Passing rate for each question should be 70%.
- 2.1 We use a final exam to assess MAA 4401. The final exam consists of 5 questions that directly address student-learning outcomes.
- 3.1 We use a final exam to assess STA 4321. The final exam consists of 9 questions that directly address student-learning outcomes.
- 4.1 All students pass the oral presentation (apprx. 15 minutes) and submit a written report. And get an S for the proseminar course in Fall 2020.
- 5.1 All students pass the oral presentation (apprx. 15 minutes) and submit a written report. All students pass the oral presentation and get an S for the proseminar course in Fall 2020.

Summary of assessment findings, including a description of the sample used:

Sample description

- 1.1 10 F2F students
- 2.1 7 F2F students
- 3.1 32 F2F students
- 4.1 6 F2F students
- 5.1 6 F2F students

Summary of findings

- 1.1 80% satisfactory; The questions students performed poorly on are called critical questions. The techniques students performed poorly on are called critical techniques.
- 2.1 86% satisfactory; Students have deficiencies on the applications of the interpolation and the application of the Euler's method on the initial value problem.
- 3.1 78% satisfactory; • The average score was 3.61 (72.3%). Question 1 was gave students the most problems with an average score of 43.8%. Questions 2 (68.8%) and 4 (69.4) were both under the 70% mark. Question 6 had only 5/32 students (15.6%) that did not score a 5 with an average score of 92.5%. Questions 6-8 were the highest scoring questions and all involved probability concepts. • The concepts of PDFs and MGFs gave students the biggest problems.

4.1 100% satisfactory. PowerPoint presentations are typically strong. Through this experience students gain experience in presenting mathematical ideas.

5.1 100% satisfactory PowerPoint presentations are typically strong.

Summary of use of assessment findings for improvement:

1.1 We will establish a proof writing workshop in the Fall. Keep the final exam the same and compare with next year's number. Overall the assessment shows students achieved better assessment compared with last year.

2.1 For next year: We will keep the final exam the same and focus on the deficiencies during the class. Spend more time on the topic of the Euler's method. Matlab programming needs to pay more attention. A workshop may be helpful.

3.1 Calculus integration is the major challenging for students. We may focus more on review request during the first 2 weeks of the semester.

4.1 Students struggle with paper format (introduction, methodology) as well as citation format. Use of Turnitin has been useful. We may want to explore teaching reductions for those teaching this skill.

5.1 Proseminar advisors (6 faculty from different research background) need to pay attend to the format.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

Students tend to do better with oral presentations rather than written presentations.

Marine Biology

SLOs assessed:

1. Use biological and marine environmental terminology correctly in oral and written form through the assessment of written lab reports or oral scientific presentations.
2. Recognize ethical challenges in using animals for marine biology research and ethical challenges of in situ experiments with potential environmental consequences in the field.

Direct/Indirect Measure(s) used for Assessment:

1. Scientific paper assignment graded according to a rubric.
2. Two questions assessed in a case study rubric.

Summary of assessment findings, including a description of the sample used:

Sample description

Samples included:

1. 45 students in a face-to-face section of BOT 4404C Aquatic Botany.
2. 53 students in an online section of BSC 2844 Biology Skills.

BOT 4404C is a senior-level course required for all Marine Biology majors while BSC 2844 is required for all Biology majors and is typically taken toward the beginning of the major program.

Summary of findings

1. 38 out of 45 students met or exceeded expectations (84%).
2. 33 out of 53 students met or exceeded expectations (62%). Students did not meet the goal of 70%, largely due to a lack of detail or description.

Summary of use of assessment findings for improvement: Faculty agreed that the ethics SLO was satisfactory, but they had a lengthy discussion on how to improve students' communication skills in the areas of proper use of scientific literature, quantitative skills (excel, etc.), proper use of grammar and sentence structure, and being able to summarize concisely. The plan for this improvement coincides with the new Title III implementation next year. The department will be

incorporating writing training and assignments in the Biology I lab (BSC2010L) using “A student handbook for writing in biology” by Karin Knisely. Faculty feel that students need more writing practice at the introductory level and these new methods will allow them to improve student writing into the junior and senior years. In addition, the department bought desk copies of this book for all faculty so they are encouraged to use this book for their courses as well to help students in their writing and speaking assignments.

For the ethics SLO the majority of students were able to recognize at least 1 or more ethical problems with the case study, however, there was a large enough proportion of students who did not complete the assignment satisfactorily. Their assignments were typically lacking in detail or explanations. The faculty agreed that it's possible students aren't familiar with the proper answers or how to deal with research ethical dilemmas and so next year in this course we hope to do a better job of going over the results of the assignment and discussing what "right" answers are.

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

- Students did well overall on the communication SLO but some struggled with completeness, which can be more easily addressed through reminders and focusing on areas that students missed before
- All three biology programs assessed through Biology Skills course
 - Case study of academic misconduct by undergraduate students
 - Ask students to identify where the misconduct occurred
- Students did not meet the benchmark overall
 - Struggled to say exactly what the misconduct was and to provide appropriate solutions
- Important to take a strong look at your SLOs and pare down where possible or rewrite them to be broad enough to cover all of the areas outlined previously

Mechanical Engineering

SLOs assessed:

1. An ability to communicate effectively with a range of audiences.
2. An ability to apply engineering design to produce solutions that meet specified needs with consideration of public health, safety, and welfare, as well as global, cultural, social, environmental, and economic factors.
3. An ability to function effectively on a team whose members together provide leadership, create a collaborative and inclusive environment, establish goals, plan tasks, and meet objectives.

Direct/Indirect Measure(s) used for Assessment:

1. Final presentation
2. Project demonstration
3. Final presentation

Summary of assessment findings, including a description of the sample used:

Sample description

The department assessed 18-20 students in a face to face section of the senior capstone for each of the three SLOs.

Summary of findings

1. 18 out of 18 students met or exceeded expectations (100%).
2. 18 out of 18 students met or exceeded expectations (100%).

3. 20 out of 20 students met or exceeded expectations (100%).

Summary of use of assessment findings for improvement: Faculty reviewed outcomes 2,3 and 5 for year 20/21 for ABET accreditation. With Outcome 1, faculty noted that all measures were good and made no recommendation. With Outcome 2, the faculty decided to communicate with the Capstone faculty that students need to be taught how important the resume is and that training in resume improvement is still critical. With Outcome 3, the faculty noted some measures of team performance did not meet the target percentage. It was decided that since there were significant barriers to students meeting in-person, it is understandable that this metric might be slightly lower. We will continue to monitor that metric.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Engineering Technology program only had 2 students, so they decided to wait on assessment and focus on Mechanical Engineering. One Communication and two Project Management SLOs. All assessment done in the two course Capstone sequence (first credit is design and second two credits are the building phase). Very rigorous class--expected to design something that works, build it, write a preliminary report, write a final report, present to a panel, and finally demonstrate their build. Sometimes have students complete a resume as part of the Communication SLOs. ABET accredited so they map their UWF competencies to their accreditor's expectations. How to assess teamwork? Everyone completes a self- as well as peer-assessments

Nursing

SLOs assessed:

Pre-licensure Track & RN-BSN Track

- 1.1 Integrate reliable evidence from across disciplines to promote optimal patient/client outcomes
- 2.1 Design care for individuals, communities, and populations to promote, maintain, and restore health
- 3.1 Apply leadership and management concepts with quality improvement to inform practice decisions

Direct/Indirect Measure(s) used for Assessment:

Pre-licensure Track:

- 1.1 At least 85% of students will successfully pass an ATI pharmacology test (standardized assessment), scored by standardized answers.
- 2.1 At least 85% of students will successfully complete a case study for cultural competence, scored by a rubric.
- 3.1 At least 85% of students will successfully pass a standardized.

RN-BSN Track:

- 1.1 At least 85% of students will successfully pass a Special Populations assessment scored by standardized answers.
- 2.1 At least 85% of students will successfully pass a Respiratory Case Study, scored by a rubric.
- 3.1 At least 85% of students will successfully pass a Nurse Advocate paper, scored by a rubric.

