

PEER REVIEW OF ASSESSMENT (2018)
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 2018 Peer Review of Assessment included 40 participants, representing 30 academic departments, who engaged in facilitated discussions of program-level assessment of student learning in either General Education (two groups), undergraduate programs (2 groups), graduate programs (2 groups), or certificates and stand-alone minors (1 group). Scribes recorded notes at each of the table discussions. The 2018 Peer Review closed with facilitated discussions on four assessment topics, which replaced the full room discussion that closed previous reviews.

The full report presents a brief history of Peer Review, details about the implementation of the 2018 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 for future Peer Reviews of Assessment.

Improving Assessment Reporting

An emerging theme from discussions during the 2018 review reinforces comments from past reviews, including formal reviews of assessment reports by trained reviewers: Telling a department's "assessment story" is a continuing challenge. Specifically, many departments continue to discuss their assessments of student learning in terms of the domain name for student learning outcomes (SLOs) as presented in an Academic Learning Compact (ALC) or Academic Learning Plan (ALP). Assessment reports and faculty discussions consistently reference domain names (Content, Communication, Critical Thinking, Integrity/Values) instead of clearly identifying the specific SLO assessed. Some discussions documented in the 2018 review did report the full SLO (in part because the Qualtrics survey used for reporting provides the full SLOs in a pull-down menu), but many participants and assessment reports continue to focus on the domain name.

The practice of shortening SLOs to reference to the domain name does not appear to impede communication within a department or in discussions across campus because faculty within the UWF community are familiar with the structure of ALCs and ALPs. However, external audiences have criticized this practice, noting that "a word is not a student learning outcome."

This creates a dilemma: Assessment practices should serve departments first, providing information they need to identify areas in which academic programs can be strengthened. However, these reports must also document and clearly communicate our assessment work to external audiences, using language that clearly describes the integrity of assessment processes.

We must clearly explain and document how programs use assessment evidence to inform their decisions about teaching and curriculum and their efforts to move academic programs to higher levels of distinction. “Telling the assessment story” entails clearly (and completely) identifying the SLOs assessed, reporting “enough” detail about the findings to persuade an external audience that the department gathered and analyzed evidence from direct measures of student performance, and unambiguously connect decisions faculty made (and actions they took) to attempt to improve the quality of classes, curriculum, instruction, and student learning to their reflection on assessment findings.

Improving Peer Review of Assessment

Although participation in the facilitated discussions of specific assessment topics was sparse, the discussions were considered to be sufficiently fruitful to warrant facilitating similar discussions in future years.

Helping departments “tell their assessment story” continues to be a challenge. The Office of Institutional Effectiveness will explore 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. CUTLA and the Office of Institutional Effectiveness will provide 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.

The location for the event this year was not ideal: Participants complained of too much cross-talk between tables in a too-small room. Future events will ensure a large enough space with adequate access to electrical outlets and sound quality.

Future reviews will include pre-event training for facilitators and scribes. In addition, departments will be encouraged to send representatives who are sufficiently informed about assessment process. Departments that want to involve new faculty with Peer Review should bring these individuals as observers, which will provide the professional development they need to engage meaningful with future Peer Review discussions.

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 comes when the 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.
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 (2018)

The 2018 Peer Review of Assessment represents the eighth iteration of an institution-wide 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 were invited to participate; three departments were not able to send representatives for various reasons (illness, prior commitments, etc.). In addition, two departments were unable to upload assessment reports. While they both promised to send representatives, only one department’s representative (Social Work) actually attended the meeting. In fact, we had several last minute cancellations and/or no-shows. We also decided to let departments that only have one curriculum to assess (graduate or undergraduate for example) attend every other year since they have been discussing the same data. This year Engineering and Medical Laboratory Sciences (both of which only have undergraduate courses) had the year off.

As with previous Peer Reviews, each department participated in a group comprised of representatives from 3-5 other departments. The groups met for a facilitated discussion. 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 seven tables. This year we had two tables dedicated to discussion of undergraduate program assessment, two to graduate program assessment, two to General Education assessment, and one to the assessment of certificates and stand-alone minors. Each table had a facilitator and a scribe. A total of 40 individuals participated in the Peer Review (coordinators, facilitators, scribes, and department representatives). Stanny and Stone moved between tables to observe the process and provide assistance when needed.

The Center for University Teaching, Learning, and Assessment (CUTLA) evaluates the Peer Review process through a post-event debriefing featuring discussion with facilitators and scribes and a post-event survey of participants. 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.

The decision to provide each facilitator with a scribe emerged from the 2013 assessment; positive comments about the value of having a scribe at each table confirmed the value of this decision in 2014 and 2015. In addition, facilitators identified the loss of the whole room discussion at the close of the 2013 event as a weakness. Coordinators made adjustments to ensure that a whole room discussion occurred during subsequent peer review meetings. However, feedback from 2016 and 2017 suggests diminishing value in the whole room discussion. In 2018 we replaced the whole room discussion with four voluntary break-out sessions on various topics of assessment and student learning. The sessions are discussed in the post-event debriefing.

Due to the conflicting events, we held the meeting in a new location: a large classroom in Building 70. Though the room appeared spacious, tables were close to one another and acoustics were not the best. After last year's problems with Panera, we returned to using the university caterer, Aramark. Their selection of cheeses, fruits, and pastries were very well received.

As it worked well in 2016 and 2017, we again had a sign in sheet for representatives that also identified their table number. Likewise both scribes and facilitators were provided with conversation/question guides or outlines to help keep discussions on track. We did work with Angela Bryan, the new Director of IE, to revise the guides in an effort to make them clearer and elicit more student learning focused discussion. After a less than enthusiastic response to the whole room conversation in 2017, we removed this element and replaced it with four voluntary breakout sessions. Stanny sent a survey out to participants in advance to find out what topics piqued their interest the most. The four chosen topics/tables were: Portfolios as assessment tools, assignments as embedded assessments (included discussion of rubrics for these), content exams (assessing disciplinary content SLOs), and surveys as indirect measures (alumni, employers, etc.).

As with last year, we again did not use rubrics for participants to rate departments' assessment practices. Instead we simply asked representatives to review the data on the meeting website and to particularly take note of the additional documentation (required by ASPIRE) uploaded by each department (a quiz, survey, assignment, etc.). The hope was to make the discussions more focused on student learning instead of assessment procedure and collection of data.

During our post-review meeting on November 27, we discussed both the Peer Review meeting and the responses to the Qualtrics survey of attendees at the Peer Review of Assessment. As in previous years, the majority of respondents found the Peer Review meeting to be helpful for the departments and the development or improvement of assessment strategies. The survey and post-meeting debriefing is discussed at the end of the report.

STRATEGIES FOR EACH DEPARTMENT

General Education Assessment

Administration and Law

SLOs assessed:

The department assessed Personal/Cultural values in SPM 2010 (Sport in Global Society) and both Ethical Reasoning and Creativity in PLA 2013 (Survey of American Law).

Direct measure(s) (optional indirect) used for assessment:

To assess the chosen SLO in SPM 2010 the department used responses to an essay prompt while in PLA 2013 they used case-study approaches. For Ethical reasoning students had to respond to a hypothetical ethical scenario essay question that covered four of the basic legal ethics rules on their first major exam. A rubric was developed specifically to grade this essay. For creativity students drafted a legal complaint as an introductory writing assignment where they had to creatively advocate for a client.

Summary of assessment findings:

46% of students in SPM 2010 mastered personal/cultural values, with 32% demonstrating insufficient comprehension. 84% of students scored in the highest range on their ethical reasoning assignment in spring 2018 in PLA 2013, which was about 10 points better than the fall. Likewise the majority of students demonstrated the level of creativity and critical thinking appropriate for the field of law.