Summary of assessment findings, including a description of the sample used:

Sample description & Summary of Findings

Pre-licensure Track:

- 1.1 45 online students, 60% satisfactory
- 2.1 44 online students; 100% satisfactory
- 3.1 45 online students 96% satisfactory

RN-BSN Track:

- 1.1 91 online students; 85% satisfactory
- 2.1 104 online students; 99% satisfactory
- 3.1 105 online students; 91% satisfactory

Summary of use of assessment findings for improvement:

Pre-licensure Track:

1.1 The assessment was used to measure their mastery of the pharmacology content which was threaded throughout previous nursing courses (PCC I, PCC II, pharmacology, mental health, and PCC III courses). Clinical courses were shifted to Fall 2020 when access to clinical sites was available and this impacted didactic courses that were assessed in Fall 2020. These changes could have impacted student performance on the standardized assessment.

2.1 This case study requires students to utilize content learned in class and apply it to a real world situation. They must evaluate care received for a patient of a different culture and assess how cultural differences can impact care and provider perceptions as well as indicate appropriate interventions that demonstrate cultural competency. No changes indicated at this time.

3.1 This module incorporates use of Information Management Systems and associated regulations and security measures. Introduces students to the content and provides students the opportunity to complete a case study utilizing the information garnered.

RN-BSN Track:

1.1 Many students did not complete the assignment. Will consider using alternate assignment for critical thinking as several students either did not complete discussion or did not respond to a peer as it was the last discussion in the course, and they already had a passing grade.

2.1 Discussion for how to improve classes. Anonymous student access course itself. For example, how do other courses handle discussions? How do we balance the workload so we're not overloading students or the instructors? Continue to utilize case studies to assess learning of disease processes.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

Courses have the goal of 85% meeting course goals. Evaluation committee presents evaluation of courses to the program effectiveness committee. The department spends a lot of time on teaching new faculty and emphasizing the importance of assessment and feedback. Faculty from the academic realm have done a great job on helping clinicians understand assessment practices. Nursing has recently rebuilt curriculum maps and use the curriculum maps to help guide assessment discussion. They also discussed incorporating rubrics to ensure that these is standardization across all of the sections.

Philosophy

SLOs assessed:

- 1.1 - Describe the central concepts in the major sub-fields of philosophy (Content)
- 1.2 - Incorporate philosophical terminology to discuss a range of issues. (Content)

- 2.1 - Select and apply relevant theories to identify essential features of philosophical problems. (Critical Thinking)
- 2.2 - Evaluate arguments, avoiding logical fallacies and methodological errors. (Critical Thinking)
- 3.1 - Marshal a complex body of information in written or oral formats. (Communication)
- 3.2 - Clearly and effectively express a variety of viewpoints. (Communication)
- 4.1 - Apply value theory appropriately. (Integrity/Values)
- 4.2 - Display integrity in attributing intellectual property to its source. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.1 – Grades on 2 exams in Greek Philosophy
- 1.2 – Separate assessment of final exam essay in Modern Philosophy on “breadth of discussion”
- 2.1 – Use of theory on the final exam in Phil. Bio. (done well/not done well)
- 2.2 – Grade on the final exam in Modern Logic
- 3.1 – Grades on two essays in Greek Philosophy
- 3.2 – “Use discussions (not grades) whether written clearly and effectively. Modern Phil”
- 4.1 – Assessment of embedded questions on the final exam in Philosophy of Art
- 4.2 – “Complete capstone project while respecting conventions for citations and proper attribution of ideas.”

Summary of assessment findings, including a description of the sample used:

Sample description

- 1.1 – 19 students in Greek Philosophy
- 1.2 – 20 students in Modern Philosophy
- 2.1 – 20 students in Phil. Bio.
- 2.2 – 20 students in Modern Logic
- 3.1 – 19 students in Greek Philosophy
- 3.2 – 20 students in Modern Philosophy
- 4.1 – 20 students in Philosophy of Art
- 4.2 – 2 students in Capstone Project

Summary of findings

- 1.1 – 84% (16 of 19) met or exceeded expectations
- 1.2 – 80% (16 of 20) met or exceeded expectations
- 2.1 – 85% (17 of 20) met or exceeded expectations
- 2.2 – 60% (12 of 20) met or exceeded expectations
- 3.1 – 79% (15 of 19) met or exceeded expectations
- 3.2 – 85% (17 of 20) met or exceeded expectations
- 4.1 – 80% (16 of 20) met or exceeded expectations
- 4.2 – 100% (2 of 2) met or exceeded expectations

Summary of use of assessment findings for improvement: Working on scaffolding learning across classes leading up to the course in which assessment is performed. Reconsidering the use of exam/project grades for assessment since the grade includes some factors that are not related to the particular SLO being assessed.

- Working to develop assessment measures that can be used across multiple courses/projects to allow faculty to assign projects as they think best (rather than having to use the same projects in all courses)

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

- **Question:** We are a smaller department and upper-level classes are taught primarily by one instructor: How do you address small departments?
 - Use the “smallness” of the faculty to get everyone together to talk about assessment
 - Take thoughts/conclusions from assessment meetings outside the program to get feedback from those who teach other courses used in the program (e.g., general education, English, history, etc.)

Supply Chain Logistics

No representative from this program was present

SLOs assessed: Develop facility in the use of terminology and concepts in the major areas of business and supply chain logistics management:

Direct/Indirect Measure(s) used for Assessment: Assessment consisted of 40 multiple choice questions. Provided to a senior level class in Warehousing. A 70% benchmark has been selected to represent acceptable per question.

Summary of assessment findings, including a description of the sample used:

Sample description

33 online students

Summary of findings

Unclear

Summary of use of assessment findings for improvement: Modified and clarified confusing test questions

Feedback from the discussion (strengths and weaknesses of program’s assessment work):
N/A

Theatre

SLOs assessed:

1.1 – Identify and apply the basic concepts, principles, and theories of the discipline of theatre. (Content)

2.1 – Analyze and evaluate elements of theatre (e.g., scripts, productions, performances) according to quality criteria. (Critical Thinking)

2.2 – Solve problems creatively related to specific functions (e.g., actor, director, set designer) in a production. (Critical Thinking)

4.1 – Express accurate and honest personal insights about the strengths and weaknesses of one’s performance, and accept feedback, correction, and direction courteously and professionally. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

1.1 – Student portfolio graded across 10 measures

2.1 – Students chart a scene using Freytag’s Pyramid

2.2 – Students evaluate a script and present lighting for mood

4.1 – Students develop and complete a self-assessment rubric of time management and project completion

Summary of assessment findings, including a description of the sample used:

Sample description

1.1 – 18 students completing portfolio on the “directorial concept”

- 2.1 – 13 students charting a scene using Freytag’s Pyramid
- 2.2 – 17 students completing a script analysis and lab presentation on lighting for mood
- 4.1 – 11 students developing and completing a self-assessment of time management and project completion

Summary of findings

- 1.1 – 83% (15 of 18) met or exceeded expectations
- 2.1 – 85% (11 of 13) met or exceeded expectations
- 2.2 – 94% (16 of 17) met or exceeded expectations
- 4.1 – 82% (9 of 11) met or exceeded expectations

Summary of use of assessment findings for improvement: From prior Peer Review of Assessment, the department gleaned assessment techniques from the Department of Mathematics. Smaller department, so all faculty are involved in all aspects of assessment Matching assignment with SLOs being assessed Reviewing results of assessment from the previous year: trends, changes needed, program design

For example:

Most students were meeting benchmarks for certain SLOs, so they examined the small portion of students who are not meeting the benchmark and found that these students were not engaged

So, the faculty focused on tweaking assignments to improve student engagement

Program review by NAST and changed the program to a BFA in Acting: NAST indicated the program was already doing the things needed to be accredited

Since these programs are more performance-based, providing quantitative data is more difficult in these programs.

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

General education classes are taught by several different professors, and each one wants to assess different things in their courses. Should we assess the same assignment across all three classes or is it OK to use different assignments as long as they all meet the same SLO? Could ask faculty to agree to require one particular assignment across all course sections to be used for assessment and allow all other assignments to vary. Could develop assessment activities outside of a particular course assignment (e.g., exit interview, survey). Focus on the aggregation of the data, not the particular assignment. Move program-related assessment out of general education courses into program-specific courses. Develop an assessment measure/tool that evaluates the core skills desired and that can be used across multiple assignments (e.g., an analytic rubric).

Graduate Assessment

Accounting & Finance

SLOs assessed:

- 1.3 Apply knowledge of relevant financial reporting standards and the regulatory environment to solve financial reporting issues. (Content)
- 1.4 Apply knowledge of relevant professional standards to plan and perform auditing or other assurance services. (Content)
- 2.1 Gather, interpret, evaluate, and analyze key elements of a complex accounting issue or problem, consider alternatives, and present a well-reasoned recommendation. (Critical Thinking)

- 3.2 Deliver an effective, professional quality, oral presentation pertaining to an accounting issue or problem. (Communication)
- 4.1 Identify ethical issues and apply knowledge of professional codes of conduct or ethical decision models to reach conclusions. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.3 At least 75% of students will perform satisfactorily on each rubric element (8-items) used to evaluate their research and application of accounting standards to current accounting problems. Assessed in ACG 6805.
- 1.4 At least 75% of students will perform satisfactorily on each auditing standard application question (25-items) to evaluate their application the accounting ethics standards. Assessed in ACG 6856.
- 2.1 At least 75% of students will perform satisfactorily on each rubric element (7-items) used to evaluate their analysis and presentation of a current accounting issue. Assessed in ACG 6805.
- 3.2 At least 75% of students will perform satisfactorily on each rubric element (16-items) used to evaluate oral communication via prerecorded online presentations. These presentations were also assessed by peers and by external partners who are practicing CPAs. Assessed in ACG 6805. All courses are offered online only.
- 4.1 At least 75% of students will perform satisfactorily on each ethical analysis question (25-items) used to evaluate their application the accounting ethics standards. Assessed in ACG 6856.

Summary of assessment findings, including a description of the sample used:

Sample description – location/modality not identified on report; however, one mention of “all courses are offered online only”

Summary of findings – 33 students assessed on SLO 1.3; satisfactory performance ranged by rubric criterion (85% for criterion 3.4 to 100% on criteria 3.1 and 4.1). 35 students assessed on SLO 1.4; satisfactory performance ranged by rubric criterion (42% for criteria Q12 and Q18 to 94% on criteria Q1, Q2, Q5, and Q6). 33 students assessed on SLO 2.1; satisfactory performance ranged by rubric criteria (70% on CT5.2 to 100% on criteria CT1.3 and CT2.1). 33 students assessed on SLO 3.2; satisfactory performance ranged by rubric criteria (59% on OC4.3 to 100% on criterion OC3.1 and OC3.2). 35 students assessed on SLO 4.1; satisfactory performance ranged by rubric criteria (42% on criteria Q12 and Q18 to 94% on criteria Q1, Q2, Q5, and Q6).

Summary of use of assessment findings for improvement: The accounting faculty are currently working on a 100% review and revision of the MAcc curriculum... The anticipated program changes are likely to result in new courses and course sequences and also new program SLOs and assessment measures and techniques.

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

They use questions from exams – they choose specific questions and track those data. They use results from papers and presentations as well. There is limited involvement from faculty members across the department. There appears to be 3 to 4 faculty members involved in the assessment process, reporting, and meetings. “Assessment should not be in a vacuum.” Other dept. indicated they bring junior faculty members into the assessment meetings. The junior

faculty shadow more experienced faculty (during peer-review of assessment) to understand the importance of assessment in the department. Accounting was encouraged to make peer-review of assessment as part of the on-boarding for the department. The CPA exam is getting ready to change (2024). Thus, the faculty are getting ready to make significant changes in the curriculum for the MAcc. The curriculum will focus more heavily on analytics than papers as its current focus.

Administration & Law

SLOs Assessed:

- 1.1 Analyze effective leadership and sustainable management strategies across multiple sectors (Content)
- 2.1 Assess public policies (Content).
- 3.1 Analyze public policy and problem-solving in the public sector. (Critical Thinking)
- 4.1 Apply a public service perspective utilizing ethical judgment and principles. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.1 At least 70% of students will score 80% or more on their final and midterm research assignments in PAD6335 Strategic Management for Public Service and Capstone courses PAD6946.
- 2.1 At least 70% of students will score 80 or more on the midterm and final examinations in PAD5635 (Gov Contract Law) and PAD6041 Public Service Ethics.
- 3.1 At least 70% of students will score 80 or more on the midterm and final examinations in PAD5635 (Gov Contract Law) and PAD6041 Public Service Ethics.
- 4.1 At least 70% of students will pass the final and midterm research assignments with a grade of B or greater in the Public service Ethics course PAD6041.

Summary of assessment findings, including a description of the sample used:

Sample Description

- 1.1 34 students were assessed.
- 2.1 The number of students assessed was 31.
- 3.1 The number of students assessed was 31.
- 4.1 The number of students assessed was 17.

Sample Findings

- 1.1 The number of students who met or exceeded the expectation was 33. Percent Satisfactory 97%
- 2.1 The number of students met or exceeded expectations 29. Percent 94%.
- 3.1 The number of students met or exceeded expectations 29. Percent 94%.
- 4.1 The number of students met or exceeded expectations 16. Percent 94%

Summary of use of assessment findings for improvement: Each year faculty review outcomes for one SLO as applied to subject courses within the MSA program, to include core courses and certificate-level courses. The assessment is based on the evaluation of an instrument (i.e. a final paper, examination, or major project), with a goal of meeting at least the baseline for performance among enrolled students. The faculty members discussed performance measurement in the program on multiple occasions. The plan was to continue to collect data and report out for initial SLOs. As results are received, additional efforts will be made to refine and

revise course approaches to improve student learning objectives. The program's high national ratings are a testament to the quality of student outcomes and professionalism.

Due to positive results, and improvement over previous years, the department plans to continue using the same approach.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The group discussed enhancing the program by implementing changes based upon student learning outcomes. The department representatives spoke of their approach and making a concerted effort to not only adjust evaluation criteria and try to get that more rigorous, but also to change classes accordingly. Each class has really gotten a thorough review within the last year or two and some of the classes that we're teaching now in the public administration program are entirely new to bring a lot more rigor to the program to remain competitive with other public administration programs, not only in the state of Florida but throughout the United States. The group then discussed challenges of raising expectations and standards. At some point is this useful? Are the students still learning? Are you holding their feet to the fire for things that are really useful?

Communication Arts

SLOs Assessed:

- 1.1 Describe and apply concepts and principles relevant to strategic communication.
- 2.1 Ethically and accurately interpret, design, conduct, and share research.
- 3.1 Articulate how theory and research apply to real-life communication challenges.

Direct/Indirect Measure(s) used for Assessment: All students who go through the program must complete a capstone project. The capstone allows the students the opportunity to apply what they have learned in a real-life communication situation. By assessing the capstones, we can determine if the master's program is successful in providing the students with the knowledge and skills necessary to obtain employment in the communication field and/or move on to additional graduate study. The capstones that were evaluated were chosen at random and dealt with different communication situations. One capstone concerned social media memes, one concerned the "culture shock" of foreign students when returning to their home nation after study in the United States, and the other capstone focused on nonverbal communication in bilingual speakers. Thus, the capstones provided a range of topics to represent the knowledge and skills used by our students to complete their work.

Three members of the faculty reviewed a total of three of the capstones completed in 2020-2021 as to whether the students demonstrated the SLOs had been met. The capstones were chosen randomly. Each project was rated on each of the above as either met, partially met, or did not meet the standard. A total of 9 ratings were recorded. Eight of the nine ratings were "met standard".

Summary of assessment findings, including a description of the sample used:

Sample description & Sample Findings

- 1.1 100% met the benchmark. 3 students total.
Sample Findings
- 2.1 Two of three students met the standard, one student partially met the standard. 3 students total. 2 met or exceeded. 67%
- 3.1 100% of students met the benchmark. 3 students total.

Summary of use of assessment findings for improvement: The Strategic Communication and Leadership program now has three SLOs. These SLOs were assessed in 2020-2021. Results were

nearly identical to the last assessment period. Rick Scott will retired in August of 2021. Dr. Kelly Carr then assumed the role of Chair. The faculty were scheduled to meet to discuss the findings of this assessment and chart future courses in the first month of 2021. Unsure if meeting took place.