Summary of use of assessment findings for improvement:

The department plans to change the assessment method from the QEP Written Communication Rubric to a rubric developed in house that better separates assessment and grading, i.e. separate cultural aspects from the rest of the essay components for SPM 2010. They are also considering a new assessment instrument, which will use a different ethical scenario, and more in-class time will be devoted to ethics. Finally, for the Creativity SLO, the faculty decided to raise the benchmark to 85% for achieving this learning outcome as Legal Studies students have been academically stronger in the last two years. They also plan to devote more time in-class to complaint drafting.

Feedback from the discussion:

The group discussed improving the rubric to focus more on the General Education SLOs and less on writing/essay structure. They also discussed how to assess ethics in an essay, suggesting a more quantitative approach to better show mastery.

Biology

SLOs assessed:

The department evaluated Analysis/Evaluation and Ethical Reasoning.

Direct measure(s) (optional indirect) used for assessment:

Analysis/Evaluation (in several courses) utilized a student essay about affected populations, focusing on student inferences about areas of the body for various tissue structures.

Summary of assessment findings:

For the SLO of Analysis/Evaluation over half of all students succeeded. Specifically, 64% (BSC1050 OL), 61% (BSC 1085), 85% (BSC1005 OL) of students met expectations (or better).

Summary of use of assessment findings for improvement:

At this point the department has made no changes because it is difficult to implement assessment changes when their faculty changes each semester. At this point it is difficult just normalizing faculty considerations for quiz content and expectations for students to meet expectations.

Feedback from the discussion:

The group focused on what they could change, in particular regarding how the assessment quiz/assignment is administered as the department has had some issues with cheating by giving it online, even with the use of Respondus Monitor. Some recommended that Biology use an in-class quiz with clickers (already used by the department) instead.

Computer Science

SLOs assessed:

The department assessed Information Literacy in CIS 2530 Intro to Cybersecurity and both Information Literacy and Problem Solving in CGS 2060 Excursions in Computing (online).

Direct measure(s) (optional indirect) used for assessment:

A short answer exam question was used to assess Information Literacy in CIS 2530 while an online activity requiring students to review three websites and answer four questions per site was utilized in CGS 2060. Also in CGS 2060, students were questioned on an open book concept check to assess Problem Solving.

Summary of assessment findings:

In CIS 2530 out of a total of 36 students, 27 exceeded expectations (75%); 5 met expectations (14%); and 4 failed to meet expectations (11%). Answers were generally satisfactory, which was not a surprise. Therefore, the department plans to change the assessment method for Information Literacy. On the other hand students in CGS 2060 had difficulty identifying credible sources of information as well as explaining why sources are credible with 48% failing to meet expectations in Information Literacy in Spring 2018. Students did better on the Problem Solving exercise, but the department had problems with multiple students not completing the assignment, which has been a recurring problem despite trying multiple types of assignments.

Summary of use of assessment findings for improvement:

The department will no longer be assessing Information Literacy or Problem Solving, as they are now assessing an SLO in the domain of Critical Thinking (working with Stanny to develop this assignment currently) per the revised General Education student learning outcomes. Whatever assignments they do implement they will be adjusting the weight of the assignment to encourage participation.

Feedback from the discussion:

It was suggested that the assessment assignment be completed at the end of course instead of half-way through, or at both points to see change. Another participant also suggested locking the course until the student completes the assessment activity to increase participation.

Criminal Justice

SLOs assessed:

The department assessed Information Literacy.

Direct measure(s) (optional indirect) used for assessment:

Students were assessed on their finding and annotating 3 peer reviewed articles.

Summary of assessment findings:

The department assessed across two sections of CJ 2002 with very different assessment results. In one section 73% of students met or exceeded expectations (70% was benchmark), while in another only 37% met. Professors in different sections used different levels of performance to determine whether or not a student “met expectations.”

Summary of use of assessment findings for improvement:

Upon analyzing the data the department concluded that they need to continue faculty normalization meetings before each semester as had been done in the past.

Feedback from the discussion:

Several faculty suggested having students preparing an essay or statement about how they know the reference is credible (e.g., authorship, journal quality) instead of just annotating them.

Marketing, Supply Chain Logistics, and Economics

SLOs assessed:

In ECO 2013 (Principles of Macroeconomics) the department assessed both Problem Solving and Quantitative Reasoning.

Direct measure(s) (optional indirect) used for assessment:

They assessed both SLOs on both final exam questions and homework questions.

Summary of assessment findings:

For the Problem Solving SLO 81% met or exceeded expectations (29% exceeded) and for Quantitative Reasoning 60% met or exceeded expectations (24% exceeded).

Summary of use of assessment findings for improvement:

Department is facing the retirement and resignation of two faculty members and unfortunately, the line request was not approved. Thus, discussion of assessment procedures is on hold.

Feedback from the discussion:

The table discussed the difficulties the department will face as they transition to new SLOs. Problem Solving goes to Critical Thinking and Quantitative Reasoning will no longer be assessed. Instead they will have to develop a new assessment for Integrity/Values, which will be difficult as Macroeconomics does not lend itself well for the Integrity/Values assessment. They have used the test bank and questions in the past, but this does not work with the new SLOs. Additionally, because the new line was not approved the course will be taught by a visiting instructor who will unlikely have the time to work through an assessment solution.

Management/MIS

SLOs assessed:

The department assessed both Problem Solving (new SLO added for assessment this year) and Ethical Reasoning (assessed for every prior semester).

Direct measure(s) (optional indirect) used for assessment:

To assess Problem Solving the department used a 25 question multiple-choice test and a 25 question multiple-choice quiz was used for Ethical Reasoning. They are two different tests.

Summary of assessment findings:

Ethical Reasoning: 87% of students met expectations (or above) [74% benchmark]

Ethical Reasoning: 84% of students met expectations (or above) [74% benchmark]

Summary of use of assessment findings for improvement:

For this year, we increased the weight of the assessment in the course grade from a quiz score to a test grade. Assessment results are discussed by the instructor at a department meeting.

Feedback from the discussion:

Some questioned the department's very high success rates, proposing that the questions may be too easy. The department agreed and discussed their desire to change from an objective test to a test that assesses their ethical decision-making skills (application). The Biology representative suggested using two rubrics to assess the ethical reasoning questions (so they can be harder), one for grades and another for assessment. Another representative thought a case study assignment would work well.

Social Work

SLOs assessed:

In SOW 2192 (Understanding Relationships in the 21st century) the department assessed both Tech/Visual Literacy and Self-Regulation.

Direct measure(s) (optional indirect) used for assessment:

Test items as well as an assignment.

Summary of assessment findings:

Students consistently met the benchmark, so the department decided to raise the benchmark.

Summary of use of assessment findings for improvement.

Faculty typically meet in the spring to discuss assessment.

Feedback from the discussion:

The table discussion centered around university policy and procedure including, the proposal to conduct General Education assessment only in courses offered during the spring term and developing better rubrics in Canvas to ease collection of data.

Physics

SLOs assessed:

The department assessed Problem Solving and Quantitative Reasoning, though it was difficult to differentiate between the two.

Direct measure(s) (indirect optional) used for assessment:

Tests constructed by someone outside the course based on common SLOs. The test is administered online (pre/post), and the instructor does not see the tests beforehand. The test is normalized by having it taken by undergraduates, graduates, and faculty to gauge levels of expected performance. Pre-test and post-test are administered each worth 1% of course grade.

Summary of assessment findings:

65% of students met expectations (or above) [70% benchmark]. The department was reluctant to draw conclusions based on data collected to date.

Summary of use of assessment findings for improvement:

Assessment results are discussed with faculty annually, but they want to move to discussing the assessment results every semester. The department plans on combining Problem Solving and Quantitative Reasoning into one SLO due to difficulty to differentiate between the two SLOs. But they face some structural issues including chair changes that have resulted in assessment difficulties and the rapid change in course professors for General Physics. Thus, assessment was not performed last year since faculty member left abruptly.