Feedback from the discussion (strengths and weaknesses of program's assessment work):
Dr. Wise (department representative) brought up a quandary facing the department: the diversity of capstone topics. Some of the recent topics included:

- An analysis of the communication messages from headquarters sent out to long-haul trucking drivers.
- An analysis of the correctness or accuracy of the statements made about sharks in the five top-grossing shark films in the last 20 years.
- An analysis of sexually explicit advertising and its reaction to that advertising among undergraduate students at UWF.
- Adoption look books, which is when a birth mother looks at which family to send a child to. They get a book and it has photographs and text and things of what the most attractive features option look to promote the adoption of a child.
- An analysis of the language used in the chatrooms on Twitch.
- Effect of celebrity influencers on female purchase intention.
- Correlation between the number of on-screen and off-screen kills in Halloween movies and the movie's box office.

The field is so large and so diverse that it can be applied almost anywhere doing anything. This makes the assessment much more difficult because you've got people doing things all over the board. What we assess is could they ethically and accurately interpret design, conduct, and share research, a very broad category? Could they articulate how theory and research apply to real-life communication challenges? Can they describe basic concepts and principles relevant to strategic communication in those instances, which is a little bit different than the other two?

How do we go about coming up with an assessment that truly fits all of our students when our students are engaged in so many disparate projects? And that's the basic problem we face. And that's why these sessions are valuable because it helps us come up with ideas.

The group argued that the diversity is a strength, but suggested adding some firmer parameters or boundaries for topics/research based upon the mission of the degree. How will the project contribute to employment in the field? Will the topic help them to develop their career?

Computer Science

SLOs Assessed:

- 1.1 Develop and analyze relevant algorithms and their efficient implementation in a variety of environments. (Content)
- 2.1 Identify and analyze alternative approaches to solving computational problems. (Critical Thinking)
- 3.1 Employ effective and professional technical writing and presentation skills. (Communication)
- 4.1 Identify ethical issues and responsibilities within the computing profession. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.1 At least 70% of students will obtain 75% or higher on the sum of the project and final exam question #4.

Depending on the learning outcome the assessment is conducted in form of projects, papers, presentations or test questions with rubrics developed by the teaching faculty. Assessment is performed in an advanced course or in the Capstone project.

Summary of assessment findings, including a description of the sample used:

Sample description

- 1.1 18 total students.

Sample Findings

- 1.1 17 students met or exceeded the expectations. 94% satisfactory. The course was modified to emphasize experimental algorithmics over theory. Students performed relatively well on the project, where they had to apply theoretical skills in a practical context.

The department used a required course for this program. All students enrolled in all sections during this assessment cycle were assessed and the results of this assessment were included in this assessment report

Summary of use of assessment findings for improvement: The committee concurs with the suggestions of the teaching faculty on actions to be taken and will repeat the assessment in the following period. The faculty's suggestion of moving the assessment (for 1.1) into another course of the program will be considered and discussed at the next faculty retreat. It would be best to either remove that part or move the evaluation of this SLO to the parallel computing course.

The Masters programs have four learning outcomes. They have two courses and a plan and they assess one of the learning outcomes in each year. They have an instructor of the course and a coordinator of the course. The coordinator basically coordinates then with the instructor, unless the course coordinator is the instructor and in that case, the course coordinator, collects the data and then reports it back to the assessment committee and the assessment committee reviews the data and then makes recommendations. And they go before the faculty and the faculty then makes recommendations for program improvement. And that happens at the annual retreat. They have one meeting a year where they review the assessment outcomes from the previous year and where they then make recommendations for program improvements for the next academic year.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The group discussed the subjectivity of the assignment used for assessment as there is no common rubric used to assess the algorithm problem. Some suggested that the assignment should be reviewed by multiple reviewers or to develop a common rubric/problem that could be assessed more objectively. Others suggested dividing the assignment into theory and practice as some students may be better at one component or the other.

Instructional Design and Technology

SLOs assessed:

- 2.1 Analyze individual and organizational performance problems. (Critical Thinking)
- 2.2 Generate comprehensive solutions to support the strategic objectives of an organization. (Critical Thinking)

Direct/Indirect Measure(s) used for Assessment:

- 2.1 – Design Document and Designer’s Reflective Journal and Exam in EME6609; Project Proposal in EME6946
- 2.2 – Project in EME6946 and Project Management Plan in EME6607 (direct measures)

Summary of assessment findings, including a description of the sample used:

Sample description

50 online students assessed on SLO 2.1 – 46 were satisfactory; 48 online students were assessed on SLO 2.2 – 46 were satisfactory

Summary of findings

50 online students assessed on SLO 2.1 – 46 were satisfactory; 48 online students were assessed on SLO 2.2 – 46 were satisfactory

Summary of use of assessment findings for improvement:

- 2.1 – Weekly self-check/or additional activities to ensure mastery of weekly learning concepts will be added to address the fact that performance on Exam varied (EME6609); Continue to advise students to identify potential projects before the start of the semester (EME6946).
- 2.2 – Prevent students from registering for EME6946 before they have completed the majority of their coursework and identified an appropriate project. Increase incentives for participation in weekly activities (EME6607).

Feedback from the discussion (strengths and weaknesses of program’s assessment work):

Description of process given during peer-review meeting – Students provided feedback as well as the business industry and they developed a new program that has three embedded certificates and then the capstone. The data in the report include how the faculty have always done things. The faculty pick a main focus from the curriculum map (critical thinking in the past year). Then, the faculty determine which courses assess critical thinking and that is what they focus on for the year for each level of degree (bachelor’s, master’s, doctoral). They are starting a new program that has three embedded certificates – will start Fall 2022. The presenters asked for help on how to organize assessment for the new program. Because there are three certificates within the overall program, how do they assess the certificates and the entire program without having to assess all SLOs every year. You must assess each SLO within a five-year period so instead of focusing on a domain and which SLOs are under the umbrella of the domain, focus on each SLO instead and make sure that each SLO is assessed within the five-year period. The main goal of the curriculum map is to make sure that the courses support the program SLOs and to make sure that there are not SLOs that are not addressed in courses. Think about assessment in terms of introductory, reinforcement, and mastery. Typically, with program assessment, you want to assess the students at the reinforcement or mastery levels instead of introductory.

MBA

SLOs assessed:

- 1.1 Synthesize complex information to make business decisions. (Critical Thinking)
- 2.1 Develop professional written presentations on advanced business topics.
(Communication)
- 2.2 Produce professional oral presentations on advanced business topics. (Communication)

- 3.1 Integrate systemic advanced ethical reasoning with business decisions. (Integrity/Values).
- 4.0 Integrate advanced theories across business disciplines. (Content - General Emphasis)
- 4.1 Integrate graduate-level accounting concepts to address advanced business challenges.
(Content - Account Emphasis)
- 4.2 Develop data driven analytical solutions for complex business decision making problems.
(Content - Business Analytics Emphasis)
- 4.3 Devise a well-structured human resource plan that aligns with organizational strategy.
(Content - Human Resources Management Emphasis)
- 4.5 Synthesize new venture ideas into a well-structured business model. (Content -
Entrepreneurship Emphasis)

Direct/Indirect Measure(s) used for Assessment: A description of the direct measures was not included on the annual report. There appears to be a discrepancy between the number of SLOs on the report (9 SLOs) and the executive summary explanation (8 SLOs)

Summary of assessment findings, including a description of the sample used:

Sample description – A mix of F2F, Germany, and online students were assessed on SLOs 1.1, 2.1, 2.2, 3.1, and 4.0. Only online students were assessed on SLOs 4.1, 4.2, 4.3, and 4.5.

Summary of findings – It is expected that for each of the SLOs, at least 80% of the students will be proficient on each of the direct measures of assessment. The 80% benchmark was met by 100% of the students. The lowest percent satisfactory occurred on two SLOs (90% of F2F students were satisfactory on SLO 2.1 and 93% of F2F students were satisfactory on SLO 3.1). The percent satisfactory on all other SLOs was at least 98% with the exception of 91% online students' percent satisfactory on SLO 4.1.

Summary of use of assessment findings for improvement: Faculty discussed the results and provided various explanations as well as recommendations for improvement. Specifically related to SLOs 1.1 and 2.1 – the faculty discussed moving the assessment to a later time in the students' program. The assessment taskforce will address this during their 2021-2022 meetings. Some other recommendations included reinforcing the concept of referring to notes during their presentations. They plan to implement coaching sessions to help with the oral presentations. Additionally, faculty plan to collect additional data before making improvements for SLOs 3.1 and 4.0. The MAcc faculty are addressing written communication in their program review and then they will make curricular changes as a result (SLO 4.1). Related to SLO 4.2 – faculty will review instructions for the assignment and then determine if changes are needed. Related to SLO 4.3, faculty recommend having a Business Librarian conduct a session on quality sourcing. Related to SLO 4.5 – faculty wants more data to determine the effectiveness of changes made to the course that included bringing in sales topic guest speakers and providing high quality examples of a podcast.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Description during the meeting – there are faculty from three departments in the college of business. There is an MBA taskforce to focus on the MBA curriculum and assessment. Faculty wonder if their standards are high enough. The class with the embedded assessment allows for multiple revisions. The faculty are also wondering if they should assess later in the program. Feedback was provided by multiple group members during peer review. Faculty from one

discipline explained that the data are reported from the first attempt on the assignment but then the improvement data are also tracked internally by faculty. Another department is getting ready to go through an external accreditation review and has the same situation as MBA. That faculty member indicated that she would share feedback after the accreditation review. MBA has a certificate that is varied, and the faculty aren't sure where to focus assessment. They are beginning to use Canvas outcomes to pull out the data for that certificate program. Other departments seemed interested in this idea and the name of the Canvas outcomes individual was provided during the discussion.

Psychology

SLOs assessed:

- 1.1 Describe major theoretical and empirical contributions of counseling psychology.
(Content)
- 2.1 Evaluate and integrate psychological literature to address specific professional problems.
(Critical Thinking)
- 3.1 Articulate logical, evidence-based arguments related to applied experimental psychology in public speaking. (Communication).
- 3.2 Articulate logical, evidence-based arguments related to applied experimental psychology in written work. (Communication).

Direct/Indirect Measure(s) used for Assessment:

- 1.1 At least 70% of Master's students will achieve passing status on the application of the rubric for performance for capstone performance or review by program faculty. The data collapse two different strategies from our two viable specialization areas.
- 2.1 At least 70% of students will achieve proficiency in using literature to address professional challenges. In both reporting programs, this judgment was linked to theory use related to capstone performance, either an internship or thesis (I/O program) or theory use/case study (Counseling).
- 3.1 At least 70% of students will achieve proficiency in oral argumentation based on psychological evidence. All MA students deliver an oral performance as an internship summary, a case study defense, or a thesis. 100% of students were effective in meeting this challenge.
- 3.2 At least 70% of students will achieve proficiency in oral argumentation based on psychological evidence. All MA students deliver a written performance as an internship summary, a case study defense, or a thesis. 100% of students were effective in meeting this challenge.

Summary of assessment findings, including a description of the sample used:

Sample description & Summary of findings

- 1.1 8 students total. 100% met or exceeded the expectation.
- 2.1 8 students total. 7 met or exceeded the expectation. Percent 88%
- 3.1 8 students total 100% met or exceeded the expectation.
- 3.2 8 students total. 100% met or exceeded the expectation.

Summary of use of assessment findings for improvement:

- 1.1 We had 5 students graduate with an I/O Masters. Four of them were evaluated based on internship performance and one was evaluated on the basis of a completed thesis. All five individuals either met or exceeded the expectation. The Counseling Program introduced both a written and an oral capstone assessment for graduating students that was

completed by three third-year students. The capstone writing assignment included a focus on content, critical thinking, and ethics. Student performance in both of these modes at least met the criteria. The Counseling Program adopted an ALP based strategy to create progress reports on all students in the program. The program faculty meet collectively to determine their standing in the program. (The progress report form is included in relevant documents along with their narrative summary). This year's review evaluated 20 students representing all levels in the program (first, second, and third-year). On the basis of evaluation, one student was placed on probation, one student was required to have a remediation plan, and 18 students were designated as in good standing. No students achieved an overall rating of "commendation" although that higher-level designation did appear for some students in selected SLOs. The I/O Program faculty are satisfied with the performance of their students as reflected in the assessment. No major changes transpired as a result of assessment data. Based on some concerns with student performance, the Counseling program faculty revised their capstone experience and this year represented success in combining both written and oral performance elements to render judgment about student achievement. The I/O faculty moved their evaluation process into a Qualtrics format in an operational meeting in April. The Counseling Program faculty did a significant overhaul of the program to boost program viability that included changes in frequency and schedule of course offerings to better accommodate student needs. They combined cohorts to address a low enrollment problem for selected courses. They also ramped up their marketing efforts. However, most of the structural changes were driven by administrative challenges about program viability rather than assessment data.

- 2.1 All but one student demonstrated proficiency in applying relevant literature. Both programs believe the success of students in the capstone designs suggests the programs are performing effectively. The Counseling Program did a significant revision of how they assessed their students as a result of past dissatisfaction with their students' performance. The new format appears to do a good job of tapping appropriate theory/literature use. No changes were reported by I/O faculty.
- 3.1 The Counseling Program did a significant revision of how they assessed their students as a result of past dissatisfaction with their students' performance. The new format appears to do a good job in measuring oral performance. No changes were reported by I/O faculty.
- 3.2 Neither program reported improvement efforts based on assessment findings. The Counseling Program did a significant revision of how they assessed their students as a result of past dissatisfaction with their students' performance. The new format appears to do a good job in measuring oral performance. No changes were reported by I/O faculty.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The department explained how their current formal offerings include specializations in industrial/organization, counseling, and applied experimental although the latter program has not been accepting applicants. The department is debating about whether that specialization should be terminated or dramatically revised in light of unsustainable enrollment levels. The department adopted a common rubric to address student performance in relation to ALP outcomes although the vehicle for assessment differs between programs and in the case of industrial/organization psychology even within programs. In this case, students are evaluated either in an internship or a thesis equivalent. In the counseling program, capstone performance is evaluated based on a case study defense and a written application of theoretical frameworks. They are given a take-home

exam, which is three questions. One of the questions assessed is content, one of them is critical thinking, and the third one is ethics. And they have a week to complete this Take-Home exam and then it's graded by a panel of faculty. The counseling psychologists gets together and grade the test. Then they evaluate that based on content, critical thinking, and communication (as for the organization of their writing communication, as for the mechanics and as well as using APA style that they're required to use, and then also integrity and professional development. So those are the things that are all evaluated based on the written component, the take-home test. Then they're given a case study where they have to read about a particular mental health case. I think it's fictional. I'm not positive about that. I think they review a fictional case, they have a half-hour to review it and then come back with an oral presentation that says what they diagnosed and how they would treat it. And for that, they're evaluated based on a number of the same things, content, critical thinking, communication, and integrity. And that's all oral. They also get together as a group of faculty and evaluate their students twice a year on other things that we're not going to even include in this assessment report.

There's lots of assessment going on for the I-O psychology students. They also are evaluated in their capstone. And the capstone could be either a thesis, only about 10 to 20 percent of the students take the thesis option, or the internship. They go off for three hundred and fifty hours. They work someplace and they have to answer four questions each. Each question requires five pages of writing, some pretty extensive questions where they have to apply what they've learned in class to answer these four different questions that each come from a different specialty area. And what we do is when they answer those questions, we break it up so that each person who has a specialty in that content area grades just that question. Then after we get their papers with these answers to it, we do a formal defense where they give a presentation. After the presentation they have the opportunity to defend their papers. And if they don't pass the question, we give them a chance to remediate it. And then they can fix that one and we decide whether they pass or fail. But we also gather this information afterward that has us assess these competencies, content, critical thinking, communication, all the same competencies we use basically the same ones as counseling.

We also evaluate our students once a year based on other competencies as well, like teamwork, reliability, and things like that. But that's not part of the assessment report. We gather that information once a year. We talk about how the data look and then we decide where weaknesses are, like if there's a weakness in writing, we figure out what we have to do in the classes that have a writing component to try to improve that. Maybe the APA style wasn't very strong. So we leave that up to the one class that uses an APA style paper and that's it. We give you the results here in the report. And we try to make our adjustments based on the data.