Feedback from the discussion:

The group wondered what the purpose of the pre-test is. The department explained that it helps to identify mistakes/misconceptions that students have about Physics when they enter the course.

Theatre

SLOs assessed:

In THE 2000 Theatre Appreciation (F2F and online) and THE 2300 Survey of Dramatic Literature (F2F) the department assessed Analysis/Evaluation and Writing.

Direct measure(s) (optional indirect) used for assessment:

In THE 2000 (F2F and online) the students completed an assignment of Reading and 12 short answer questions to assess Analysis/Evaluation. In the F2F section, the questions were part of an exam. In the online section, students turned in their responses to the drop-box. To assess Writing they completed a critique of a play performance. In THE 2300 both Analysis/Evaluation & Writing were assessed in one assignment; a discussion and analytical paper.

Summary of assessment findings:

For THE 2000 (F2F) there were 83 students assessed for Analysis/Evaluation. Sixty-nine students attempted the assessment. Fourteen students did not attempt the assessment. All of the students who attempted the assignment were successful. For Writing, there were 83 students assessed. Sixty-three students attempted the assessment. Twenty students did not attempt the assessment. Out of the 63 students that attempted the assessment, all met or exceeded expectations. In THE 2300 only 3 students did not meet expectations for Analysis/Evaluation and only two did not meet expectations for Writing.

Summary of use of assessment findings for improvement:

Because nearly all students met expectations in THE 2000 the instructor plans to change the assessment method. However, for the THE 2000 (online) course the instructor would like to move the questions to an exam format to align with the face-to-face section. In THE 2300 the department believes it is possible students did not perform as well as they could have due to the format. Instead of asking students to submit their responses on a discussion board, the instructor plans to have students turn in a hard copy instead in order to provide them more freedom to express themselves. Additionally, for the Writing SLO, the instructor realized students were at various points in the academic careers (seniors, juniors, and sophomores) and had different levels of writing abilities. He believes students would benefit in the future from a few specific classes/workshops on writing.

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

No representative attended the meeting, so report is based on submissions to IR

Undergraduate Assessment**Accounting****SLOs assessed:**

They assessed four SLOs from the content domains for the Finance and Professional Accountancy specializations. They included:

1. Apply financial frameworks in making business decisions (Finance, Content domain)
2. Identify issues and problems in accounting contexts
3. Apply accounting principles to solve problems
4. Develop facility in the use of terminology and concepts in accounting.

Direct measure(s) (optional indirect) used for assessment:

Direct measure: Case Study/Analysis; Indirect Measure: Exit Interview

Summary of assessment findings:

Student performance on all measurement attributes improved from 2016-2017 to 2017-2018, and the percent of "unacceptable" student performance was within program limits for all attributes. (SLO #1). Some students did not answer all required questions related to the assignment. (SLO #2). No significant change in student performance was found (SLOs 3 & 4).

Summary of use of assessment findings for improvement:

Faculty members assess student work related to the SLOs, summarize the data, and make observations about the results. These results are shared and reviewed within the department, as well as with the college, Dean of the college, and a curriculum committee. Suggestions for improvement are made by the department faculty, the chair, and/or the College committee. Department and College faculty will meet in the fall to review assessment results and make recommendations. (SLO #1)

For SLO #2, faculty members will more clearly articulate requirements to students and provide sample assignment(s). They decided on a curricular change for SLOs 3 & 4.

Feedback from the discussion:

The group discussed how the department could be more specific in their report so that someone outside the department could identify what they found in their assessments, in terms of student learning. The procedures of how they assess are clear, but it is not clear what they found nor what decisions were made. They may consider providing an example of the scoring rubric(s) they used to assess the case studies. They do reference historical data, so if they could record it and give us the percentage increase, that would tell more of their assessment story. If the data shows that they are doing one SLO well, it may be time to move onto another SLO. The department may also wish to consider assessing fewer SLOs; they may have time to go more in-depth and be specific if they were not trying to cover so many.

A participant mentioned that SACS will probably require robust data, so it will be especially important for them to be more explicit about how they “closed the loop,” in other words, how the outcomes are used to foster a culture of continuous improvement. The more explicit a department can be in their assessment data, the less SACS has to interpret. They could also provide the specific date of the meeting where decisions were made as proof of faculty engagement in the assessment process.

*****No representative present at meeting. Notes based upon documentation from IR and faculty feedback.*****

Art

SLOs assessed:

Communication; Recognize historic styles, their sequence, and the cultural forces that shaped them.

Direct measure(s) (optional indirect) used for assessment:

Rubric

Summary of assessment findings:

N/A

Summary of use of assessment findings for improvement:

It appears that the assessment is resulting in course changes. Faculty decided that all programs and specializations will assess the same SLOs each year.

Feedback from the discussion:

Used capstone or portfolio with a rubric. Recommendation that did not see much language in grading scale that scored the specific SLO. How to apply the score more specifically. Thought the website reference method was “brilliant.”

*****No representative present, Barbara Larson was unable to attend, group discussed report*****

Chemistry

SLOs assessed:

Communicate professionally about chemistry through writing in an accepted scientific format and orally in a public venue (Chemistry B.S.; B.A.; Biochemistry B.S.).

Direct measure(s) (optional indirect) used for assessment:

Students' communication performances are scored using the QEP Communication for Professional Success rubric. Students' written and oral communications are measured throughout their undergraduate program using the rubric. They are assessed at presentations in on-campus venues, as well as professional and national meetings. For writing, the students complete a variety of activities including capstone research projects, lab reports, and poster sessions.

Summary of assessment findings:

As the academic year progresses, improvement in student communication is found in the rubric. While the department measures the same skills in the students as they progress, they also increase the rigor in assignments and activities the students complete.

Summary of use of assessment findings for improvement:

Chemistry faculty meet to review the results of the QEP rubric as applied to their students. The results and any changes in curriculum or pedagogy that they deem would improve the communication skills of the students is discussed.

Feedback from the discussion:

The group was impressed at the increasing rigor of communication assignments in the department, especially the statistic that 98% of the students attend conferences. They felt that closing the loop could be more clearly shown. The Chemistry representative explained that they do discuss their results and student learning in their fall kick-off meeting. Since the meeting is documented, the group felt it would be beneficial to show the decisions made within the meeting to improve the curriculum and student learning. A faculty participant mentioned that evidence of continuous improvement, then, could be as simple as keeping detailed minutes of the meeting. However, if it is found that all of the students are doing well (and it sounds like most of them are), then it may be time to assess a different SLO and target it for improvement.

Communication

SLOs assessed:

Communication; Students will be able to write academic research reports.

Direct measure(s) (optional indirect) used for assessment:

Assessment is pulled from all of the final papers from all sections of the research methods course. Anonymized papers are sent to faculty. Uses Rubric.

Summary of assessment findings:

85% of students fell below the benchmark, with lowest results for students at hypothesis development.

Summary of use of assessment findings for improvement:

All full-time “contract” faculty in the department are involved and are cooperative to conduct the assessment. The department plans to have three years data on/for one SLO. They plan to modify the rubric. They are trying to get approval for a workshop so the rubric can be more standardized and applied universally by all “contract faculty.” As part of the rubric modifications they plan to remove the category of “good hypothesis” out as it did not measure the SLO accurately. Finally, undergraduate students are not a good audience for developing a hypothesis for a literature review. Proposing new SLO and new rubric to measure other components to generate methods to ask demonstrate ethical understanding of research. Include IRB.

Feedback from the discussion:

The group suggested fewer categories of benchmarking. Keep it to meets/does not meet/exceeds. Discuss which students and at what level they should be. For example, freshmen are at a different level than seniors. Discussed the use of “contract” faculty versus tenure track faculty who are given course buy-out for service. Discussion from table about how to get contract faculty to assess. At previous institution had assessment day.

Discussed who sets a benchmark. Feedback about the necessity of the SLO and the level of the SLO being assessed. More important at the senior level for higher benchmark that the same SLO being assessed at the lower level. Depends on whether the assessment is conducted at the Introductory or mastery level. Discussed raising the benchmark for same SLO as it is assessed at introductory and mastery.

Earth and Environmental Sciences

SLOs assessed:

Critically apply the models and techniques of scientific research in the geo or environmental sciences including the use of literary, field, or laboratory methods; Critical Thinking.

Direct measure(s) (optional indirect) used for assessment:

Rubric of capstone project. Department brought the rubric instrument.

Summary of assessment findings:

11 out of @130 students were assessed in the department. The critical thinking assessment and the mode of assessing in the capstone course resulted in poor quality assessment.

Summary of use of assessment findings for improvement:

Moved to assess class by class other than capstone course. Developed new rubric with point score 1-4 on 5 measures for critical thinking. Benchmark will be a score of 2.5. Most of the students met the benchmark.

Feedback from the discussion:

Assessment has been in transition with department leadership changes over the past 2-3 years. 15 page literature review is the assignment that was used in the past. Representative suggested embedding assessment in an assignment already being used rather than developing a new

assessment instrument. Faculty may have been under the impression that they should not use an existing assignment. This presumption may have resulted from the direction not to use the grade as assessment. Again, 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 if it disaggregated the multiple elements as separate assessments.

Department is reviewing the process and rethinking about how to do the process is part of use of results to improve. Department decided to create a mid-point capstone after Gen Ed and required before junior and senior courses.

English

SLOs assessed:

1. Present content persuasively in multiple writing modes, including poetry, fiction, nonfiction, and drama. (Communication, Writing specialization)
2. Incorporate literary devices and aesthetic techniques into original creative writing (Content, Writing specialization)
3. Present clear and effective ideas and arguments in writing using well-formed sentences, well-structured paragraphs, and proper English grammar and syntax. (Communication, Literature specialization)
4. Describe the historical and formal elements of literary works (such as genre, diction, prosody, figurative language, and narrative structure). (Content, Literature specialization)

Direct measure(s) (optional indirect) used for assessment:

The direct measures of assessment are assignments graded using a rubric. They include: a creative writing piece/project, graded using a rubric for the Creative Writing track and a literature essay, also graded with a rubric, for the Literature track.

Indirect measure: Exit Interview

Summary of assessment findings:

They assessed seven students in the major. This past year was a year of transition, so the English Department sample did not capture as many students as they would have liked. The data this year was fairly consistent with data from past years, indicating that the new curriculum is robust and, for the most part, meets the SLOs they have identified for the programs.

Summary of use of assessment findings for improvement:

The English Department is going to work on norming a bit, so that faculty have common understandings and definitions of SLOs and are consistent in their assessment of them. They have a good process in place for closing the loop but could be more specific in the report about what they are changing to improve student learning. They also plan to take a closer look at their curriculum map to make sure that they are preparing students to meet an integrity/values SLO

related to demonstrating, through writing, the development of critical and artistic consciousness through the study of underrepresented experiences and cultures (both local and global). Faculty will discuss this SLO in depth to see how it will fit into the current curriculum.

Feedback from the discussion:

The group discussed the breadth of the data that English is collecting on the four ALC domains and talked about the submitted table with 7 years of assessment data within it. Some recommended that after the coming year's program review, English may wish to narrow their focus and not try to assess them all every year. In that way, they could really focus on 1-2 SLOs and gain some more depth/insights in closing the loop without the process being too overwhelming/time-intensive.

The group also discussed capstone courses and a concern was raised about the varied nature of the English Capstone, as it rotates faculty members and there is not a constant assignment or portfolio that necessarily represents the culmination of the students' knowledge in the field. The varied nature of assignments makes it difficult to compile the assessment results in a meaningful way. A faculty member mentioned that her department capstone focuses heavily on undergraduate research as a way to capture student learning but understands there are some difficulties in gaining agreement of what that looks like across the different tracks within a major. The English representative would like to move to one capstone, with a portfolio model that showcases all the best work leading up to the capstone. That way, the work leading up to it could be varied. They could even have a 1-credit "capstone hour" that involved internships or a public statement about what they've learned in relation to their coursework, and this could include a "Capstone Night" where students took 15 minutes or so to present. Someone mentioned that English could also work collaboratively with other departments on writing projects.

Global Hospitality

SLOs assessed:

Develop Effective written presentations

Direct measure(s) (optional indirect) used for assessment:

Individual Student project

Summary of assessment findings:

N/A

Summary of use of assessment findings for improvement:

N/A

Feedback from the discussion:

It was difficult to provide feedback as the report was very generic.

*****The department representative, Xuan Tran, did not come to Peer Review.*****

Music Performance

SLOs assessed:

Analyze musical works as to their harmonic structure and form.

Direct measure(s) (optional indirect) used for assessment:

Aural dictation quizzes

Summary of assessment findings:

Assessed ½ of the program students. Year two of this format and this SLO. Assessed this at lower division and again at upper division. All students have to take this aural dictation quiz. Previously assessed this SLO broadly. Revamped assessment instrument as a quiz to- play a piece of music then write it down. Fewer faculty are involved in the assessment as only one instructor teaches all four of the courses in which this skill is assessed. But, the skill is an essential component of all music courses taught by all faculty.

Will assess this skill at Freshmen & Sophomore level. Then again at upper level using a more advanced set of prompts.

Summary of use of assessment findings for improvement.

Found that different types of student areas of study (which instrument) made the previous aural dictation quiz not equal enough to use for all music students.

Feedback from the discussion:

Music is a proscribed step major. Assess at lower level as part of prerequisite for upper level. Use same instrument to assess upper level at a more advanced level. The Peer Review group at this Table has been collectively discussing need to assess early rather than relying on a capstone course at the end of the program. Earth & Environmental Science has been trying to limit the number of options to make sure the students are obtaining the SLOs before getting to the upper level.

Philosophy

SLOs assessed:

The Philosophy Department assessed SLOs in the Communication; Critical Thinking; and Values/Integrity domains.

Direct measure(s) (optional indirect) used for assessment:

The department assessed the students' written capstone projects (direct) and administered a survey (indirect).

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

They assessed the graduating students in the major via their final capstone course, which was 5 students. All students except one met expectations for Communication (Writing), and all students met expectations for Critical Thinking and Values/Integrity as related to respect for intellectual property. All students agreed or strongly agreed that the curriculum enhanced their written communication skills and critical thinking skills in a way that they believe is relevant to professional success.

Summary of use of assessment findings for improvement:

Since nearly every student met expectations for each SLO, the Philosophy Department discussed instituting a more robust assessment protocol in their spring department meeting. The Chair will work with other program chairs to design a meaningful assessment framework that does not continue to exclusively rely on the Capstone project.

Feedback from the discussion:

The Philosophy Chair shared with us that the department had just completed a program review. An issue identified in the review was that there was not enough documentation about how their data drives improvement, so they are hoping to better record changes in pedagogy that show them “closing the loop.”

A challenge the department faces is that the majority of students in upper-division philosophy courses are non-majors. The group discussed the benefits and drawbacks of assessing students not in the program. One thought was to obtain sample work from random students from different courses and assessing the assignments to see if they met the SLO requirements. Some felt it would still be best to only assess majors to concentrate on program improvement and so that students who were radically underprepared with no philosophy background would not sway the results. The group discussed assessing students over time-- either in a pre- or post-assessment within a course to serve as a course-level assessment (they could even assess non-majors this way) or in a cornerstone course, since a lot of the assessment work seems to be placed on the capstone. If they assessed majors in a cornerstone course, they could then assess them again in the capstone to show improvement.