Public Health

SLOs assessed: 2.1 Evaluate the factors affecting individual and population health, including patterns of morbidity, mortality, and disability in a defined population, and the capacity of national and international public health systems to deliver public health services to meet the needs of the population in low-and-middle income countries. (Critical Thinking)

Direct/Indirect Measure(s) used for Assessment: Students in the MPH Program complete a semester long project in which they analyze population health data, interpret and report conclusions based on the results. The student develops a comprehensive report in manuscript format providing justification for their conclusions. The assignment is graded in milestones, with

sections of the project due at different times during the semester, and then cumulatively at the end of the semester. The project is graded using a rubric. Summary of assessment findings, including a description of the sample used.

Summary of assessment findings, including a description of the sample used:

Sample description – There is a benchmark expectation that at least 85% of students will meet or exceed expectations in the ability to analyze population health data, present and defend results of their analysis. Four online students were assessed on this SLO. The students were assessed during PHC6196.

Summary of findings – 100% of students were satisfactory on the assignment.

Summary of use of assessment findings for improvement: From report - The faculty agreed to focus the assessment on one component (Methods and Results section) of the assignment in the future. During the past year, the primary instructor adjusted the grading rubric for the course project, but the changes did not carry over to the new instructor. The faculty concluded that this was not necessarily the cause of the limitation in the reliability of the data.

From discussion during peer review - Course specific assessment – Global Health Concentration; Applied Analysis for Public Health. Two competencies are selected from accreditation agency. One focuses on data collection methods. The other is to analyze quant. And qual data using biostats. They take the class during their second year. Faculty created a survey that they send out to alumni to assess their experience based on how they interact with all of the material in the class when they took the course. They received a 33% response rate. They collected data 2018-2020. Students felt they were somewhat competent on the competencies. Employers were also contacted, and they were asked about how competent their UWF grads are. They started surveying employers during this past year. The challenges are to have a standardized grading rubric that can be used by all of the faculty that teach the class. The class focuses heavily on analytical skills, so faculty are having a difficult time developing a rubric to assess analytical skills. The faculty created videos for students on how to perform various analyses to help students understand how to conduct various analyses. Faculty created an assignment (project) for students to work with the entire semester. The project is a cumulative project that looks like a manuscript and the project is broken into various sections that then they put together at the end of the semester (after receiving feedback from their instructors). Faculty want to continue reviewing the data for another year before they make any changes. They want additional data prior to making changes.

Feedback from the discussion (strengths and weaknesses of program's assessment work):

The group felt that the indirect measure of assessment of surveying alumni and employers is a great idea. The employers are given an opportunity to be a site for interns so they can stay connected to UWF and have an opportunity to interview students as the students go through their programs. Also, alumni feedback has been useful to the faculty. It appears that the alumni rate their competence lower than the employers do. Faculty plan to continue monitoring this to determine if this is a trend. The department built a Canvas course that includes all the assessment information including data for faculty to review. They asked what other departments are doing to manage their data. One department uses Google Docs and Drive for documents and data. Another program described using Tableau for a data dashboard.

Social Work

SLOs Assessed:

- 1.1 Critically appraise social work theories as they pertain to working with individuals, families, groups, communities, and organizations. (Content)
- 2.1 Analyze social and economic justice issues and the ingredients that constitute human rights. (Content)
- 2.2 Integrate cultural, gender, and other special life circumstances into social work practice. (Critical Thinking)
- 3.1 Communicate social work interventions at the individuals, family, group, community, and organizational levels during experiential learning, case presentations, and written documents. (Communication)
- 4.1 Evaluate ethical values or dilemmas. (Integrity/Values)
- 4.2 Demonstrate professional behavior in accordance with NASW Code of Conduct. (Integrity/Values)

Direct/Indirect Measure(s) used for Assessment:

- 1.1 At least 80% of students will meet or exceed the expectation of critically appraising social work theories pertaining to working with individuals, groups, and families as measured by the FCAI and field assessment instruments.
- 2.1 At least 80% of students will meet or exceed the expectation of analyzing social and economic justice issues and the ingredients that constitute human rights as measured by the FCAI and field assessment instruments.
- 2.2 At least 80% of students will meet or exceed the expectation of integrating cultural, gender, and other special life circumstances into social work practice as measured by the FCAI, field assessment instruments, and Capstone instrument.
- 3.1 At least 80% of students will meet or exceed the expectation of communicating social work interventions at the individuals, family, group, community, and organizational levels during experiential learning, case presentations, and written documents as measured by the FCAI, field assessment instruments, and Capstone instrument.
- 4.1 At least 80% of students will meet or exceed the expectation of evaluating ethical values or dilemmas as measured by the FCAI, field assessment instruments, and Capstone instrument.
- 4.2 At least 80% of students will meet or exceed the expectation of demonstrating professional behavior in accordance with the NASW Code of Conduct as measured by the FCAI, field assessment instruments, and Capstone instrument.

Summary of assessment findings, including a description of the sample used:

Sample description & Summary of findings

- 1.1 109 students. 100%.
- 2.1 109 students. 100%.

Summary of use of assessment findings for improvement:

- 1.1 No changes are suggested to the curriculum at this time. The Foundation Curriculum Assessment Instrument will be administered by embedding it in the Field class shell in canvas to ensure it is complete.
- 2.1 No changes are suggested to the curriculum at this time. The Foundation Curriculum Assessment Instrument will be administered by embedding it in the Field class shell in canvas to ensure it is complete.

- 2.2 No changes are suggested to the curriculum at this time. The Foundation Curriculum Assessment Instrument will be administered by embedding it in the Field class shell in canvas to ensure it is complete.
- 3.1 No changes are suggested to the curriculum at this time. The Foundation Curriculum Assessment Instrument will be administered by embedding it in the Field class shell in canvas to ensure it is complete.
- 4.1 No changes are suggested to the curriculum at this time. The Foundation Curriculum Assessment Instrument will be administered by embedding it in the Field class shell in canvas to ensure it is complete.
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No students completed the FCAI. The faculty discussed the results from the field assessment. Since the benchmarks were met no changes to the curriculum were suggested. The faculty decided to move the administration of the FCAI from the field office to course instructors. The FCAI will be embedded in SOW 45510 as a graded assignment in order to ensure completion. Include faculty meeting dates and percent attended, email minutes

TEEL

SLOs assessed:

- 2.1 Systematically evaluate research-based approaches and strategies and apply reflective practices to demonstrate a commitment to learning from experience. (National Board for Professional Teaching Standards 4) (Critical Thinking)
- 3.1 Use effective written and oral communication skills to actively participate as a member of school and district-based learning communities and the broader teaching profession. (National Board for Professional Teaching Standards 5) (Communication)
- 4.2 Develop strategies to advocate for improving the educational experiences and outcomes of all learners. (National Board for Professional Teaching Standards 1)(Integrity/Values)

Direct/Indirect Measure(s) used for Assessment: Specific descriptions of the direct measures were not provided in the annual report. “Course assignments were reviewed and analyzed. These data were based upon a graded assignment for particular courses (EDF6691, EDG6916, and EDG6918) within the program.”

Summary of assessment findings, including a description of the sample used:

Sample description for ESE – There were 9 online ESE students assessed in EDG6916 and EDG6918 and there were 10 online students assessed in EDF6691.

Summary of findings for ESE – There is a benchmark that at least 80% of students will achieve a grade of B or better on the Research Proposal, Final Research Report, and Diversity Paper. 100% of the 9 students met the benchmark on the Research Proposal and Final Research Report. 90% of the 10 students met the benchmark on the Diversity Paper in EDF6691.

Sample description & Summary of Findings for C&I – There were 58 online C&I students assessed on SLO2.1. 100% were satisfactory. There were 36 online students

assessed on SLO 3.21 and 100% were successful. There were 36 online students assessed on SLO 4.1 and 100% of them were successful.

Summary of use of assessment findings for improvement: The TEEL graduate faculty met and reviewed the data, syllabi, course materials, and assessments. The faculty discussed that improvements will be made to align more directly to the program-level goals and five-year plan. The faculty also determined that different rubrics were being used across instructors. They made the recommendation to use the same rubric in all sections of the course.