TEEL**SLOs assessed:**

1. Teacher candidates initiate opportunities for professional learning and proactively seek feedback to improve professional practices. (Elementary Education & ESE)
2. Teacher candidates seek opportunities to be school leaders and to collaborate with colleagues, families, and community members to provide effective instruction for students from diverse backgrounds. (Elementary education & Exceptional Student Education)
3. Teacher candidates demonstrate and promote ethical and professional practices according to the Code of Ethics and the Principles of Professional Conduct of the Education Profession of Florida. (Elementary education & ESE))

Direct measure(s) (optional indirect) used for assessment:

TEEL assesses their students in classroom observations, scored using the Danielson Framework for Teaching evaluation rubric.

Summary of assessment findings:

Unclear from documentation, no representative present

Summary of use of assessment findings for improvement:

TEEL uses a continuous improvement model that involves an ongoing review of data. For example, student performance data (e.g., key assignment (Danielson rubric), Florida teacher certification exams, critical tasks, p-12 impact, etc.) are reviewed bi-annually during TEEL data retreats. Based on the data analyses, adjustments are made to course and program curricula. Faculty are at the center of this process.

Feedback from the discussion:

The group noted that TEEL has an accrediting body and wondered if they had to assess all of the SLOs all of the time. Little evidence is presented regarding closing the loop and continuous improvement, so the participants wondered if there might be a tiny piece of what they need to collect for accreditation that they could isolate and choose to improve student learning and report that out for our benefit. If the department could provide an example of an adjustment that they have done, that would be ideal for university purposes.

*** No representative present at meeting. Notes based upon documentation from IR and faculty feedback. ***

Graduate Assessment**Anthropology****SLOs Assessed:**

Communication and Project Management were the Student Learning Outcomes assessed.

Direct measure(s) (optional indirect) used for assessment:

Communication was assessed through external assignments and group projects/presentations. Critical Thinking was assessed through engagement with controversial anthropology topics.

Summary of assessment findings:

26 students were assessed. Of the 26 students, 92% reached the benchmark. One student dropped out.

Summary of use of assessment findings for improvement:

The department would like more students to be assessed in the future.

Feedback from the discussion:

The group thought it was good that there were several measures including oral and group work. However, some felt that critical thinking needed to be broken down into sub-skills in order to assess which aspects of critical thinking are strongest and which could use development.

One suggestion was to have students write journal entries. The score on the first journal entry and the score on last could be compared. The last entry should be better than the first. Shows growth.

One representative thought it would help to have someone other than the Instructor of Record review and assist with grading through rubric.

Pertaining to the Communication SLO: That is a lot to measure in one SLO. May want to think about narrowing it.

Educational Research & Advanced Studies

SLOs assessed:

The department assessed the success of Graduate track only. – integrity and values

Direct measure(s) (optional indirect) used for assessment:

Their key focus is integrity and values specifically looking at citations and referencing, comparison to professional pace and contact. They are also looking at tying journal writing entries to internships.

Summary of assessment findings:

Faculty meet a lot and are talking about creating new courses in the foundations of writing. They are discussing how writing styles are diagnostic before they enter the dissertation phase.

Summary of use of assessment findings for improvement:

The department is discussing implementing a student tool-box that they will require students to use. Looking to achieve a template for qualitative and quantitative standards. Additionally, discussing requiring committee approval of thesis, creating consistent courses, course shells across instructors.

Feedback from the discussion:

Program representative in attendance had only been at UWF barely 3 months and he said that he felt he learned a lot from the peer assessment process.

Exercise Science

SLOs assessed:

Communication: Present ideas clearly, effectively, and elegantly in written and oral communications.

Project Management: Complete a thesis or project in lieu of thesis in the final semesters before achieving the master's degree.

Direct measure(s) (optional indirect) used for assessment:

The assignment is a group project where students learn to organize and collaborate effectively with each other on a group assignment in order to meet a deadline for the term paper (review paper).

There is a team of five students that collectively identify a research topic for writing a potential peer-reviewed journal article. According to the weekly writing schedule based upon the outlines of their writing topics, students review the latest literature and each write a section of the required writing assignment.

Students were evaluated on their ability to present an outline of the proposed writing and to set specific writing goals. Additionally, students were required to revise their work based upon instructor's feedback and development of a coherent writing style that was assessed according to a rubric developed for the assignment.

Summary of assessment findings:

Data showed that students improved their ability to review the literature, engage in class discussion, and collaborate effectively in completing the group project.

Summary of use of assessment findings for improvement:

Data showed that students improved their ability to review the literature, engage in class discussion, and collaborate effectively in completing the group project. Adding more discussions were seen as helpful. A reminder is given at every faculty meeting about assessments. The department has implemented an end of year, "how did you do it?" meeting. Findings are submitted to the Department Chair.

Feedback from the discussion:

Many though developing some small assignments to build up and provide feedback throughout would improve results.

Provide students with a guideline and/or a rubric with sub-section totals to show if they are doing better on certain sections than others. Provide an example of what results should look like.

Nursing

*****Unfortunately, their representative did not show nor did the department provide any assessment documentation.*****

Health Sciences

SLOs Assessed:

Personal ethics and professional practices as they relate to a career as a healthcare professional.

Direct measure(s) (optional indirect) used for assessment:

Mock Trial

The course contains a Mock Trial using an online discussion board. The instructor is the judge of the Mock Trial. The students in the course must defend both sides of a controversial health care case. The student must use case law to support arguments. Students utilize what they learned over semester.

The assignment is used to teach students how to have difficult conversations and defend decisions. The assignment takes the students out of their comfort zone on topics such as end of life, deportation, and abortion. Students must use argument that is convincing and based on clinical theories, language, and case law to sway opinion of the court.

The assignment is challenging online. The instructor used discussion board rubric to assess. Argument for is worth 5 points and argument against is worth 5 points.

Summary of assessment findings:

Of the 15 students in the course, 10 met expectations. The 5 students who did not meet expectations did not understand what was expected and approached cases on an emotional level instead of providing case law to support their argument.

Instructor had an email or phone call discussion with every student at the conclusion of the assignment.

Summary of use of assessment findings for improvement:

Faculty met at a retreat during the summer to discuss and evaluate student competencies, SLOs, and whether to add or delete competencies. This meeting helps the group see the needs and where additions can be made. CCR - Evidence of change is presented in the CCR of the new course. Made sure program aligned with the course. Documented in CCR. Very clear changes were made. The instructor created SLOs for the course using high level Bloom's Taxonomy skills and abilities.

Feedback from discussion:

Some suggestions for the trial included: before the Mock Trial begins, provide students with examples of what “meets expectations” looks like and what “does not meet expectations” looks like; create an assignment where students can practice getting out of their comfort zone on controversial topics. Teach students how not to respond with opinions. After the trial, follow up with students after the assignment. Ask, “How easy was this assignment?” and “Why was it difficult for you?” This process shows growth of the student.

History

SLOs assessed:

The department assessed the success of several MA tracks in Critical Thinking.

Direct measure(s) (optional indirect) used for assessment:

Students were assessed in ways that have worked for several years for their department such as extended research papers, thesis, and practicum. The faculty meets once per semester to discuss the quality of students work. Faculty are also available to meet with students to guide them with their written projects. Additionally, faculty includes rubrics to their students for specific projects.

Summary of assessment findings:

The department identified 3 weaknesses that are not necessarily specific to their discipline, but found students struggled with time management, finishing, and constructing and writing a clear argument.

Summary of use of assessment findings for improvement:

The faculty have discussed re-thinking writing-up their research and are discussing alternative approaches, although, overall, the department has had good and consistent results for 5-6 years. They are considering different options for presentation of research.

Feedback from the discussion:

Others at the table were in agreement to the History Departments approach and commenting that they had similar weaknesses in their students.

Mathematics

SLOs assessed:

The Core Courses assess the Technology learning outcome for 2 tracks. They use technical software programs for research and review their skill with these programs – LATEX

Direct measure(s) (optional indirect) used for assessment:

Graduate program is non-thesis, oral presentation of capstone research. Evaluate for critical thinking and communication. Students were also assessed with common exam – test alternate years. Students passing over 70% of 10 questions. This method has been completed for a long time.

Summary of assessment findings:

Department discusses evaluation once a year. Matrix analysis weakest performance and they are going to offer extra courses directed as this skill. In assessing communication, writing was their biggest weakness.

Summary of use of assessment findings for improvement:

In addition to meeting once a year to discuss results, they intend to focus on writing by using turn-it-in. Additionally, they are looking at the passing rate midway in semester.

Feedback from the discussion:

Everyone at the table agreed that their students also struggled with writing clear arguments.

Psychology

SLOs assessed:

Three specializations at the Master's level adopted a common rubric to evaluate their respective capstone experiences. The common rubric contains multiple SLOs (5 including Writing and Communication) and allows the department to identify which overall areas are strong and which areas are weak.

Direct measure(s) (optional indirect) used for assessment:

The results shows areas of need that must be addressed in the Psychology courses.

The faculty evaluated the quality of student performance at the conclusion of the capstone. In some cases, the work focused on completion of a thesis. In others, performance in an internship was the focus.

Summary of assessment findings:

At the graduate level we see ongoing strengths in integrity and ethics across programs. We also see a relative weakness in written communication with regard to reporting conventions in psychology. The writing within APA and written arguments stood out as areas where students need improvement.

Summary of use of assessment findings for improvement:

The strength of student performance indicates that not many changes are warranted. The Fall faculty meeting will address the writing outcomes and should address the weaknesses found in written conventional communication. The department will meet to look at the types of assignments and culminating experiences across courses.

Feedback from the discussion:

The group discussed that each specialization requires a separate report and SLOs. Advised to assess separately. Each specialization has 5 SLOs. Advised to address 2 SLOs in each specialization per year.

Certificates/Stand-Alone Minors

Government

SLOs assessed:

Spanish Minor: Compose written work that demonstrates proper use of Spanish grammar, spelling, syntax, and idiom.

Direct measure(s) (optional indirect) used for assessment:

2 compositions, 1 page or less in Spanish, evaluated using a rubric for grammar, vocabulary, style, and organization.

Summary of assessment findings:

Students worked on three compositions in Spanish, one in February, one in March, and one in April, which was the last month of the Spring semester. The topics were all connected to the chapters of the textbook assigned for this course. The instructor developed written guidelines for each one of the compositions

On assessing the written work for the first composition, 9 students out of 11 had reached 90% or more. The average is 93 %. In the second composition, 4 students out of 11 had reached 90 % or more. The average is 85%. Written work for the third composition shows that 3 students out of 11 had reached 90% or more. The average is 84 %. The average of the written work for the second and third compositions are almost identical, but lower than the first one. Even though these results show a decrease in mastering this learning outcome from the beginning to the end of the semester, they are also a good indicator of the challenge some students faced when using more complex grammar structures during the course. The average of the three written work is 87%, a well-defined above average figure.

Keeping 81% as a marker for accomplishing this assessment, 91% of the students satisfied the learning goal. Only one student falls below the 81%. Hence, composing written work that

demonstrates proper use of Spanish grammar, spelling, syntax, and idiom, was achieved by the majority of the students.

Summary of use of assessment findings for improvement:

A high number of students are meeting this benchmark. The faculty members recommended discussing the current SLOs and assessment practices in August 2018 to determine whether or not to keep or revise this assessment strategy for the upcoming academic year. This makes sense especially since the faculty teaching in this minor includes two people and one of them is new to UWF beginning in August.

Assessment data is presented at the start of each year at fall planning retreat to keep faculty informed. We discuss whether or not to make changes to current practice based on outcomes, but tend to keep current assessment strategies in place over several years for continuity.

Feedback from the discussion:

Representatives at the Certificates and Stand Alone Majors table seemed impressed by the simplicity and effectiveness of Government's assessment measures for Spanish Composition. Government representatives did note that the program is still in the process of gathering/compiling their assessment data, which will likely occur in the spring.

MBA

SLOs assessed:

Multiple SLOs based on specific certificates (each certificate includes 3-4 courses, and assessments are conducted for each course). Specific SLOs include:

- “Demonstrate knowledge of the principles of e-Business systems planning, development, and implementation”

- “Demonstrate and apply knowledge of concepts and principles of management and marketing”

- “Use time value of money concepts to evaluate alternative financial decisions including risk and return”

- “Analyze basic microeconomic managerial challenges, including demand relationships, cost structures, strategies towards pricing goods (and services) and some basic market structures in an economy”

Direct measure(s) (optional indirect) used for assessment:

Exam questions, projects, research papers, depending on the course and certificate.

Summary of assessment findings:

Sample: Students did not meet the benchmark for Time Value of Money computation.

Summary of use of assessment findings for improvement:

One or more faculty members will assess student work related to the SLO, summarize this assessment data, and make observations about the results. The summary information is reviewed by the department faculty and the College's Graduate or Undergraduate Programs, Curriculum,

and Assurance of Learning Committee (as appropriate to the level of the course). Suggestions for improvement are made by the department faculty, the chair, and/or the College committee. Departments store their own assessment data, and a copy is also sent to the Associate Dean. Department and College faculty will meet in the fall to further review assessment results and make recommendations.

In this case, and corresponding to the above sample, the department added in extra exercises for practice of different TVM calculations.

Feedback from the discussion:

The department recently updated program and certificate assessment. Implemented an MBA Task Force to evaluate current SLOs and make recommendations for new ones that better align with the MBA Program Mission. Facilitator noted that discussions between the MBA and Public Health led to plans to meet to collaborate on several issues both programs are facing regarding assessment.

Public Health

SLOs assessed:

In M-PUB-CERT05 they assessed Emergency Management, specifically students' ability to articulate how biological, chemical and/or physical agents affect human health.

Direct measure(s) (optional indirect) used for assessment:

Direct student assessment in the Graduate Certificate in Public Health is conducted using several strategies:

-BSC5856 (Bioterrorism) has a case study and four scenarios that assess the students' knowledge of how biological agents and toxins can affect human health and how these interactions can be prevented or minimized.

-HSC6528 (Prevention of Infectious Diseases) uses Exams, with an assortment of multiple choice, short answer, and essay questions to assess students' mastery of infectious diseases preventive and control strategies.

-HSC 5205 (Public Health Preparedness) has a series of study questions and examinations which assess the students' ability to specify approaches for assessing, preventing and controlling environmental hazards/disasters that pose risks to human health and safety and articulate the basic principles with dealing with emergencies.

Summary of assessment findings:

A significant outcome of the assessment. Collated data from this and previous years, including low enrollment, convinced the Department to eliminate this certificate by combining it with Infectious Disease Certificate creating a new more robust Certificate.

Summary of use of assessment findings for improvement:

Faculty teaching the Certificate courses are provided summaries on the performance of Certificate students in their courses at the end of the spring semester. Since the certificates are

part of the MPH program, students are required to earn a passing grade in the program, which in this case is a C. Data are discussed at many faculty meetings.

The Curriculum Committee reviewed the SLOs to recommend changes to the Department Chair. Data is currently being collected, and plans are for faculty and staff to meet in spring semester to assess data and “close the loop” on assessment findings. The report will be generated through a faculty retreat.

Feedback from the discussion:

Facilitator noted that very fruitful discussions between the Public Health and MBA representatives led to plans to meet to collaborate on several issues both programs are facing regarding assessment.

Group/Break Out Discussions at the End of Peer Review Meeting, October, 26 2018

Break-Out Session Topics

Assignments as embedded assessments
Portfolios for assessment
Content exams for assessment
Survey an indirect measures

Only about twenty participants stayed for the sessions, with no one showing interest in the survey table. Other tables had between four and six participants. We were able to attain notes from two of the three sessions.