Feedback from the discussion (strengths and weaknesses of program's assessment work): Three SLOs linked to key assignments in three different courses. The graduate committee found out that different rubrics were being used in the various courses. Thus, they decided to use the same rubric across sections and instructors to ensure they obtain better data. The faculty want to improve communication between lead instructors and other instructors in the program to get more consistent data. Faculty are very compliant when it comes to aligning rubrics, assessments, etc. Communication seems to be the biggest challenge in the department because there are multiple programs and small changes can impact courses in various programs. Another department faculty member reiterated the importance of keeping faculty enthused about assessment and being able to provide their personal input as an individual and not only talk for all instructors of each specific course.

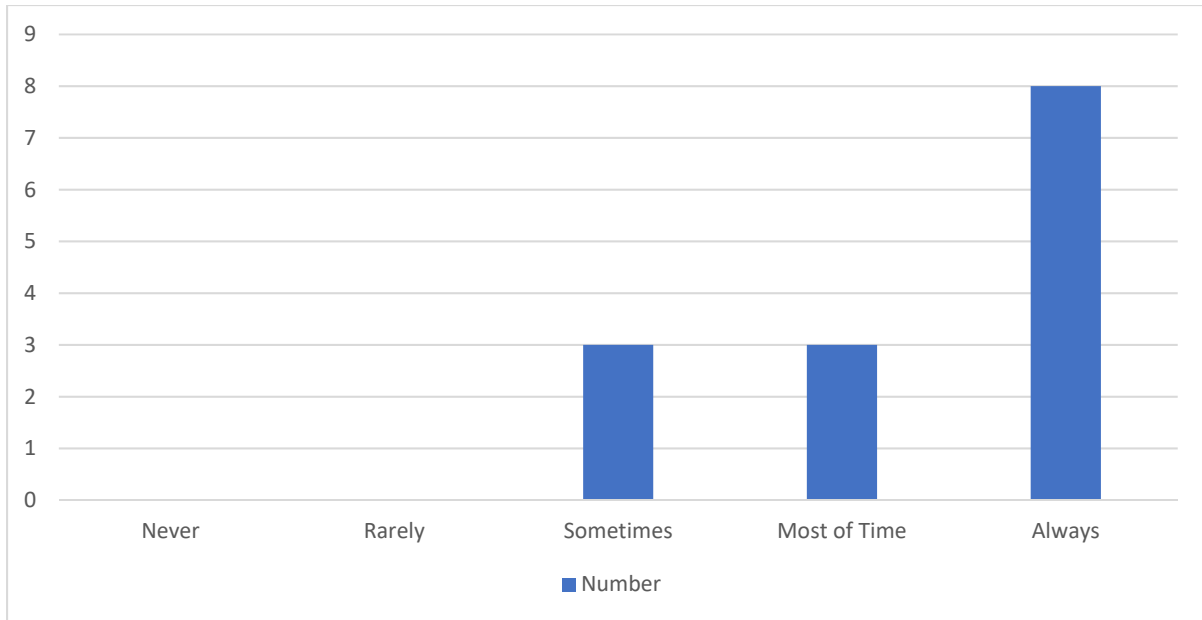
POST-REVIEW EVALUATION OF THE 2021 PEER REVIEW OF ASSESSMENT

(Feedback from Participants: Qualtrics Survey)

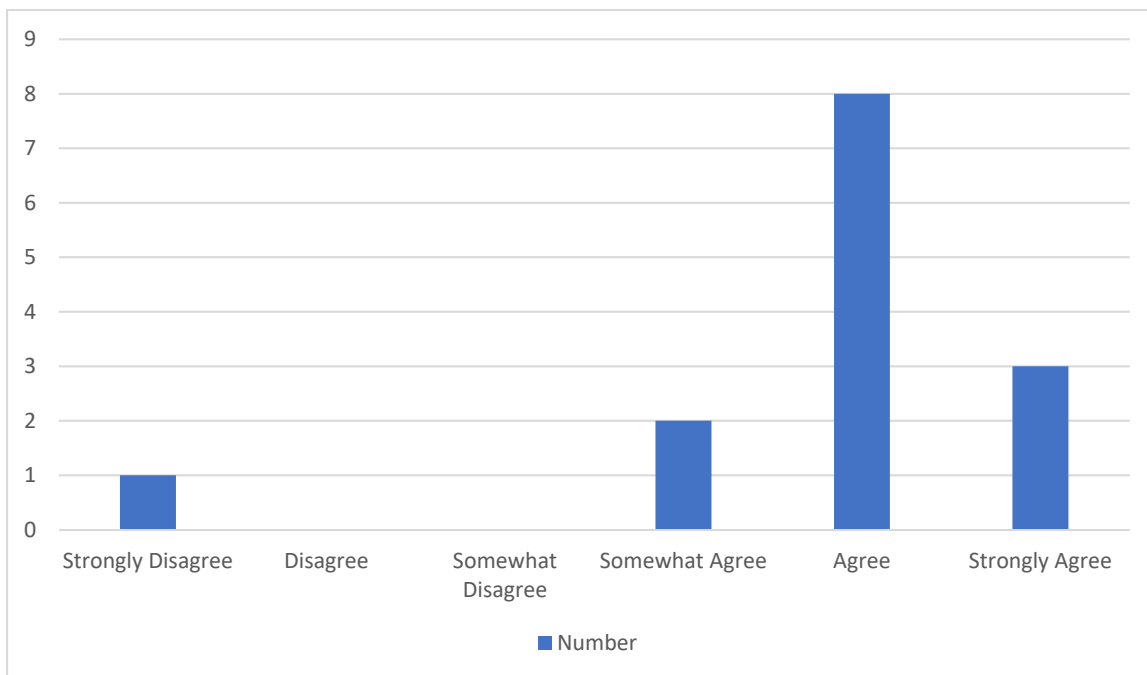
An evaluation of the Peer Review of Assessment was sent to all department representatives (not scribes or facilitators; $n = 32$) on December, 10 using the Qualtrics survey software. The survey was open for responses until January 15; 14 individuals completed the survey (64% response rate).

Response reflected high levels of satisfaction with the Peer Review process, which was perceived to be a collegial discussion that prompted meaningful and useful discussion of effective assessment practices and use of evidence to improve academic programs and student learning. They also expressed a great deal of satisfaction with the Zoom format. Responses to each Likert-type survey questions are presented below.

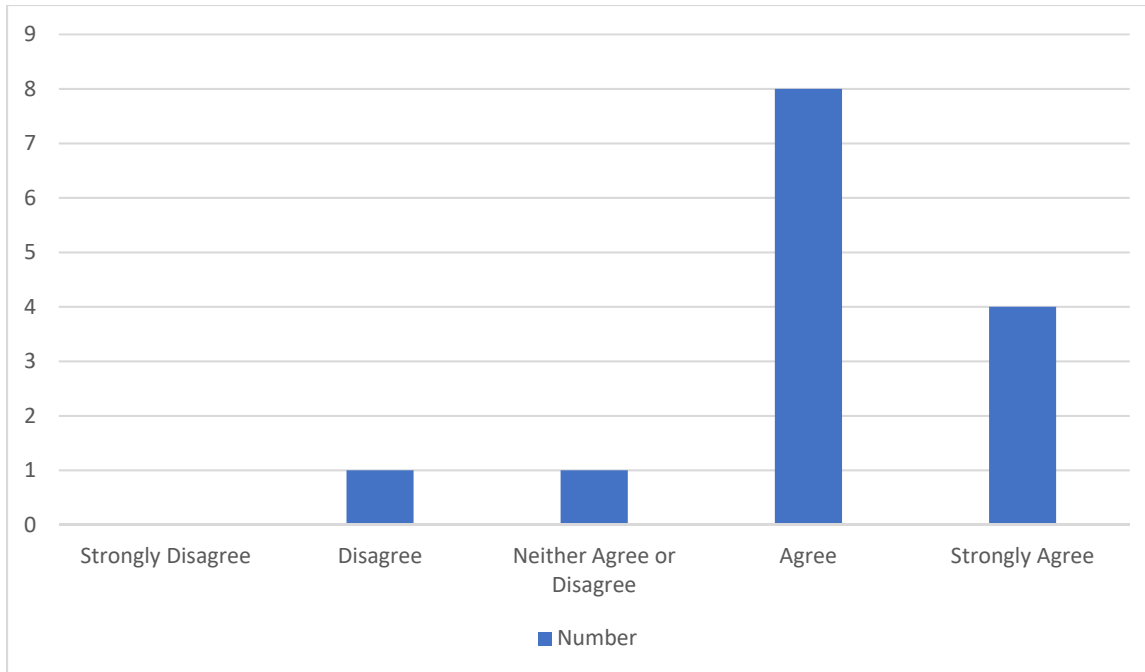
Q5 - Describe how often the discussions of assessment in your breakout room were collegial.



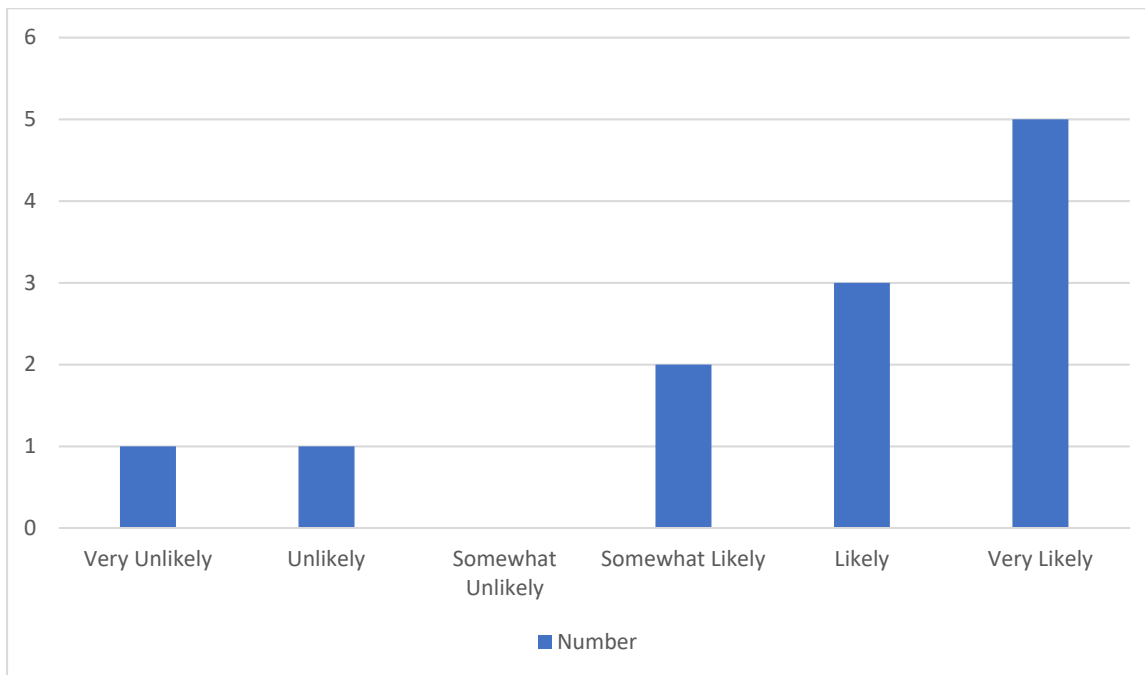
Q6 - Discussion of my department’s assessment practices by reviewers in my breakout room will help my department improve future assessments of student learning.



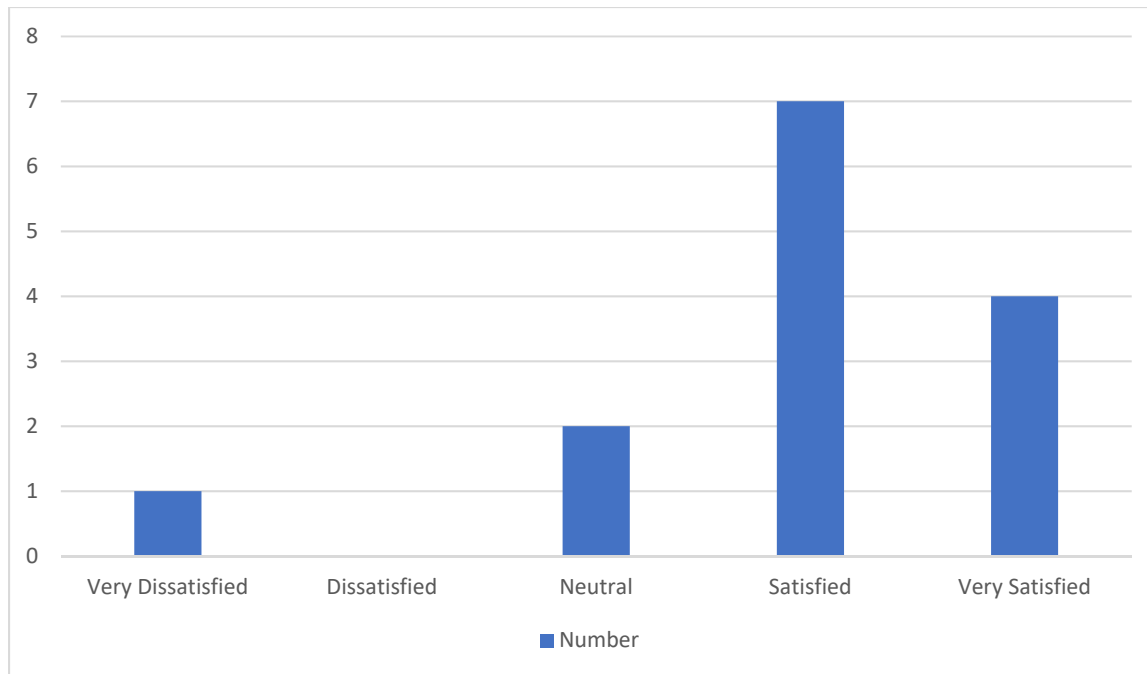
Q7 - Discussion in my breakout room generated useful strategies that might improve student learning in my department.



Q9 - Would you be interested in participating in a future Peer Review of Assessment?



Q12 - Describe your satisfaction with the strategies used to make materials available to reviewers (e.g., the Google site).



Q10 - What was the most useful component of the Peer Review of Assessment for you and/or your department?

- Simply having to think concretely about our practices--to make them visible and held up for perusal. Simply being forced to regularly look at them is important.
- New ideas about rubrics for assessing communication.
- Useful feedback from other the departments.
- Communicate with other departments and know more about different assessment methods.
- Able to see how other departments perform the annual assessments.
- I always get some great ideas from faculty across units.
- Canvas feature that can be used for assessment.
- Hearing what other departments use as assessment strategies.
- Learning through knowledge sharing and exchange of ideas. It teaches how to assess and give others constructive feedback.

Q11 - What was the least useful component of the Peer Review of Assessment for you and/or your department?

- Nothing.
- There were no least useful components. The event was wonderfully productive!
- None.
- The process was very useful. It provides engagement with course material more deeply

Q14 - Please comment on the strengths of conducting the Peer Review of Assessment as a Zoom session.

- Zoom makes it easy to join. Zoom offers the opportunity to record sessions for future review
- Ease of accessibility and creating the most use of the time available.
- Sharing documents is easy.
- Very helpful given limited amount of time we all have.
- Easy and convenient to attend
- Zoom allowed us to have one-to-one and group chat sessions and discussions.

Q12 - Please comment on any problems you encountered related to hosting Peer Review of Assessment as a Zoom meeting.

- None.
- No problems were encountered.
- Time is too short for the last presenter. Didn't have time to receive feedback.
- No issues were reported

Q13 - Describe changes to future Peer Reviews of Assessment that you believe would improve the value of this activity for you and/or your department.

- I have no recommendations at this point.
- No changes needed!
- If we could put departments in the same discipline (such as STEM) in the same group.
- Clear instructions including - purpose of the session - format of the session - more structured guidance on what to prepare before the session. (just sharing the google docs including bunch of materials was a bit overwhelming)
- I recommend using standardized peer-review assessments. Each college at the university can build its peer review assessment process to be conducted by faculty members.