Assignments as embedded assessments (include discussion of rubrics for these)

- Departments designing assignment specifically for the assessment, which is not always necessary. It is better to pick an assignment and embed the assessment in it. It is also important to tailor assignment to whatever you need to assess.
- General discussion rubric
 - Colleague concerned that rubrics that students see and can follow may limit their creativity.
 - Led to question on whether or not students should see rubrics, or if there needs to be a student friendly one (with which the instructor grades) and a separate one for assessment purposes with the exact wording of the SLO included.
 - Grades can be used to motivate, temper, encourage
 - Assessment helps you determine whether or not you’re achieving your goals
- Clear instructions and rubrics are key; as long as they have clear criteria an example is probably not necessary
 - In-class exercise in which students create their own examples in groups
 - Then, share with the class and critique
 - This helped students improve their thesis statements in history
- Problem with having same person/people creating the assessments, assessing them, and making decisions about use of results

- Need to have outside reviewers involved in the process
- Problem with people assessing at the Capstone level because it makes it difficult to enact beneficial changes to the curriculum
 - No room for improvement for that cohort since the students are graduating
 - The lack of initial benchmarks can make making improvements difficult; nothing to compare
- Can some of these issues be resolved through an Assessment Summit?
 - Take random samples from courses
 - Have two reviewers assessing the work according to a rubric
 - Provide training to the reviewer to ensure the rubric is valid
 - Provide stipends and food to the faculty participants
- Assessment does not equal validation of your program
 - Faculty concerned about negative consequences if they report poor data
 - In reality, assessment is meant to help us identify issues and make improvement. It's not a measure of the individual faculty members or the department.

ePortfolio Round Table Discussion Notes

Most of the discussion revolved around Canvas and the ePortfolio tool available. Rubrics in Canvas were also discussed. Questions asked and discussed included:

-Can students print a rubric and export the underlying data? Can students analyze the feedback from the rubrics? Is this a manual process?

-Can a graded rubric be placed in the ePortfolio in Canvas?

The group opened up Canvas and looked at the ePortfolio tool. This brought about questions and a needs list.

-Can the ePortfolio in Canvas be tied to an assessment?

-Where does the ePortfolio and student data go when the student graduates? Can the student utilize the documents after graduation?

-Does the student need to release the ePortfolio so that an instructor can view the content? How can student release the content if this is possible? Can students, instructors, and departments harvest the information in the ePortfolio?

What do programs at other Florida SUS schools have in ePortfolios?

What are Best Practices for utilizing ePortfolios?

Can Global Online put together a workshop on ePortfolios?

Discussion and General Observations from the Peer Review Debriefing, November 27, 2018

Problems Encountered this Year: Issues to fix or Address for 2019

In place of the full room discussion we created optional break-out sessions at the end of the meeting. The attendees who stayed for the sessions found them useful and the discussions meaningful, but most representatives did not stay. The question is how to increase participation in the sessions, but not force the unwilling or unmotivated to stay and perhaps poison the overall discussions.

We continue to face issues with departments being able to “tell their story” effectively using the Qualtrics forms. Reports are still hard to understand and inconsistent. Angela Bryan is currently working with departments on new excel spreadsheet reports that hopefully will remedy this issue. In addition, we changed the site to the new Google Site format, which made uploading pdfs very difficult. The reports, and especially the supporting documentation was difficult to access. We need to look for a more user friendly way to share department information in the future.

Another ongoing issue is that some departments send junior, unprepared faculty who were minimally involved, if at all, with the department’s assessment work during the previous year. While, the junior faculty do end up benefiting from exposure to more experienced faculty and departments, it is hard to advance the conversation from collecting of assessment to linking assessment larger department processes and student learning. Again, here we see the problem of how to focus more on student learning and less on process of assessment. Perhaps one way to solve this problem is for Facilitators to give more detailed instructions to representatives so they can meet with their Chair before the meeting. We may also need to brief Facilitators on this problem and help to prepare them so that they can make the conversation meaningful for all involved.

We also faced some issues with the meeting space. It was too small, and thus the tables were too close to one another making hearing an issue. We also did not have enough accessible outlets for lab tops, making a few scribes have to take hand written notes. We need to be sure we have plenty of outlets and space for next year.

Strengths: Characteristics of Peer Review we should preserve for future events

The diversity of programs at tables continues to be one of the most highlighted strengths of the Peer Review meeting. At least eleven representatives pointed out learning new strategies for assessment from different departments and colleges. Not only does this advance assessment preparation, but it also builds overall university collegiately and community.

As we had several new scribes and facilitators, we brought back the advance meeting and worked with Angela Bryan on a new Scribe/Facilitator guide. This seemed to really help focus conversations and made the scribe’s notes much more clear and effective than in previous years. We also provided the guides on the website and hard copies at the tables. This seemed to help all participants.

Though the documents were difficult to access, they did improve the quality of conversations at the tables. Thus, we will continue to emphasize the supportive assessment documents in 2019.

We again witnessed, good, concentrated discussions at tables. Consistent feedback demonstrates that discussions were collegial and useful. One table in particular commented that this had been the most useful and productive meeting they had attended.

We limited table size by allowing some departments to rotate years they participate. This for the first time eliminated large tables with six or seven departments allowing the entire meeting to move efficiently and for each department to have a little more time to discuss.

For catering we returned to UWF dining services, and it worked very well. The fresh fruit and cashews were particularly popular. We will replicate our food order next year.

Suggestions for 2018 Peer Review of Assessment: Recommended Actions for Improvement

First of all, we will revisit how to best organize the breakout sessions on student learning. We also need to be sure to get notes from all tables

Again we will stress the importance of Chairs sending informed representatives to the Peer Review. If a Chair wants to invite a new faculty member to the Peer Review to learn about assessment processes at UWF, the new person should attend as an observer and the department should be represented by a faculty member who can actually explain and answer questions about the department's assessment work. We will also better prepare Facilitators to deal with this situation.

The Google site needs to be more accessible and documents need to be better organized via working with IR. We need to re-emphasize preparation and facilitators contacting their table earlier with very specific instructions. This should happen at least a week in advance so representatives have time to evaluate assessment reports.

Power strips need to be provided for all tables. To have adequate space for all the tables, and to eliminate cross talk, we will reserve all three rooms of the Conference Center or another large space and spread the tables out as much as possible. We will also only serve finger food using Aramark since they did a great job this year.

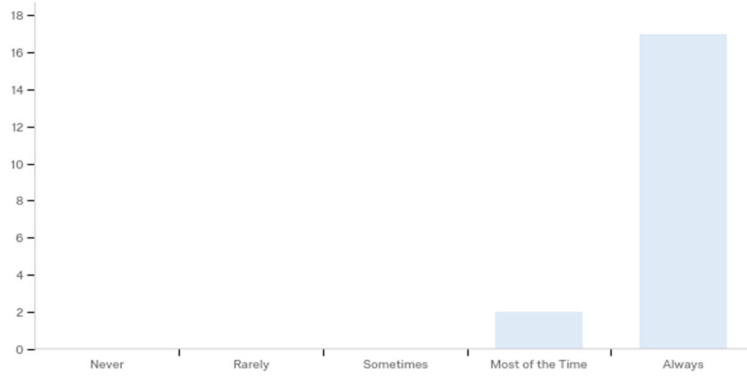
POST-REVIEW EVALUATION OF THE 2018 PEER REVIEW OF ASSESSMENT

(Feedback from Participants: Google Survey)

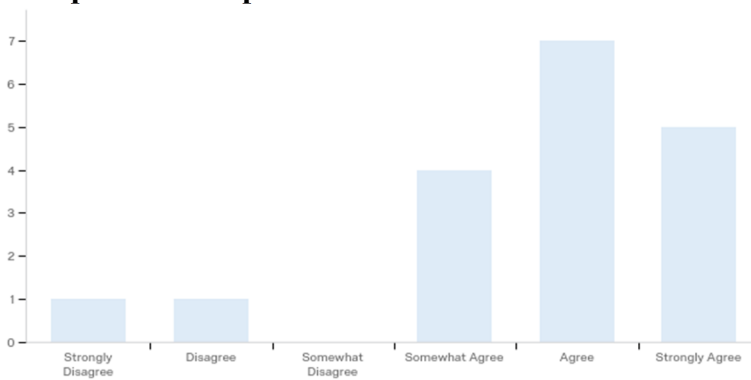
An evaluation of the Peer Review of Assessment was sent to all attendees ($n = 40$) on October, 29 using the Google survey software. The survey was open for responses until November 13; 19 individuals completed the survey (47.5% response rate).

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. Responses to each Likert-type survey question are presented below.

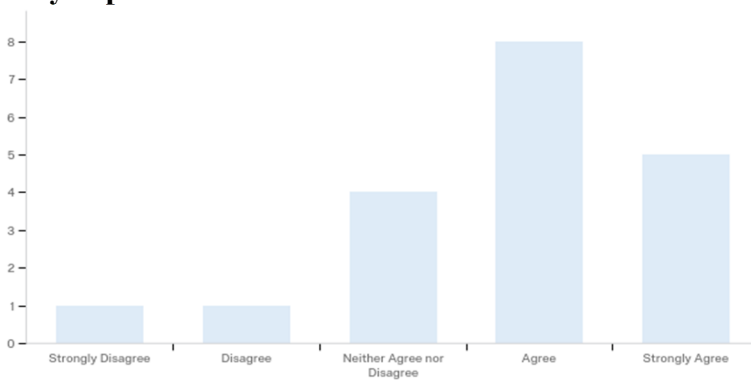
Q5 - Describe how often the discussions of assessment at your table were collegial.



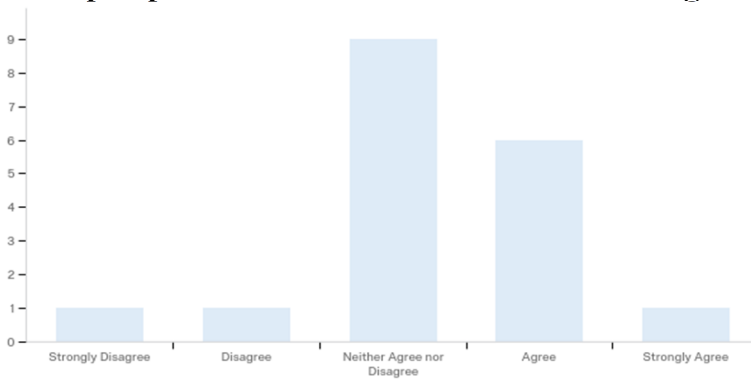
Q6 - Discussion of my department’s assessment practices by reviewers at my table will help the department improve future assessments of student learning.



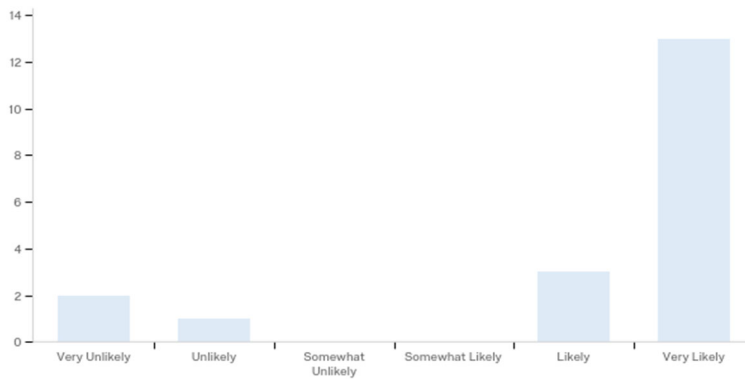
Q7 - Discussion at my table generated useful strategies that might improve student learning in my department.



Q8 - The breakout discussions at the close of the Peer Review generated useful ideas that will help improve the assessment of student learning at UWF.



Q9 - Would you be interested in participating in a future peer review of assessment?



Q10 - What was the most useful component of the peer review of assessment for you and/or your department?

This is a great event. I have a chance to learn from other department assessments and talk to my colleagues about our own experience.

The review of other department's assessment approaches and their insights to overcoming some of their challenges. The interdisciplinary exchange of useful information and procedures to properly assess programs.

Learning information about how to improve student participation.

Got some ideas for portfolios and capstone projects. Our department is considering implementing them, so having concrete examples and cautionary tales helps a great deal!

Conversation was very useful -- discussion of strategies, departmental discussions, and challenges/opportunities were enlightening.

As usual, being able to see what other departments are doing and how they are facing various issues

Q11 - What was the least useful component of the peer review of assessment for you and/or your department?

Some departments did not submit files and some representatives either did not show up or were unprepared to discuss their assessment data.

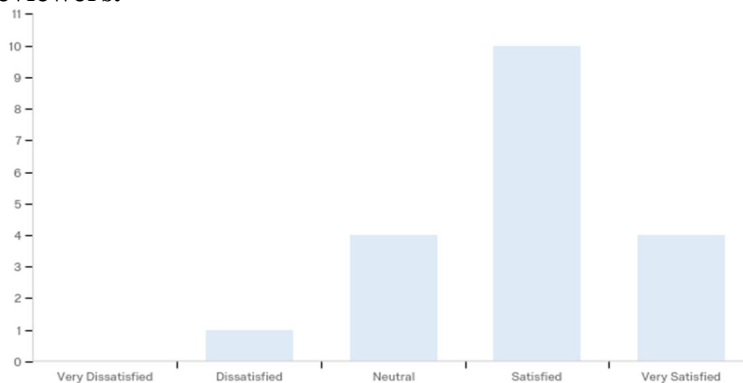
Unfortunately, most of the individuals at my table were not very knowledgeable about their assessments and added little to the conversation. For the most part, they were able to summarize, the rest of the table asked questions, but no one had much feedback.

Breakout sections because the bulk of the group left. In the past when general questions were presented and the answers were captured on the white sheets, at least there was more universal participation. Location was not optimum either. Hearing was exceptionally difficult...

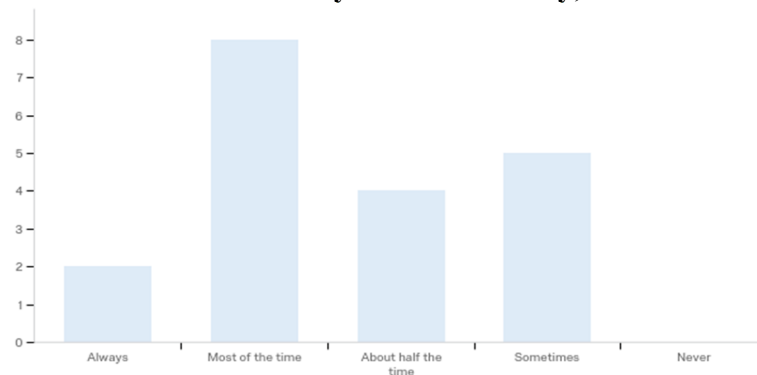
Departments who did not have representatives at the table to discuss their assessments.

Minor, brief complaining regarding student learning outcomes

Q12 - Describe your satisfaction with the strategies used to make materials available to reviewers.



Q14 - Describe the sound quality in the room during the Peer Review. Were you able to hear the conversation at your table clearly, without cross-talk from adjoining tables?



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. Include suggestions for improvements to the site used to archive materials for reviewers.

The room was not good. It was too small, which made it difficult to hear. There were not enough power outlets. The room next door was not in use so it isn't clear to me why we didn't split the groups between the two classrooms.

Focus on only one or two assessment items per program. There is not time to discuss more than that, and it takes time to read everything even if it is not discussed.

We hoped to get better information about e-portfolios, but the person who was supposed to be the expert did not show up.

The download was not functional initially...

Find a better carrot or a bigger stick to get ALL departments to send their reps. No shows are very frustrating. Hard to cover for a department we're not a part of!